

DEVELOPMENT OF LEARNING PROCESSES IN KINDERGARTEN CHILDREN

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ANNOTATION

The article describes the development of thinking and cognitive processes in children of kindergarten age. The processes of thinking and cognition begin to develop very rapidly in the kindergarten age of the child. This is due, firstly, to the relative increase in life experience in children of kindergarten age, secondly, to the fact that children's speech is well developed during this period, and thirdly, to the fact that children of kindergarten age have a lot of free and independent actions.

Keywords: knowledge, thinking, intuition, perception, speech, etiquette, morals, attitude, activity, friendship, emotion.

INTRODUCTION

In kindergarten children, the development of intuition, perception, attention, memory, imagination, thinking, speech, imagination, emotion and will is accelerated. The child still can't tell the colors apart. He should be given toys to help him know the difference in colors (it would be great to give children dolls different colored clothes, different colored rings, boxes, and so on).

Kindergarten-age children perceive different things based on their well-visible traits (color and shape), but do not make in-depth analysis.

Kindergarten children will be able to analyze pictures analytically with the help of adults. To do this, adults need to teach children to analyze pictures with a variety of questions as they perceive them. In this case, mainly children's attention:

1. To understand the content (plot) of the picture,
2. To correctly understand the position of each object in the overall picture,
3. It is necessary to focus on the correct understanding of the relationship between the described objects.

Attention is a constant companion of any of our activities. Therefore, the importance of attention in human life is enormous. The attention of kindergarten-age children is largely involuntary. Play is very important for the growth of voluntary attention in children of kindergarten age. During play, children focus their attention and advance their own goals with their own initiatives [1].

The memory of a child of this age is constantly improving on the basis of new activities and new demands placed on the child.

Kindergarten-age children involuntarily recall things that were important to their activities, that left strong impressions on them, and that interested them.

The thinking and growth of children of kindergarten age has its own characteristics.

The fact that children of kindergarten age have questions in all areas indicates that their thinking is becoming more active. If the child cannot find an answer to his question or if the adults do not pay attention to his question, his curiosity will begin to wane.

Usually, any process of thinking arises out of surprise, astonishment at something, and as a result various questions arise. Many parents and some educators, when children ask too many questions, joke, "Don't be silly," "Where did you say that?"

As a result, the child sighs and tries to understand as best he can. But some passive and shy kids don't ask any questions. Such children should be asked questions by adults themselves during various activities and trips, and thus activate them.

Any thinking usually starts with comparing, analyzing, and synthesizing something. That is why we call this comparison, analysis and synthesis a process of thinking. Travel helps to activate and develop the thinking process in children. Children compare different things on nature trips and try to analyze and synthesize [2].

Kindergarten Speech and Growth If a 2-year-old has a vocabulary of about 250 to 400, a 3-year-old has a vocabulary of 1,000 to 1,200, and a 7-year-old has a vocabulary of 4,000. This means that during kindergarten, a child's speech improves significantly, both quantitatively and qualitatively. The speech development of children of kindergarten age depends on the cultural level of the family.

As adults engage in children's speech development, it is important to keep in mind that children of kindergarten age may not be able to fully comprehend their speech qualities in some cases. In addition, the ability of children to distinguish complex speech sounds from one another is not yet fully developed. One of the first conditions for correcting tongue sweetness is to speak fluently with the child, pronouncing "to'la" (full) and "to`g`ri" (correct) correctly.

According to the formation of the personality of children of kindergarten age, this period can be divided into three parts: The first period is from 3 to 4 years, and is associated with the strengthening of the child's emotional self-control. The second stage is moral self-government at the age of 4-5. The third period is characterized by the formation of personal entrepreneurship and entrepreneurship [3].

In the preschool period, moral concepts become increasingly rigid. The source of moral concepts can be adults who are engaged in their education, as well as their peers.

Ethical experiences are mainly passed on and reinforced in the process of communication, observation, imitation, as well as through the praise and criticism of adults, especially mothers. The child is always trying to get feedback, especially praise. These assessments and praises are very important in the development of the child's ability to strive for success, as well as in his personal life, as well as in his career choice.

During the kindergarten period, new motives of communication emerge in children. It is personal and business motives. Motives for personal communication are related to the child's internal concerns, and business motives are related to the performance of this or that task. These motives include reading motives associated with the gradual acquisition of knowledge, skills and competencies. These motives emerge in place of children's natural curiosity, which begins in early childhood.

Motives for self-expression are also evident at this age. This motive is mainly reflected in the fact that children try to take the lead in role-playing games, to lead others, to win whatever happens when they are not afraid to enter the competition.

Adult assessments are very important for preschoolers. Children first and foremost acquire moral norms and rules, attitudes towards their responsibilities, adherence to the agenda, norms of dealing with animals and things.

It is difficult for children of this age to master such norms, and role-playing games can help them to master them. By the end of kindergarten age, most children develop a clear set of moral attitudes, as well as personal qualities related to their attitudes toward people. It is a quality of being attentive, kind to people. Older children are often able to explain the reasons for their behavior [4].

Between the ages of 3 and 3.5, they express their attitudes toward their successes and failures, and this attitude is largely based on their self-assessments. 4-year-olds, on the other hand, can realistically assess their abilities. However, children aged 4-5 are not yet able to understand and evaluate their personal characteristics, and are not able to draw any definite conclusions about themselves. The ability to self-understand develops from an early age in kindergarten, trying to think about what it was like before and what it will be like in the future.

It's like, "What was I like when I was a kid?", "What will I be like when I grow up?" appears in questions such as. By thinking about the future, children strive to have strong, courageous, intelligent, and other similar valuable human qualities in the future.

At the age of small and medium kindergarten, the formation of the child's character continues. It is mainly based on children's observations of adult character. From these years, the child begins to develop important personal qualities that are important - will, independence and initiative.

At the age of adulthood, the child begins to learn to communicate and interact with people around him in a variety of activities. This will help him to communicate with people in the future, to establish normal business and personal relationships. In the formation of the personality of children of this age, their opinions about their parents and the values they give them are extremely important [5].

The imagination of kindergarten-age children grows mainly in their various play activities. However, it is noteworthy that if children of kindergarten age did not have the ability to imagine, their imagination would not be different. Kindergarten-age children's imaginations also grow in a variety of activities. For example, kindergarten-age children love to play with clay, that is, to make different things out of clay, to see different things out of sand, and to draw and paint. Such activities have an active impact on the development of children's imagination. Another factor that actively influences the growth of imagination of children of kindergarten age is fairy tales. When children hear various fairy tales about animals, a certain attitude towards the images in these fairy tales develops.

Kindergarten children's emotion and its growth. In kindergarten children, pleasant and unpleasant feelings are very strong and manifest very quickly. Kindergarten children's emotions are related to whether or not their organic needs are met. This arouses feelings of

discomfort (unpleasantness), resentment, and anguish in the child because the needs are not met.

There is a connection between the sense of duty in older kindergarten-age children and their moral perceptions of their understanding of what is good and what is bad. Feelings of satisfaction and joy arise when they perform any task ordered by adults, and when they break any rules, they feel sadness and sadness.

Kindergarten-age children also begin to develop feelings of camaraderie, friendship, and collectivism.

Aesthetic feelings also grow much faster during the kindergarten period, and the manifestation of aesthetic feelings in children of kindergarten age can be seen very clearly when they wear some beautiful, new clothes.

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