

**DEVELOPMENT OF THE THINKING PROCESS IN PRESCHOOL CHILDREN**

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**Abstract**

The special role of preschool age in the further development of human development, the preparation of the child for school education The role of teaching preschool education conditioned the need for research. With this in mind, in this article we explored ways to develop the cognitive activity of preschool children.

**Keywords:** preschool, children, education, orientation, educator, active learning, development, formation.

**Introduction**

In the era of globalization, it is an important task to prepare preschoolers to acquire a solid knowledge of the foundations of science, to educate high awareness in them, to form universal morality, to correctly direct school education of the younger generation, to develop their cognitive activity. As a result of the reforms carried out in recent years, preschool children are given wide opportunities, including a number of opportunities for their education. But in the modern world, not only education is considered important, but also upbringing. It is necessary for our youth to form worldly knowledge in itself, together with this, spiritual educational qualities. The Honorable President Shavkat Mirziyoyev also pointed out this point: "another important issue that always makes us think is the etiquette, the gait of our youth, in a word, the worldview. Today The Times are changing rapidly. Who makes these changes feel more than everyone else - young people. May young people be in harmony with the demands of their time. But at the same time, do not forget about oneself. Let the call to who we are, what kind of generation we are, always resonate in their hearts and encourage them to remain true to their self. What do we achieve this at the expense of? At the expense of upbringing, upbringing and only upbringing". In our country, I focus on the education system at the level of Public Policy. In the development strategy of the Republic of Uzbekistan for 2022-2026, we focus on the goals aimed at improving the preschool education system: goal 38 to increase the level of coverage in preschool education from the current 62 percent to at least 80 percent. Goal 39 to bring the quality of education to a new level in the preschool education system. Goal 40: to ensure the targeted and effective expenditure of budgetary funds in the preschool education system.

As we can see, large-scale weapons are being carried out in the preschool education system. Together with this, we cannot say that the problems in this area have been completely



eliminated. The intellectual potential and professional skills of the teacher-educator are important in the full-fledged solution of these problems. Therefore, it became necessary to carry out pedagogical analysis of the work carried out, to ensure the effective course of educational and educational processes. These requirements also apply to the training of qualified personnel in the direction of preschool education of pedagogical higher educational institutions, which necessitates the theoretical further improvement of the disciplines that provide this specialty.

The more complex the social experience that a person must acquire, the more the need for a specially organized activity, i.e. (teaching some kind of production), began to arise in order to convey this experience. Upbringing began to require skill and knowledge of the eye of work.

The qomusian scholar Abu Nasr for the first time described Farabi education and training as "education," which means uniting theoretical virtue between peoples and urbanites, and nurture means uniting innate Virtue and practical occupational qualities between these peoples.

Education is just about the word and the knowledge of teaching. Education, on the other hand, is the study of practical work with experience, that is, the work of this people, that nation, which consists of practical qualifications-to be given to action, to the profession." In his work "Turkish Gulistan or ethics", Avloniy describes the discipline of pedagogy as clear and understandable: "upbringing is pedagogy", that is, the science of raising a child... "Al-qilm, nurture is for us either a matter of life or life, salvation or destruction, or happiness or disaster..." .

So far, many of the specialists of the field have studied in their scientific research a number of aspects of the development of cognitive activity of preschool children and its theoretical foundations. The issue of the development of cognitive activity in preschool children on the basis of the formation of social perceptions of the environment in relation to mukhit and self-DJ from foreign psychologists.Piyaje, D.Elkonin, S.Mukhina D.Maers, W.Quinn, R.Beron, D.Richardson, F.Partial coverage was provided in the studies of Zimbardo et al. Also, the problem of the development of cognitive activity G.Andreeva, V.Ageev, A.Donsov, V.Trusov, T.Emel'yanova, L.Petrovskaya, I.Jaspars, J.It has been studied to some extent by Russian as well as French scholars, such as Jodelet.

According to the obtained from the research of scientists, preschool children learn that cognitive processes are formed on the basis of social influences. It is emphasized by scientists that their attention, memory, mental activity and access to communication, in many cases, are attached to the effectiveness of external relations and play activities. Scientists believe that children of kindergarten age develop cognitive activity depending on the periods of formation as individuals. The formation of the personality of children of kindergarten age is divided into three periods: between the ages of 3-4, and the child is emotionally associated with the development of self-control. The age of 4-5 years is considered a period of moral self-government. the initial empirical is characterized by the shaking of personal performance and entrepreneurial character. It is during these periods that children's answers to the questions and assignments given to ensure the stability of



attention, contribute to the development of their memory, thinking and imagination. Since children's emotional experiences are formed on the basis of external influences, they have also been proven in the results of education and experience within social relationships.

