

## PEDAGOGICAL CONDITIONS FOR THE INTELLECTUAL DEVELOPMENT OF PRESCHOOL CHILDREN

**Aleulova Rayxan Sharinayevna\*; Aytmuratova Komila Aytamuratovna\*\***

\*Master 2 Course Preschool Education Specialists,  
Department of Preschool education p.f.n,  
Nukus State Pedagogical Institute,  
UZBEKISTAN

\*\*Master 2 Course Preschool Education Specialists,  
Department of Preschool education p.f.n,  
Nukus State Pedagogical Institute,  
UZBEKISTAN  
Email id: komila.aytmuratova@mail.ru

**DOI: 10.5958/2278-4853.2022.00362.7**

---

### ABSTRACT

*The key and decisive factor in a child's development in the educational process is the complexity of the way of knowledge and activity. For instance, the Swedish psychologist Piaja observes that children under the age of eight are not capable of activities involving numbers based on the research he conducted. Also extensively researched in the writings of Hungarian, Galperin, Elkonin, Davidov, and others was the impact of changes in educational material on children's mental development. Physical, mental, moral, vocational, and aesthetic education are the core focuses of preschool education. This page keeps input and feedback on the educational settings of preschoolers' intellectual growth.*

**KEYWORDS:** *Preschool Education, Youth, Children, Intellectual, Pedagogical, Development, Potential.*

---

### INTRODUCTION

Older preschoolers' intellectual development is influenced by a variety of cognitive processes, including attention, perception, thinking, memory, and imagination. The child must get ready for schooling, which is the main activity of primary school age, in senior preschool. In this situation, it will be crucial for children to grow intellectually and gain the necessary skills. A preschooler's development can only be accomplished through natural activities, and the game is by far his favorite. A child who is fixated on the idea of a game does not feel as though he is "learning," even when he is having trouble doing so. The use of educational games and puzzles in the pedagogical process makes it possible to reconstruct educational activities, switch from the usual activities with children to cognitive gaming activities organized jointly or independently with adults. The teacher should only take advantage of the natural need to involve children in more complex and creative forms of gaming activity. In this article, opinions and feedback on the methods of developing children's intelligence are kept.

According to psychologists, a youngster at this age picks up new information quickly since his cognitive processes are still developing. New sorts of perception and thought motions that are generated in the kid form the foundation of mental growth in childhood. At this age, the child's intellect develops swiftly thanks to self-teaching, autodidactic toys like Matryoshkas, boxes, cubes, and mosaics. One of the primary tools in the development of a child into a complete person in every aspect is intellectual and psychological games. The main instrument in forming a preschooler into a fully realized human being in all regards is didactic games. The three following categories can be used to categorize all intellectual-psychological games:

1. Games with items (toys, natural materials)
2. Games played on the table
3. Word games

The use of modern interactive methods in the educational process has a positive effect on children's intelligence. On September 30, 2017, President of the Republic of Uzbekistan Shavkat Mirmonovich Mirziyoyev adopted the decree "on measures to organize preschool educational activities and radically improve the management system" dated September 30, 2019 No. 5198, in which the main goal was to further expand the state and non-state branches of preschool educational institutions, create conditions for the formation of a competitive environment of the sog lom between state and non-state preschool educational institutions, introduce new forms of preschool educational institutions under the conditions of public and private partnership, as well as to ensure the effective organization of the activities of the Ministry of preschool education of the Republic of Uzbekistan. In the development of the intellectual potential of children of preschool age, the button ability and talent in them is important.

Our youngsters swiftly master and bring to life every educational, professional, and training that adult impart thanks to their intrinsic ability. However, not every young person is born with the same aptitudes, skills, and capabilities. Therefore, our educators and the general public, i.e., the managers of the family, educational institutions, corporations, organizations, and workshops, are principally responsible for such an essential task as the formation of abilities and expanding talent of young people. Adults enjoy standing in the way of young toddlers with button minds. They talk to the youngster a lot, telling them things like, "Don't do it," or "It won't help you". They do not allow him to make mistakes, draw conclusions and create conditions for him to find a way to correct it. Tired of the demands and duties of adults, children are gradually disappointed and desperate and hide their cheerful convictions, and do not share what is in their hearts. They do not express their opinions openly. To treat a child like this means to feed them into their inner world. As a result, it will be difficult for them to return from the world.

