

PROSPECTS OF THE DEVELOPMENT OF PRESCHOOL CHILDREN'S INTELLECTUAL ABILITIES

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ABSTRACT

Today, the development of intellectual abilities of preschoolers is one of the urgent issues. This article highlights the current issues of developing and improving the intellectual abilities of preschoolers.

Keywords: The process of preschool education , preschool age, intellectual ability, talent, play, education.

INTRODUCTION

When children are born, physical, social and psychological opportunities for communication, learning and development are created in a social environment. These opportunities will develop if they are identified and supported in time. Regular engagement with children is continued in preschool educational organizations and forms the basis for the development of intellectual abilities.

The development of intellectual abilities of preschool children is a multifaceted process related to the development of all aspects of the child's personality, which is the most important component of general mental development, preparation for school and future life. This is done as a result of exposure to the child's life and environmental conditions. The leading place in intellectual development is focused on systematic intellectual education.

According to the literature, intellect is derived from the Latin word *intellectus*, meaning to know, understand, perceive, and the mental ability of a person to accurately reflect and change life and environment in the mind, thinking, is the ability to read and learn, to know the world and to accept social experience.

Studying the intellectual abilities of mankind is not only one of the important tasks facing science today, but this problem has been the focus of attention of thinkers and enlightened scientists since ancient times. Among the ancient Greek philosophers, Plato and Aristotle emphasized that human intellectual ability is the best way to know the universe and existence. By the Middle Ages, the meaning and essence of the concept of "intellect" expanded further, based on the products of science, and was enriched with new terms.

Explaining the essence and development of the intellect, views with different characteristics have been put forward since ancient times . Among scientists, there were two different views on the explanation and interpretation of the nature of intelligence:

1. According to the representatives of the first group, intellectual characteristics are given to people in a hereditary way by parents.
2. The representatives of the second group explained intelligence by relating the child's perception to external stimuli.

Up to now, a number of practical works are being carried out to study the mental development of a person. The problem of intelligence is becoming one of the most studied topics in the psychology of our country, as well as in foreign psychology. Although there are different approaches to the interpretation of the essence of intelligence in the psychology of our country and abroad, the common goal is one, and that is to reveal the intellectual development of a person and the uniqueness of his characteristics.

Analytical approach to the problem of intelligence development is clearly visible in A.V.Zaporozhets research. The author distinguishes the process of development of the child's intellect by functional and age periods. The process of functional development is expressed in the enrichment of the content of the child's thinking. In other words, new actions mastered by a person develop and become mental actions. The new form of intellectual activity that appears in the child ensures the qualitative development of the child's thinking in terms of age.

A.V.Zaporozhets shows the forms of intellectual activity in 2 genetic traces, such as foreign scientists A. Vallon and J. Piaget:

1. Exhibition action thinking
2. Expository figurative thinking

A.V.Zaporozhets later agrees to include the third form as well, that is, verbal-logical thinking.

According to him, the emergence of visual movement thinking in a child is a sign of working with universal objects, and the emergence of visual image thinking is a sign of working with images and imagination, as well as the birth of word-logic thinking. and leads to action with concepts. According to A.V.Zaporozhets, there is a very close connection between the functional and age-related development of intelligence, and they are mutually compatible [1].

Intellectual education of preschool children is the development of the mind. The goal is to have a systematic and purposeful pedagogical influence on the growing young generation. It continues as a systematic process of assimilation of socio-historical experience by the younger generation, which is reflected in the knowledge, skills and qualifications, norms, rules, evaluations accumulated by mankind.

This influence is carried out by adults and includes the creation of various tools, systems of methods, and conditions that ensure the intellectual development of children. Intellectual development has several stages depending on age. The end of the first year of life - the beginning of the second year, until the child develops active speech, is distinguished by visible and active thinking. At this age, it is a tactile study of objects (things and events with different properties) gets acquainted with the surrounding reality visually. Parents are the main people who help the child to get acquainted with objects and ways of using them. It is these skills that become the child's first knowledge of the surrounding world [2].

Preschool children of 4-6 years of age develop visual and figurative thinking. That is, preschool children think with visual images and at the same time are familiar with concrete concepts. At this stage, children's thinking is subject to their perception. Thus, the child's intellectual development is divided into several periods, and each previous period creates a foundation for the next period [2].

The development of intelligence is one of the main factors in the formation of behavior, it is a guarantee of successful growth for a child and a guarantee of effective activity for an adult. The

development of intelligence takes place throughout a person's life, but its most active stages occur during adolescence.

Today, there are several types of intelligence, which affect different areas of activity:

- Verbal intelligence: the ability to write, read, speak and communicate.
- Logical intelligence: the ability to calculate, solve mathematical problems, analyze, reason and think logically.
- Spatial intelligence: the ability to imagine, engage in visual arts, and manipulate the imagination.
- Physical intelligence: dexterity, motor coordination, fine and gross motor skills, flexibility and endurance.
- Musical intelligence: "musical" hearing, sense of rhythm, presence of "musical" voice.
- Social intelligence: the ability to perceive and analyze the actions of other people, adapt to social situations and conditions, and establish relationships.
- Emotional intelligence: connection with human feelings and impressions, analysis of own feelings and conclusions.
- Spiritual intelligence: self-development, self-awareness and motivation, goal-setting and self-reflection.
- Creative intelligence: talent, creativity, creativity and creating new things.

