ACADEMIA ONE
PEER REVIEWED JOURNALS
Open Herald: Periodical of Methodical Research
Volume 2, Issue 2, February, 2024
ISSN (E): 2810-6385
Website: https://academiaone.org/index.php/6

Development Of Cognitive Abilities Of Children 3-7 Years Old

Hasanova Iroda Olimjonovna - JDPU, teacher

Abstract: The article reveals age-related features of the development of cognitive abilities of preschool children, significant progress in the cognitive development of children, as well as the use of various gaming methods in the development of children's cognitive abilities.
Key words: preschool age, child, perception, play, cognition, imagination, mental development, cognitive processes, attention, observation, toy, features, emotion, sensory development.

Today's schoolchild needs not only concrete knowledge, but also thinking skills, understanding adults and peers, and cooperation with them. Therefore, when a child enters school, it is more important not how much knowledge he has, but his readiness to acquire new knowledge, his ability to adapt to the environment, to independently analyze events and act independently.

The process of mental development of a child begins with perception. By manipulating objects and sensations, sensory information enters the child's brain. The child sees colorful numbers, touches soft toys, understands all objects. The received sensations are collected and stored for later use.

The development of perception leads the preschool child to important achievements. These are:

- to determine the most important features based on the study of the surrounding objects;
- formation of emotional standards and mastering their use;
- formation of spatial orientation, depth, height and other concepts;
- perception of time and orientation in time intervals;
- such as the ability to perceive works of art.

By the age of 3, the child already has a certain information base that allows him to recognize, remember, and perceive more complex events and objects that enter into a constant relationship.

At the age of 5, the child shows all his qualities in his children. By observing everything carefully, one gains more knowledge. Intellectualization of perception takes place in senior preschool age. During this period, the educator gives the child the task of examining the object or determining its qualities. It even asks for a verbal description of what is perceived with the necessary details. During this period, the child can give such a description.

Depending on the age and level of preparation of the child, the following examples of activities for the development of cognitive abilities of preschool children can be given:

From 1 to 3 years

- cubes
- puzzle and mosaic
- games to develop fine motor skills (modelling, games with water, sand, labyrinths)
- role-playing games (girls-mothers, sellers-buyers)
- games with sets (dishes, doctor, hairdresser, etc.)

3 to 4 years old

- special sets and math games for comparing shapes and sizes, simple counting
- first reading lessons ("ABC" set)
- lessons aimed at enriching the child's vocabulary (reading children's books, conversations)
- drawing, modeling, creating handicrafts
- games aimed at developing imagination and creative thinking
- constructors

4 to 5 years old

Effective development of cognitive abilities in preschool children occurs if classes are selected for him taking into account his personal interests.

ACADEMIA ONE
PEER REVIEWED JOURNALS
Open Herald: Periodical of Methodical Research
Volume 2, Issue 2, February, 2024
ISSN (E): 2810-6385
Website: https://academiaone.org/index.php/6

• games to determine the relationship between objects (for example, find the missing element in a mosaic)
• games for comparing the shapes of objects (compare a cube and a ball, find similarities and differences)
• games for comparing the sizes and lengths of objects
• games with pictures for comparison (find the same things, find the differences) • games for spatial thinking (determine who is behind, who is ahead, who is right and left in the picture)
• games to connect the dots to the picture, to find the way out of the maze
• games to form the ability to agree nouns and adjectives
• color learning games

5 to 7 years old

At this age, the development of cognitive abilities of a preschool child is mainly carried out through experiences and experiences. The child must learn to draw conclusions, as well as to predict certain outcomes. In order to teach such things, such training should be held continuously. In addition, at this age, games aimed at finding non-standard solutions and showing creative abilities are very useful.

In connection with the formation of basic moral values in a child, it is very useful to show him films or cartoons that promote certain values during this period. The same goes for science books.

Since the beginning of school life is almost around the corner at this age, special attention should be paid to the development of the child's speech. Have conversations with him. Don't forget to ask your child's opinion about the book or movie they read. In a word, it is necessary to encourage him to develop speech and apply the acquired skills in everyday life.

The following game methods can be used to develop children's cognitive abilities: "What objects are hidden in the drawings? It is explained to the child that he will be shown several contour drawings, in which many objects known to him are "hidden".

Then the child is presented with a picture and asked to sequentially name the contours of all objects "hidden" in its three parts:

1, 2 and 3. The time to complete the task is limited to one minute. If the child cannot complete the task within this time, it will be suspended. If the child completed the task in less than 1 minute, then the time spent on the task is recorded.

Reminder. If the diagnostician sees that the child is in a hurry and cannot find everything ahead of time, moving from one picture to another, he should ask the child to stop and look at the previous picture.

