

Features of the Development of Cognitive Processes in Children

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Annotation: The article covers the classification of cognitive processes in psychology and the conditions for their manifestation in children raised in preschool educational institutions on the basis of theoretical analysis.

Keywords: cognition, intuition, perception, child, play, activity, acceleration, psyche.

Introduction

The tasks of Psychology Today, natural, make some changes to its subject. After all, considering that the problem of the struggle for the human mind and soul is considered as a pressing issue on a global scale, the formation of the minds of every member of our society, citizens of an independent country under the influence of the national-cultural environment, on the basis of national and universal values, the study of pure faith and healthy worldviews in. Especially in today's youth, the presence of a clear goal and concern, the correct upbringing of national feelings of pride and pride are in harmony with the interests of a holistic people and a nation. Psychology, as a science, should also learn exactly the ways in which in each person the correct relationship is formed with oneself, with one's compatriots, with different types of activities and with respect to the world. Otherwise, the inability to accurately predict changes in the minds of young people will cause mistakes in choosing the right means of educating them. The human psyche-the psyche is the highest stage of development.

Material and Methods

It has been a little less than 160 years since the beginning of research in the field of psychology. During this period, monographs, textbooks, manuals were written, which contained the results of a huge number of scientific research. But it could not be concluded that by this science was able to fully fulfill its duties to society. The reason is, all scientists who have worked in the field of psychology have focused more on abstract personality and individual psychology. However, by the end of our century, when the issue of Man, His perfection, his direct influence on the development of society was passing, it was among the most pressing and important problems.

The subject of the psychology of age periods interprets the interaction of the problem of education and psychic progress on a scientific basis, recognizing that these two processes are inextricably linked. Scientists who have conducted research on this problem believe that education should go ahead of the child's psychic progress and follow him (L.S.Vigotsky, B.G.Anan'ev et al. The current state of psychology in Uzbekistan is much more advanced than before. Because the teaching of this science is reaching the minds of those who have opened the preparatory weapons and centers of the institution. It also plays a key role in solving various problems across psychology networks. In the development of this science, currently Uzbek psychologists, i.e. B.R. Kadyrov, Ye.G'. Goziev, G'.B. Shoumarov, V.M. Karimova, A.M. Jabborov, N. S. Safaev, Sh.R. Barotov, B.M. Umarov, Z.T. Nishanova, D.G. The contribution of Muhammedova and other scientists is significant. Nowadays, the science of psychology has also developed its branches.

Results

Each age period is a special stage of psychic development and is characterized by a set of changes that make up a set of identities in the structure of the individual at a certain stage of the child's

development. L.S.Vigotsky viewed age as a certain period of progress. In his opinion, when moving from age 1 to another, something new appears, which previously did not exist in the age period, the course of progress changes and is rebuilt. Age characteristics are determined by a set of many conditions. They include both the system of requirements that are poured into a child at a certain stage of life, the relationship, and the type of activity and knowledge that he acquires, and the methods of mastering this knowledge. The content of the conditions that determine the nature of age also includes the features of different aspects of the child's physical development. Thus, the age period is characterized by the conditions of fantasy and the characteristics of the requirements that are imposed on the child during a certain period of development and his relationship with those around him, the level of progress in the psychological structure of the child's personality, the level of development of his thinking and knowledge, as well as a set of certain physiological characteristics.

Discussion

The age period is determined by the relationship between the level of development of attitudes towards those around them and the level of development of knowledge, methods, abilities. D.B.Elkonin argues that the change in the relationship of the development process between these 2 different parties forms the internal basis of Mukhim in later younger periods. For example, in infancy, the child's connection with external mukhit is carried out through his relationship with adults. A child acquires certain qualifications as a similar system of relationships. In it, simple stages of imagination are formed. Methods of communication with adults expand, speech develops, etc. All this provides the basis for the expansion of the child's opportunities for independent behavior. Then the ways of dealing with those around them also change. This changes the conditions for the further course of psychic progress. This situation also occurs in adolescence. In this set of achievements of previous progress the change in the conditions of the child's imagination leads to a change in the methods of the child's relationship with those around him. Theoretical issues of stratification of young periods have been developed by psychologists. They add a great deal to the coverage of ontogenetic laws, are widely used in the halting of practical and theoretical problems.

In subsequent years, the phenomenon of acceleration (Latin - "acceleration") occurs in the physical and psychic development of children and schoolchildren.

Scientists indicate both biological and social causes of the acceleration cell.

1. Biological causes are the effects of small amounts of ionized light and radio waves, the use of biologically active substances that stimulate growth and development in agriculture and medicine, an increase in the amount of animal protein substances in human feed.
2. Social reasons-an increase in the type of life, an increase in the tone of life, an idea that accumulates in the child's brain from adolescence through television, radio, cinema, consists in the influence of a large amount of information, information flow.

