
CONFERENCE ARTICLE

CHARACTERISTICS OF A PLAY ENVIRONMENT THAT PROVIDES COGNITIVE DEVELOPMENT IN PRESCHOOL CHILDREN

Fozilova Odina Nabiyevna

Associate Professor of the Department of Preschool Education, Doctor of Philosophy in Philology (PhD), Fergana State University, Uzbekistan

ABSTRACT

The role of the game environment in the development of cognitive abilities in preschool children, its pedagogical and psychological significance, as well as methods for the effective use of game technologies in a modern educational environment are presented.

KEYWORDS

Cognitive development, game environment, cognitive process, preschool age, game technologies, thinking, perception, memory.

INTRODUCTION

The greatest attention and focus on education in our country today is the key to the prosperity and development of the homeland. After all, as the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted: "Our children are the most valuable asset of our free and prosperous life. The preschool period is the basis for the formation of cognitive processes such as thinking, perception, memory and movement. We pay special attention to creating a quality learning environment for all our children, creating conditions aimed at their full self-expression, creative and independent growth."

Indeed, the preschool education system is an important stage in the cognitive, emotional and social development of children. In this process, play activities are one of the most effective pedagogical tools. Cognitive development is the process of formation of a child's cognitive activity - thinking, memory, attention and perception. Preschool age is one of the most important stages in human life, when the foundations of a child's thinking, need for knowledge and worldview are formed. The game environment created during this period plays an important role in revealing the child's intellectual potential and mastering new knowledge through practical activity. Cognitive development in preschool age is a set of qualitative and quantitative changes that occur in the processes of thinking under the influence of the environment, as well as under the influence of specially organized educational and educational experiences and the child's own experience. The role of the game environment in cognitive development has been emphasized by psychologists (J. Piaget, L. Vygotsky, D. Elkonin), as play activity is the main form of development of the child's cognitive processes. Through play, the child learns the environment, understands cause-and-effect relationships, and masters logical thinking. The game environment for the child; activates cognitive activity; encourages creativity and independence; develops thinking, speech, and perception. Helps to master social experience. When studying the cognitive development of preschool children, we should also consider the ideas of D.B. Godovikova, who says that cognitive activity is the desire to gain knowledge about the phenomena of the surrounding world, which is both a cognitive need and a cognitive activity motivated

by it. Cognitive activity, in her opinion, has a clear external appearance, based on which it is possible to assess the essence of its organization. According to her, what is the child's interest, what is the intensity of his desire to get acquainted with certain phenomena, can be assessed by the indicator - special attention and interest in subjects;

-emotional reaction to objects (surprise, bewilderment, cunning, that is, various emotions caused by this object);

-actions aimed at recognizing the object, understanding its functional purpose.

The total number of these actions indicates the intensity of the inquiry. However, the quality of actions is especially important, first of all, their diversity and the replacement of some types with others, stopping when the child thinks about the subject. Constant pursuit of the object, even in its absence, suggests that thoughts. Cognitive development cannot be imagined without speech. As M.M. Alekseeva, V.I. Yashin noted, when mastering speech, the child also acquires knowledge about objects, signs, actions and relationships that are reflected in the corresponding words. At the same time, he not only acquires knowledge, but also learns to think. Because thinking is speaking silently or aloud, and speaking is thinking. After children master their speech, their cognitive activity rises to a new qualitative level. With the help of speech, children's knowledge is generalized, the ability to perform analytical and synthetic activities is formed not only on the basis of direct perception of objects, but also on the basis of ideas. The nature of the child's relationship with adults changes, and personal and cognitive contacts begin to take on an important role and memory development;

- Construction games: Spatial thinking, Activity Principles of organizing a game environment. When organizing a game environment in preschool educational organizations, it is necessary to adhere to the following principles: principle: the child receives knowledge in the process of play as an active participant.

Principle of integrativity: through games, such areas as mathematics, language, natural science are combined.

Personality orientation: the age, individual interests and abilities of each child are taken into account.

We can also see the developmental aspect of the types of games in this table;

- Didactic games: Consolidation of knowledge, attentioncreativity, problem-solving skills;
- Role-playing games: Speech, communication culture, social imagination;
- Action games: Coordination, attention, quick thinking.
- Digital educational tools and interactive games further increase cognitive activity in children. For example:
- Digital constructors (LEGO, Smart games) - strengthen logical thinking.
- Virtual playgrounds - develop observation and memory
- Eco-games - form nature and ecological awareness.

Based on the above, the following conclusion can be drawn; Thus, the main task of the cognitive style is not simply to receive and process information from the outside world, but to coordinate and control the underlying cognitive processes. The cognitive style is an intermediary between the being and the subject, which directly influences the course of individual adaptive processes. Cognitive styles do not directly respond to the productivity of intellectual activity, since they are not related to the correct and fast completion of tasks, and therefore are not an ability. However, since cognitive styles are responsible for organizing the process of processing information, they can be called metacognitive abilities. Metacognitive abilities are related to intellectual self-regulation and the effectiveness of intellectual activity.

REFERENCES

1. Z. Nishanova, G. Alimova "Children's psychology and teaching methodology" - Tashkent. 2006
2. I.P Pavlov "Conditioned reflex" - IG Lenizdat, 2014.
3. Vygotsky L.S. Problems of mental development. - M.: Pedagogy, 1983. Central Asian Research Journal for Interdisciplinary Studies (CARJIS). Tashkent. November 24, 2021g 680 International Conference Collection. Tashkent, November 24, 2021.
4. Godovikova D.B. Communication and cognitive activity among preschool children M; Psychology. - 1984.
5. Muhabbat, G. "MORAL VALUES IN ISLAM." Central Asian Research Journal for Interdisciplinary Studies (CARJIS) 2.2 (2022): 385-393.
6. Khushvaqtov, Zoxid. "AESTHETICS AS MEANS OF PERSONAL DEVELOPMENT AND DEVELOPMENT." Central Asian Research Journal for Interdisciplinary Studies (CARJIS) 2.2 (2022): 39