



PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF FORMATION OF COGNITIVE DEVELOPMENT IN PRESCHOOL CHILDREN

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Abstract: This article is devoted to the study of pedagogical and psychological factors that play an important role in the formation of cognitive development in preschool children. The article analyzes the main components of cognitive development - perception, thinking, memory, attention and speech processes. It also highlights the influence of pedagogical factors such as the content of the educational process, game activities, the professional skills of the teacher, as well as psychological factors such as the child's individual characteristics, motivation, emotional state and social environment.

Keywords: Cognitive development, preschool age, perception, thinking, memory, attention, speech development, pedagogical factors, psychological factors, educational process, play activities, motivation.

Preschool education, which is the primary link in the continuous education system, plays an important role in raising a healthy and well-rounded child and preparing him for school."Unprecedented work was carried out on the basis of the concept of development of the preschool education system until 2030 and the road map for further improvement of the preschool education system in the Republic.

In accordance with Appendix 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further improve the activities of preschool educational organizations", the Regulation "On state and non-state preschool educational organizations of the general type" was adopted.



In accordance with it:

- to ensure the formation of the child's personality, the development of his creative abilities, and the acquisition of social experience;
- to ensure the child's adaptation to society and preparation for primary education;
- education-has identified issues such as the introduction of modern educational programs and technologies into the educational process.

It is no exaggeration to say that the problem of studying ways and methods of developing cognitive activity in preschool children is one of the important problems of pedagogy. Interest in understanding the world around us, the desire to know the unknown - is a priority characteristic that largely determines the effectiveness of teaching and activities. The organization of cognitive actions should be based on the needs that have already been formed in the child, the need to communicate with adults (actions, deeds, decisions, confirmation of thoughts). Currently, there are two ways to solve the problem of developing cognitive (cognitive) activity: broad and intensive. They both have one final goal: to educate an educated, moral, socially active, capable individual. Approaches to achieving the goal vary. The broad path is primarily achieved by increasing the amount of knowledge imparted to children. The intensive path is aimed at forming a subjective, personally interested position, and this implies changes in the content of educational programs and the intensification of teaching methods (developmental, person-centered education). Another relevance of the problem of developing cognitive activity is that a person's interaction with the outside world is realized only through his activity and activity, which in turn contributes to the formation of independence and initiative. Cognitive activity ensures the child's activity, his desire for knowledge, and his efforts to determine the known from the unknown. The concept of "cognitive activity" is expressed in various interpretations in scientific literature. Cognition represents the child's desire for independent activity, involves the assimilation of social experience, and the methods of



activity accumulated by humanity. Sources also commonly use the phrase cognitive ability, along with cognitive activity.

Cognitive abilities are a key activity of children, and they are of great importance for the intellectual development of the child and for clarifying his knowledge of the world around him. Abilities are the individual psychological characteristics of a person that manifest themselves in scientific, practical, and creative activities and ensure the success of their implementation. At the modern stage of development of pedagogy and psychology, cognitive abilities are understood as a combination of a child's intellectual and emotional abilities. Cognitive ability ensures the success of any cognitive activity. That is, cognitive (cognitive) abilities are an individual trait of a person, which is aimed at knowing the world around him, developing under the influence of circumstances and factors.

The problem of preparing a child for school does not lose its relevance. Preparing for school is a complex and multifaceted process that includes various components. Initially, the main focus is on what knowledge and skills should be given to preschool children, and what conditions should be created to ensure the child's comprehensive development. The effective interaction and combination of the preschool and school environments facilitate the transition of a child from preschool to school.

The most effective aspects of the development of cognitive activity for preschool children are manifested in the processes of the formation of mathematical representations, reflecting the interest of children in the need to use various methods for the development of speech and creative abilities to accumulate new knowledge, skill certain knowledge. The result of cognitive activity is knowledge, regardless of the form in which it is acquired (through thinking or perception).

As an important link in social development, the entire education system and preschool education can be considered a stage of education for the younger members of society. The growing volume of educational materials requires the use of teaching methods for older



preschoolers, which often do not help to successfully master the program material and increase the level of knowledge. Materials that are poorly absorbed by children cannot serve as a basis for mastering new knowledge. Solving such problems remains relevant today.

Based on these ideas, let's ask ourselves a question: How can we determine the content of development, what exactly should be developed in pedagogical processes and training?

The importance of cognitive development in preschool children: As a child grows, their cognitive development also develops, and complex elements begin to appear. Thanks to such processes, a preschool child satisfies his curiosity, expands his knowledge base, and changes his ideas about the world around him. The result of such activities helps a child who is about to enter first grade to navigate in space and time, to combine various facts into a single picture.

Conclusion. In conclusion, it can be noted that the development of cognitive processes in preschool children plays a very important role, as the use of cognitive activities for the comprehensive development of growing children gives effective results. I believe that it is important to help each child remember and apply the knowledge and information they have acquired in real-life situations. "The greatest wealth is intelligence and science, the greatest inheritance is good upbringing, the greatest poverty is ignorance.

Used literature:

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