During its activities, it requires a lot of knowledge from the individual as well as qualifications. A person who has realized why he chose this or that profession (the problem of motives), is now obliged to be able to control his activities and abilities and constantly work on himself and gain qualifications. Professional erudition from this point of view is such a direction of the general culture of the individual that, in addition to knowledge that applies only to his profession, it is also necessary to know the ways of formation of this knowledge and the psychological processes and circumstances that ensure the improvement of qualifications. This means knowing the processes of cognition in psychology and their essence and course.

We know that the processes of cognition, which are important forms of reflection of consciousness, include: perception, intuition, memory, attention, thinking, Will and emotions.

Cognitive processes are such psychic processes that allow the individual to understand, understand and plan their behavior by drawing the necessary conclusions on themselves in the environment that surrounds them. These processes are very close and familiar to a person.

Research shows that cognitive processes are also processes that are managed in a certain sense, and if you want to expand your capabilities or gain your talent level, you need to find out certain

rules and features regarding these processes.

Human consciousness is a holistic thing at first glance, in fact, it consists of some separate processes. That is why they began to study the environment, the mind that allows us to know ourselves, dividing it into separate psychic processes. These processes are sensations, perception, memory, attention, thinking, speech, etc. These processes are so interconnected that it is difficult to imagine one without the other. For example, see what you perceive by seeing without thinking, Do you know its essence?

The period between the ages of 3-7 is the kindergarten age period. Considering that in the psychology of preschool children there will be very rapid qualitative changes, it is possible to divide into 3 periods (3-4yosh) the younger preschool period, (4-5yosh)the younger kindergarten age, the middle preschool period(Middle kindergarten age) 6-7 years and the older preschool period into older kindergarten ages. The child in the process of development enters into a special special relationship with the world of objects and objects created by previous generations of people. The child actively assimilates and occupies all the achievements that humanity has introduced into the lake. In this, it is necessary to take over the world of objects, as well as the behaviors that are carried out with their help, language, relationships between people, the development of motives of activity, the growth of abilities, the direct use of adult people, which is mainly from this period on, the independent activities of the child begin to intensify.

One of the striking peculiarities of children of kindergarten age is their fertility and imitation. The Basic Law of the child's nature can be expressed as follows: the child requires continuous activity, but he is tired of the monotony and one-sided activity, and not the result of activity. It is from these words that it is clear that the main law of the nature of a child of kindergarten age should be organized in a purposeful way, and not over-limiting its fertility.

Through relationships with adults and peers, the child begins to get acquainted with the norms of morality, perception of people, as well as positive and negative relationships. A child of kindergarten age will now begin to control his posture very well. Its action will be in a coordinated state. During this period, the child's speech begins to develop rapidly. He feels the need to refine what he knows in relation to the possession of the news. Hearing the fairy tale he knows over and over again and not getting bored with it is a childlike husk during this period.

Children of kindergarten age need and interests increase rapidly. This is first of all the need to go out into a wide range, the need to react, playing availability. During this period, the need to find out everything in children increases. Another of the strong needs inherent in the nature of a kindergarten-age child is his desire to see everything as a novelty and get to know it in every possible way.

The role of interest in the life of children of kindergarten age and their growth in psychic terms is also great. Interest serves as one of the motivating factors for a child's activity, just like Need. That is why one can say a complex psychic host, which is a link to the process of knowing interest.

The leading activity of preschool children is play. The question of the play activity of children of kindergarten age has been attracting the attention of many scientists for centuries. Children of kindergarten age strive to reflect on all aspects of our life, which are progressing forward with ildam steps in their play activities.

In the process of knowing the world of things around a child of kindergarten age, one seeks to be directly in practical harmony with these things. In this regard, this is the fact that the child seeks to be in practical harmony not only because of his thirst for knowledge, but also with what he does not have enough strength, which belongs to adults.

Conclusion

The period between the ages of 3-7 is the kindergarten age period. Considering that in the psychology of preschool children there will be very rapid qualitative changes, it is possible to divide into 3 periods (3-4yosh) the younger preschool period, (4-5yosh)the younger kindergarten age, the middle preschool period(Middle kindergarten age) 6-7 years and the older preschool period into older kindergarten ages.

The child actively assimilates and occupies all the achievements that humanity has introduced into the lake. In this, it is necessary to take over the world of objects, as well as the behavior that is carried out with their help, language, relationships between people, the development of motives of activity, the growth of abilities, the implementation of which is carried out with the direct help of older people.

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