Along with the effect of Education, it is also necessary to take into account the role of their active activity in the development of children's psychic characteristics. Because, a child is not only a passive object of upbringing, but also beings who, with their activities, actively establish themselves, that is, their own psychic progress. While upbringing keeps the active activities of the child properly organized and organized at all times, the existing qualities in it go unnoticed in different types of activity (play, work, study). The CHunonchi-child psyche is progressive in the processes of play, reading learning, work and various social activities. These types of activity change in accordance with the characteristics of the child's growth and age, with one alternating with the other. M: the main activity of children of pre-kindergarten and preschool age is play. Because, the game is the main feature of the child's nature. Through play, the child begins to learn about life in and various relationships between people.

At the same place M.Vokhidov:"as the child is in the game, so is often in many ways even at work when he grows up" 40 (it is advisable to object to the assertion that need, attitude to the material world, self-attitude, will, a different feeling, knowing process<sup>a^</sup>. Cognitive activity reflects the interest of older preschool children in the need to use various methods of action to accumulate and expand new knowledge, skills, inner perseverance and certain knowledge. G.I. Shchukina defines" cognitive activity " as the quality of an individual, which involves the individual's perception of knowledge, expressing an intellectual attitude towards the process of cognition. The quality of personality, "cognitive activity", in his opinion, occurs with a constant manifestation of the desire to acquire knowledge. The problem of the formation of cognitive activity at the individual level is mainly associated with the consideration of the motivation of cognitive activity and methods for the formation of cognitive interests of preschool children. The most relevant aspects of the development of cognitive activity 3\*4 in preschool children are manifested in the processes of the formation of mathematical representations, and the main place in the methodology of teaching mathematics is occupied by questions asked as methodological methods. They can be reproductive-, reproductive-cognitive, productive-cognitive. In this case, the questions should be clear and concise. In the process of teaching, children depend on age and the material to be read 40. M.Vohidov should be a unit of reproductive and productive questions without 'child psychology'. Questions ensure the development of children's thinking.

In the formation of elementary mathematical representations, more complex questions are mainly used, starting from simple ones, aimed at highlighting the exact signs of objects, properties, results of practical action, requiring the use of links, relationships, connections, their explanation and justification, simple proofs. More such questions are asked by the educator

it is given after the demonstration of the sample or after the child has completed the task. For example, when children divide a paper rectangle into two equal parts, they are asked: "What did you do? How is this part called? The presence of a number of factors in the



process of forming cognitive activity of preschool children is common to all studies. Among them is an internal factor, that is, a subjective characteristic of cognitive actions. The carrier of cognitive activity is the holistic subject of knowledge - the individual.

In pedagogy, the system of questions and answers of children is called Conversation. The method of conversation involves contemplating a conversation between the educator and the children with the help of well-thought-out questions, leading their independent thinking to acquire new concepts. When applying it, methods are used to put questions, discuss children's answers and feedback, formulate conclusions, correct answers. In practical methods, work is carried out to put a task (goal), plan the way it is performed, control the execution process, analyze it, determine the cause of the shortcomings, correct and make changes to the training process in order to fully achieve the goal. When performing practical exercises, children actively observe their future deeds, speak to themselves, and comment on the upcoming event. The Freethought method is devoted to illustrative paintings, the likes of photographs and their discussions. The goal of this activity is to expand the knowledge circle, worldview of children, to achieve their acquisition of new knowledge by introducing them to pictures, photographs, books, gaining their knowledge and interests, applying previously acquired knowledge, skills and abilities in new situations.

In conclusion, when we theoretically studied the cognitive activity of children in preschool age, we were convinced that there was a lot of research in this direction. We were sure that certain methodologies were developed. But nevertheless, it turns out that there are also problems with which Hali should study this topic, waiting for his own solution. From this point of view, we also took the necessary conclusions, having studied in depth the theoretical data for practical assessment of the methods of developing cognitive activity of children of the preschool age period at the border of our topic. Cognitive activity assumes the development in all age periods according to the essence of its content, it is advisable to organize research work directly based on the fact that the intellectual potential, level of cognition and psychological characteristics of an individual age period are formed.

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