



SPANISH JOURNAL OF ::::

SOCIETY AND SUSTAINABILITY

SPANISH JOURNAL OF SOCIETY AND SUSTAINABILITY (SJSS)**Table of Content - Volume 3 (February 2022)**

No	Paper Title	Author Name	Page No
1	Methods of Implementation and Mechanisms of Implementation of the Norms of International Law	Murodova Aziza Bakhtiyorovna	1-5
2	Formation of Self-Estimation in Preschool Children	Alikhodzhaeva Gulbaxor Sabirovna	6-8
3	Management of the Plot-Role-Playing Games of Preschool Children in the Conditions of Pre-School Education	Kasimova Dilrabo Bakhodirovna	9-11
4	Interactive and Problem-Situational Methods of Teaching English to Children of Senior Preschool Age	Marasulova Dono Nigmatullaevna	12-15
5	Formation of an Individual Style of Socialization of Preschool Children	Chorieva Durдона Anvarovna	16-18
6	Basic Principles of Creating a Subject-Developing Environment	Irisbayeva Yokuthon Utbosarovna	19-21
7	Education of Preschool Children to Be Educated, Educated, Physically Healthy, Strong	Jumaniyazova Zlixa Reymovna	22-25
8	Experience on the Application of Information and Communication Technologies in the Formation of Primary Mathematical Concepts of Preschool Children	Ruziboeva Zilola Alisherovna	26-28
9	Psychological and Pedagogical Aspect of Studying the use of Modeling for the Development of Coherent Speech in Preschool Children	H. U. Irisbayeva	29-31
10	The Role of Intellectual Development in Preparing Children for Schooling	L. R. Mirdzhalalova	32-34
11	The Future is in the Hands of our Teachers (Educational Principles)	Hamdamova Mahzuna Tursunovna	35-38
12	The Role of Didactic Tools in the Mathematical Development of Children	Zhuraeva Nargiza Tairovna	39-40
13	Axiological Aspect of Avestan Value	Makhmudova Guli Tilabovna	41-49
14	Development of Semantic Components of Speech Activity of Children of Senior Preschool Age	O. E. Terekhova	50-53

The Role of Intellectual Development in Preparing Children for Schooling

L. R. Mirdzhalalova

*Candidate Pedagogical Sciences, Associate Professor, Tashkent State Pedagogical University
named after Nizami*

Abstract: The article is devoted to teaching children logical thinking: compare and contrast objects, look for analogues of objects, phenomena and actions according to certain properties, elements of logical operations of generalization, classification, analysis and synthesis and, of course comparison.

Keywords: intellect, logical thinking, speech development, perception, memory.

The implementation of the principle of humanization of the system of public education of the Republic of Uzbekistan, including preschool education, is based on the fact that the student becomes the subject of education, respect for his personality, dignity, trust in him is shown, his personal goals, needs and interests, opportunities for mastering intellectual and personal qualities in this process. In order for children of 6-7 years old to be able to successfully study in the first grade of elementary school, it is necessary to regularly work with them to improve their intellectual abilities, develop their logical thinking1.

Both teachers and parents should teach children logical thinking: compare, compare objects, look for analogues of objects, phenomena and actions according to certain properties, elements of logical operations of generalization, classification, analysis and synthesis and, of course, comparison. It is during the transitional period of children from kindergarten to primary school that high demands are placed on the intellectual and speech development of children. To instill such skills, it is necessary to use tasks such as:

Tell about the signs of the following items: apple, grape, melon, orange, banana.

Say what feature unites the following plants: carrots, pumpkins, turnips.

As observations of classes conducted in older groups show, the level of development of speech, semantic memory, the level of formation of operations of logical thinking, and voluntary attention do not meet the requirements.

The state requirements for the development of preschool children and the Ilk Kadam curriculum for preschool institutions set goals and tasks for teachers and parents in preparing children for school. It says: "In the process of preparing a child for school, they need to arouse interest in a new type of activity - in learning, in reading. At the same time, in order to psychologically prepare children for learning at school, it is necessary to teach them the initial educational elements.