Preschoolers' intellectual potential is developed by a shift from visual-moving, visual-figurative to abstract, theoretical intellectual activity. In a youngster, a system of concepts and conceptions is regularly developed. The more sophisticated the child's understanding and cognitive growth, the more difficult the topics he has mastered. Thus, the process of a child's psychic development can often be separated into three key areas:

1. Development of methods of knowledge and activity in the educational process,
2. Development of psychological mechanisms of application of mastered methods,

### 3. Development of general personality traits.

In a child, intelligence begins to develop from the mother's womb. The main stage of intellectual development in children is mountain ri for preschool and school age. Genetics and heredity show their influence on intellectual potential. Someone by nature counts quickly, someone loves mathematics from the very birth, someone sings before speaking. It is possible to develop intelligence in children by ensuring the regularity of activities that develop communication and cognitive abilities. The study of Temperament and character traits is a factor that develops the intellect of a preschooler. Relationship with parents and bringing the emotional environment in the family to a normative level serve as the foundation for the development of the child's intellect. A conversation was organized with the parents of children of preschool age about the actual issues of intelligence, intellectual potential and its development. Parents got the information they needed.

Once the overall activity type is identified, children can apply specific techniques to differing degrees. For instance, it is important to teach students how to tie concrete and abstract information to relatively high forms and types of activity (along with mental activity) and how to calculate the ratio between them. The more the child's perspective is frequently considered, the more confident he feels. Only a change and complexity of knowledge and ways of action do not happen during the development process. The psychic development of a child includes changes in his entire personality, that is, the development of general personality traits. In the process of development, various aspects of the mental activity of children change, the assembly and change of methods occur. The child is able to perform a large number of different actions, his knowledge and imagination change.

Another crucial element is the requirement to choose a style of life in order for girls and boys to develop into flawless, mature adults. It also involves using modern information technologies shrewdly. A significant role in this is played by parents and the family unit. Before the technological world, which has taken over the world like a spider web, entirely takes over children's consciousness, it is imperative that we instill in them the ability to discern the norm of everything in life and to follow it ourselves. In the end, a child acts upon what he observes, not what he is told. Our main goals are to educate the owners of high intelligence through the development of the intellectual potential of children of preschool age.

The main specificity in the mental development of a preschool child is a bright manifestation in the acquisition of figurative cognitive forms (perception, figurative thinking, imagination). The cognitive processes that develop in a child are reflected in a wide variety of activities. The knowledge that the child is mastering not only grows his circle of thinking, but also decides the attitude towards people towards their behavior, such as nature, art. For the correct Organization of mental education for children of preschool age, it is necessary to know the laws and possibilities of their mental development. In preschool age, a child is observed to progress at a higher rate of mental development than in other age periods. Deficiencies in the mental development of children of this age are difficult to eliminate later.

**In Conclusion**, the cognitive functions of memory and imagination are crucial to preschoolers' mental development. A person's memory is crucial to their lives. A newborn baby is helpless and knows nothing when they are born. To perform useful tasks, it should be brought up to a slightly

higher degree of development and be able to remember and retain a great deal of information. Memory development is influenced by a child's environment, education, and upbringing. A special form of mental activity fantasy plays an important role in the mental development of children of preschool age. Imagination is necessary for creative activity, so it is of great importance to develop it from preschool age. Imagination is formed in the process of a child's life, in his activities, under the influence of education and upbringing.

**REFERENCES:**

1. Education law. September 23, 2020.
2. The law of the Republic of Uzbekistan was approved by the Senate on December 14, 2019, adopted by the legislative chamber on preschool education and education on October 22, 2019.
3. N.M Aksarina, the upbringing of infant children:1983.
4. R.G.Kadyrov, age periods and pedagogical psychology. 2005.
5. G.R Takhtasinova, T.I. Ofordova, intellectual psychological games in the children's garden 2005.
6. A complex of psychological and pedagogical methods for early detection of children's giftedness, 2010.