For the correct formation of all types of intelligence, it is necessary to pay attention to all kinds of activities, including physical and intellectual activity [3].

Researchers believe that preschool age is the golden age of creativity. The intellectual flexibility of preschool children directly depends on the degree to which their creative abilities are formed. Also, the desire to show positive and successful results is reflected in the observations and experiments, which is the result of creative thinking in children. Taking into account these important aspects, it is in accordance with the goal of helping children through this variant program for the development of creativity in children of preschool age, in addition to the educational programs used in preschool educational establishments.

The components of creative thinking are:

- positive thinking
- active learning
- self-expression
- wide range of rights for selection [5].

In the process of preschool education, innovative pedagogical technology is a new organization of the process of developing children's speech through studying educational materials, being able to freely express their opinion, mutual communication, getting to know the surrounding environment. It is known that the main goal of education for preschool children is to raise them as healthy, well-rounded individuals and prepare them for school education.

The implementation of innovative pedagogical technologies in the process of preschool education gave positive results and the effectiveness was guaranteed. In particular, "Theory of inventive problem solving", "M. Montessori technology", "Project method" entered the preschool education process and are successfully used in practice.

The role of play in a child's life is incomparable, and it is recognized as an invaluable tool for developing a child's creative abilities. Game activity is one of the important tools in a child's

life, in his physical, mental and intellectual development. Through the game, children develop all mental processes such as thinking, imagination, memory, and attention, and their knowledge of the environment expands. Through educational games, independence, activity, creativity and the ability to consciously approach the issue are formed and grown in the child. The game is played through demonstration, transitioning from simple to complex methods. During the educational games, the educator activates the child's movement, forms the ability to act independently, if the game is used correctly, the child's thinking, speech, and memory develop, that is, the foundation for mental education is laid.

Through educational games, children learn the properties of various objects and materials used in their manufacture, compare them, and divide them into groups through the organs of hearing, sight, and feeling.

Games are the most effective way to develop creative abilities because they are a free and independent activity that occurs on the initiative of the child.

During the game, the child's personality is fully engaged: his cognitive processes, will, feelings, emotions, needs and interests are involved. As a result, surprising changes occur in the child's personality.

The following tasks of the game can be distinguished:

- teacher - development of memory, attention, perception and other general educational skills and competencies;
- having fun - creating an optimal atmosphere in training, turning training and other forms of interaction between children and adults from a boring event into an interesting adventure;
- communicative - bringing children and adults together, establishing emotional (emotional) communication between them, developing communication skills;
- relaxation - elimination of the child's emotional (physical) stress caused by the load on the child's nervous system during intensive study and work;
- mental-technical - preparing one's mental and physical condition for increasingly effective activities, restructuring the psyche for rapid mastery;
- self-expression - the child strives to realize his creative abilities during the game, to fully demonstrate his potential;
- compensator - creating conditions for satisfying the child's personal aspirations that cannot be realized (or are realized with great difficulty) in real life.

The relevance of the use of game technologies in preschool educational organizations is that nowadays in the scientific literature, more and more attention is paid to the use of innovative technologies in order to increase the effectiveness of the educational process and nurture the creativity of students, but not all practitioners use it in the educational process. they cannot use properly.

The concept of "game pedagogical technologies" includes a very wide group of methods and methods of organizing the pedagogical process in the form of various pedagogical games. That is, it is important to achieve a clearly defined educational goal and a corresponding pedagogical result, which in turn is justified and described. In groups in preschool educational establishments, the form and technique of the game are selected according to educational requirements and situations. Such an approach encourages the creativity of students to increase and the results of educational activities to be effective. The implementation of game

techniques and situations in educational activities is carried out in the following main directions:

1. A didactic goal for children is given in the form of a game task.
2. Subject to the rules of the educational goal .
3. In the game, children freely absorb new information and show their creativity.

It is worth noting that the child has a great opportunity in the play process at the preschool age. In contrast to other activities, being independent in the process of playing, communicating with peers at will, choosing toys and using various tools, certain logically related to the playground they objectively accept the rules such as overcoming difficulties, willingly following its rules and direct creative approach [6].

The study of children's development shows that mental and creative processes develop more effectively in the game than in other types of activity, therefore, relying on the game is the most important way to involve students in educational activities and to form creative and inventive abilities.

Therefore, the active participation of parents, educators and psychologists in the development of children's interests and abilities, observing them in every way and in any conditions, as a result of jointly reviewing and analyzing the results of this, has an effective effect on the formation of the child's personality and the development of intellectual abilities. can find and apply methods.

We have found in our research that it is useful to identify some components of ability in young children in order to consider the method of development of intellectual abilities in educational settings. Intellectual ability is closely related to a person's personality and emotional life.

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