

DEVELOPMENT OF INDEPENDENT THINKING SKILLS OF CHILDREN IN A PRESCHOOL EDUCATIONAL ORGANIZATION

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ABSTRACT

In this article we will discuss the benefits of developing independent thinking skills in preschoolers in a preschool educational organization.

Keywords: Preschool education, continuing education, preschool age, children, independent thinking, speech, speech development, personality, communication.

The preschool period is recognized as a sensitive period for the development of speech in preschool children. The need to communicate with other people determines the appearance of speech. In the process of oral communication, the formation of social relationships, the process of cognition, and the assimilation of spiritual and material values occur. When communicating with adults, the child acquires dialogue forms. It is in the process of communicating with adults in a preschool educational organization that the teacher masters initial communication and begins to talk about things that are not in his field of vision.

Communication with peers is the most important indicator of the development of communication abilities [1].

The results of psychological and pedagogical research conducted in recent years show that there are great opportunities for developing independent thinking skills in preschool children. It is desirable to deepen and expand the knowledge, skills and abilities of all preschool children. By the end of preschool age, children will have a large amount of basic knowledge and ideas about the environment, they will master basic thought processes, and will be able to distinguish between important and unimportant aspects of events in objects and objects. objects, they are aware of cause-and-effect relationships. They formed the initial indicators of educational activity. Therefore, it is very important to develop it from kindergarten age. In the early stages of preschool, children develop their imagination. As life experience increases and thinking develops, the creative imagination is filled with content. Preschool children are characterized by visual-motor, visual-figurative thinking. On the basis of this, logical thinking and conceptual thinking develop. Children's educational activities include analytical and synthetic mental activity; it is necessary to deeply understand these phenomena and events, teach them to separate their important and unimportant aspects. Curiosity is a characteristic of a child. It forces the child to look with interest at surrounding events, objects and objects; this is manifested in observation of everything, sensation and careful observation.

The teacher organizes observations, tries to answer questions that arise in a timely manner, leads to an independent search for answers, and does not allow the curiosity of preschool children to fade away.

The task of intellectual education is to develop curiosity in children, the accuracy of their minds and, on the basis of this, create an interest in learning. Kindergarten has the task of developing

children's mental abilities. Abilities are manifested and developed in the process of relevant activities.

The intellectual abilities of a person can be distinguished by the qualities of his mind such as intelligence, insight, critical eye and thoughtfulness. The tasks of mental education of preschool children include the development of mental skills and abilities, i.e. the simplest methods of activity, examining objects, identifying important and unimportant features in them, comparing them with other objects, etc. These skills and abilities are components cognitive activity and help the child successfully acquire knowledge.

For example: after systematic training in getting to know plants and animals, children will have a certain idea about some specific plants or animals. In order to develop knowledge and skills, the teacher can plan the following activities with children: "Comparing a cotton plant with a dandelion plant." ", didactic game "comparing two different birds in a cage" and other similar events. The most important thing is that it is necessary not only to give children knowledge, but also to teach them to use the acquired knowledge in solving intellectual and practical problems.

In order to properly organize the mental education of preschool children, it is necessary to know the laws and possibilities of mental development of children. The task of intellectual education is determined by its content, method and organization. pedagogy and psychology, effectively solve the problems of mental education, on the one hand, effectively use the child's capabilities, and on the other hand, find ways to avoid excessive stress, which can cause general fatigue of the child's body.

Preschool children study the laws and possibilities of mental development. A child is always among objects and events, always gets acquainted with something, learns something, touches, smells, tastes, listens to something. This is how a child learns about the world. The nature surrounding objects affects the analyzer of the child's sensory organs, eyes, ears, etc. and creates sensations. Intuition helps children learn some properties of objects: cold-hot, rough, smooth-shiny, smelly, etc. [2]

Sensation is the first stage of cognition of the environment. A child can accumulate experience in knowing the things around him only through intuition. Perception is a very complex mental process, it is formed on the basis of sensations, the child holds the world in his hands, looks at it and eats it, seeing it as a whole object, at the same time round, red, aromatic, perceives it as tasty, and so on. To imagine the world as a whole, the child uses several analyzers simultaneously - analyzers of vision, touch and smell.

The simultaneous operation of analyzers allows you to more accurately and completely learn the properties and characteristics of the product. Therefore, in order to properly raise a child from an early age, adults must allow him to perceive objects with the help of a larger number of analyzers, and pay special attention to the development of analyzers, that is, the child's sensory culture. Concepts, scientific ideas, the surrounding life and all its riches, its various forms of knowledge, facts are among the knowledge that the younger generation must learn. The correct use of children's knowledge, skills and abilities in their various activities and work is a real path of knowledge.

Most children attend preschool educational institutions, which include not only childcare, but also their comprehensive and multifaceted development, primarily speech. The staff of a

children's educational institution must create the most favorable conditions for the development of children's developed speech. In this regard, all educational activities, like any other, should be aimed at enriching and improving children's vocabulary. One of the conditions that should be like this, that is, one of the teaching methods that is important to create in speech activity, is the introduction of innovative teaching methods in the development of speech in preschool children.

In a group, understand your inner self, be able to think independently and use your independent thoughts in the process of activity.

To improve the quality of speech development of preschool children, it is necessary to activate the creative potential of teachers, expand their worldview, and introduce new technologies and innovations into their activities [3].

Thus, the educational process will be more effective, children will have a single, holistic picture of the world. Integrated education promotes the overall development of the child, as well as in-depth study of subjects. It forms a holistic perception of the world in children, since it is a system that combines the knowledge of individual objects into a single whole. Integration for school is widely developed in scientific, pedagogical and methodological literature. He is only taking his first steps in preschool pedagogy.

Integrated technology in preschool pedagogy means the use of one topic in all blocks of work (speech development, mastering elementary mathematical concepts, design, application, etc.). In contrast to complex activities carried out on familiar material and episodically, integrated groups are built on the principle of combining several types of activities and are carried out systematically.

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