You can move to the next picture only after finding all the objects in the previous picture. The total number of all "hidden" elements in Figures 1, 2 and 3 is 14. (Appendix 1)

Evaluation of results:

10 points - the child named 14 objects present in all three pictures in less than 20 seconds.
8-9 points - the child named all 14 elements, spending 21-30 seconds to find them.
6-7 points - the child found and named all objects in 31 to 40 seconds.
4-5 points - the child solved the problem of finding all the objects in the time b died from 41 to 50 seconds.
2-3 points - the child completed the task of finding all objects from 51 to 60 seconds.
0-1 points - for more than 60 seconds, the child could not solve the problem of finding and naming all 14 objects "hidden" in three parts of the picture.
10 points - very high
8-9 points - high
4-7 points - average
3-point - low
A score of 0-1 is too low

"Exclusion of the fourth excess"

Purpose: to study the processes of figurative and logical thinking in a child, mental operations of analysis of generalization.

ACADEMIA ONE
PEER REVIEWED JOURNALS
Open Herald: Periodical of Methodical Research
Volume 2, Issue 2, February, 2024
ISSN (E): 2810-6385
Website: https://academiaone.org/index.php/6

Equipment: pictures depicting 4 objects, one of which does not correspond to the rest according to the following criteria: size, shape, color; by general category (wild - pets, vegetables - fruits, clothes, furniture, etc.).

Procedure for performing the technique:

the child is offered a series of pictures showing different objects along with the following instruction: "In each of these pictures, one of the four objects depicted in it is redundant. Look at the pictures carefully and decide which object is redundant and why.

It takes 3 minutes to solve the problem.

Evaluation of results.

10 points - the child solved the task assigned to him in less than 1 minute, named the unnecessary things in all the pictures and correctly explained why they were unnecessary.

8-9 points - the child correctly solved the problem in 1-1.5 minutes.

6-7 points - the child completed the task in 1.5 to 2 minutes.

4-5 points - the child solved the problem in 2 to 2.5 minutes.

2-3 points - the child solved the problem in 2.5 to 3 minutes.

0-1 points - the child did not complete the task in 3 minutes.

Conclusions about the level of development.

10 points is too high.

8-9 points - high.

4-7 points - average.

2-3 points - low.

1 is too low.

In conclusion, preschool childhood is a short but important period of personality formation. During these years, the child receives initial knowledge about the life around him, in which a certain attitude towards people and work begins to form, correct behavior skills and habits are formed, character is formed.

At this stage of the child's life, it is very important for the pedagogue to use game and entertainment material in his work, because this is a good tool for developing children's cognitive interest in the subject, logical and logical thinking, desire.

Game entertainment material is a means of complex influence on the development of children, with its help mental and volitional development is carried out, the child takes an active position in the learning process.

Due to the diversity and constant use of game and entertainment materials, the child successfully and quickly learns the curriculum, in which conscious curiosity and the ability to learn in training develop. Each training should be equipped with a maximum set of game materials.

References:

1. Arsenyeva MS "The importance of children's experiments for preschool children." Preschool education. - 2012 - No. 4.
2. Vakhrusheva LN "Teaching cognitive interests in 5-7-year-old children". M.: TC Sphere, 2012.
3. Nemov RS "Psychology in 3 volumes". - M.: Vlados, 1995. - Volume 3, page 148.
4. Poddyakov NN "Features of mental development of preschool children" - M., 1996
5. Poddyakov NN Sensation: the opening of a new leading activity / NN Poddyakov // Pedagogical bulletin. - 1997. - No. 1 - page 6
6. Tikhomirova LF "Development of children's cognitive abilities." A popular guide for parents and teachers. - Yaroslavl: Development Academy, 1996. - 192 p.
7. Ghaziyev E., "General psychology".-T.; National society of philosophers of Uzbekistan. 2010.-548
8. Davlatshin MG, Youth and pedagogical psychology.-T., 2004

ACADEMIA ONE
PEER REVIEWED JOURNALS
Open Herald: Periodical of Methodical Research
Volume 2, Issue 2, February, 2024
ISSN (E): 2810-6385
Website: https://academiaone.org/index.php/6

9. ZT Nishanova and others, Developmental psychology. Pedagogical psychology.-T.; National society of philosophers of Uzbekistan. 2018.332-p
10. Kadirova, M. (2020). The content of work on the formation of the behavior of minors. Archive Nauchnyx Publication JSPI.
11. Kadirova, M. (2020). The role of training in the development of children's perception. Archive Nauchnyx Publication JSPI.
12. 14. Kadirova, M. (2020). ROL ZANYATIY V FORMIROVANII I RAZVITII SPOSOBNOSTI RAZMYSHLENIYA U DETEY. Archive Nauchnyx Publication JSPI.