According to the basic program "Ilk Kadam" it is necessary to teach children:

- understand the relationship of numbers standing side by side;
- be able to distinguish the dimensions of objects;
- be able to divide objects into parts, as well as a group of objects;

- understand the size of the part in relation to the whole;
- distinguish between parts of the day (morning, afternoon, evening, night);
- to determine the location of objects in relation to oneself;
- identify the signs of the seasons, etc.

For the development of logical thinking, intellectual abilities of children, L.F. Tikhomirova offers the following tasks:

- describe the features of objects and recognize objects by their features;
- highlight the essential features of objects;
- compare objects, words, numbers;
- generalize;
- classify objects, words, numbers;
- determine the sequence of events;
- to judge opposite phenomena;
- to define certain concepts and phenomena;
- to carry out mental operations of analysis and synthesis;
- use the operations of logical thinking to solve new tasks in unfamiliar situations.

In the preparatory age for the 1st grade, there is an intensive development of the intellect of children, in particular, such mental functions as thinking, perception, memory. Children of preschool age (6-7 years old) still think in concrete objects. It is difficult for them to understand the figurative meaning of proverbs, metaphors. So, a stone heart for a child is a heart of stone.

Man thinks in concepts. In order to develop the thinking of children, one should increase their vocabulary every day, improve their oral speech. Studying individual subjects in the program of preschool education, children acquire elementary scientific concepts. Scientific concepts are formed by mastering the features of objects, differentiating their features. "A concept is generalized knowledge about a whole group of phenomena, objects, qualities, united by the commonality of their essential features"⁴.

One should take into account the circumstance that children aged 6-7 are already beginning to distinguish the most obvious, external signs of an object (the action that it performs or for which it is assigned). These skills will help them in the future to differentiate the essential features of objects, to combine these different objects into one group. Without the ability to distinguish essential features from non-essential ones, it is difficult for them to master such a generalization - the combination of different objects into one group.

The intensive development of the intellect of children at the age preparatory to school is associated with the development of thinking (the development of the ability to generalize and abstract). The concept of "intellectual" combines the concepts of "mental" and "intelligent". The educational activities organized in a preschool institution, the desire of the children themselves to comprehend objects, phenomena of real reality contribute to intellectual preparation for life and for studying at school.

Learning the objects of reality, children begin to differentiate their essential and non-essential features. The development of visual-figurative memory at this age helps to retain in memory specific objects and facts, individual information about them. To continue learning activities in the first grade, children need

to develop speech skills, intellectual abilities of semantic (verbal-logical) memorization of the teacher's explanations, and teach children to consciously manage their memory.

In the cognition of objects of reality, their essential and non-essential features, an important role is played by the upbringing of the perception and observation of children. The development in children of such mental operations as comparison, juxtaposition of objects, helps to form in them the ability to distinguish their essential and non-essential features, properties of objects and phenomena.

Classes in kindergarten should stimulate the development of involuntary attention of the child. To form involuntary attention to educational material, the teacher should often use visual aids, try to make them bright, and make classes with children exciting and entertaining. Such visibility should arouse in children an interest in learning and an emotional perception of objects and facts.

Children should be ready for learning activities at school, change their personal attitude to this area of activity. This is achieved by cultivating voluntary attention in them, i.e. volitional qualities. For this, it is necessary to develop in them the operations of logical thinking, perception, memory and other mental processes.

Thus, in order to effectively prepare children aged 6-7 in preschool institutions, teachers, as well as their parents, must constantly take care of their intellectual and, most importantly, psychological preparation for school, for educational activities. For these purposes, it is important to teach children logical thinking: compare, compare objects, look for analogues of objects, phenomena and actions according to certain properties, elements of logical operations of generalization, classification, analysis and synthesis.

Bibliography

1. Bondarenko A.K. Didactic games in kindergarten. 2nd ed., revised. Moscow: Education, 1991. 175 p.
2. Vygotsky L.S. Pedagogical psychology. Moscow: Education, 1991. 479 p.
3. Goziev E.G. General psychology. T.: 2010. 528 p.
4. State curriculum "Ilk Kadam". 2018.
5. Kadirova F.R. etc. Preschool Pedagogy. T.: 2019. 685 p.