



Developing Cognitive Activity of Preschool Children Through the Organization of Developmental Centers in Preschool Educational Institutions

Botirova Latofat Luftillaevna,

Teacher of the Department of Preschool Education, Karshi State University

Suyunova Shakhlo

Student of Preschool Education

E-mail: latofatbotirova537@gmail.com

ABSTRACT

This article covers pedagogical opportunities for the development of cognitive activity of preschool children through the effective organization of developmental centers in preschool educational organizations. The study analyzed the theoretical foundations of cognitive activity and its role in the intellectual development of children. It is also shown that developmental centers are an important educational environment for developing children's curiosity, independence, and research skills. The article analyzes modern pedagogical approaches that ensure cognitive development in children.

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Preschool education is an important stage in the formation of intellectual, emotional and social development of children. Modern educational reforms emphasize the need to create an educational environment that ensures the comprehensive development of preschool children. One of the important aspects of early childhood education is the development of cognitive activity in children.

Cognitive activity is a child's ability to perceive, analyze, learn, and understand the environment. In preschool age, children have a strong natural curiosity and desire to learn. Therefore, it is important for educators to create conditions that encourage children to be interested in learning and independent exploration.

In preschools, learning centers are an effective tool for organizing children's activities and supporting their cognitive development. These centers provide children with the opportunity to experiment, observe, build, communicate, and engage in creative activities.

The establishment of development centers helps to create a flexible educational environment that allows educators to choose activities based on the interests of children. This promotes individual development and ensures active participation in the educational process.

The purpose of this study is to analyze the role of developmental centers in preschool educational organizations in developing children's cognitive activity and to identify the pedagogical conditions for their effective organization.

The issue of developing cognitive activity in preschool children has been widely studied in the fields of pedagogy and psychology. Researchers emphasize that early childhood is a critical period for the formation of intellectual abilities and thinking processes.

J.Piaget also showed that children acquire knowledge through active interaction with their environment. According to his theory of cognitive development, children acquire knowledge through exploration, experimentation, and play.

Modern pedagogical research shows the need to create a developing educational environment in preschool educational organizations. Such an environment encourages children to search, ask questions and find an independent solution. Developmental centers are effective learning environments that support children's cognitive, emotional, and social development.

The creation of development centers in preschool educational institutions is an important factor in organizing educational and upbringing activities. Taking into account the leading role of game activity in the development of preschool children in the development of development centers in the group room, this in turn improves the emotional state of each child, such preschool educational goals as the development of their positive thoughts, competencies of attitude towards the world, people, self-esteem, interaction

The building, construction, and mathematics center develops children's logical thinking, spatial imagination, and problem-solving skills. The process of building and designing develops children's planning and analysis skills.

The Center for science and nature develops children's curiosity and research skills. Children acquire the initial skills of scientific thinking by conducting simple experiments, observing natural phenomena.

At the Language and Speech Development Center, children develop their speech culture and communication skills by composing stories, answering questions, and reviewing books. At the Art Center, children develop imagination, aesthetic taste, and creativity through drawing, painting, and working with various materials.

The staging center serves to develop children's understanding of social relationships and communication skills. The education of preschool children is aimed at the complex development of their social, emotional, cognitive and physical needs. This will serve him as a solid base for the rest of his life. Preschool teachers play a key role in achieving preschool education goals, so it is important to support them by providing them with ample opportunities to develop their skills and provide their services.

Teachers must take into account the individual characteristics of each child's age and development, and know the entire group in order not to set them too high tasks. Development centers in MTT groups are a set of aesthetic, psychological and pedagogical conditions necessary for the implementation of the pedagogical process, a developing environment with a rationally organized learning environment, equipped with various game and educational materials.

In organized development centers, a preschool child is actively involved in creative activities based on knowledge, his or her interests, imagination, mental and artistic abilities, and communication skills are developed, and most importantly, the harmonious development of the individual is realized.

The task of the teacher is to use developmental centers and the tools (equipment, supplies, methodological approaches) in them to reveal the unique characteristics of children and help them develop. Therefore, during this period, special attention is paid to equipping these centers in preschool educational institutions, where the child's creative activity is formed and developed. The educator should use various innovative, modern methods, forms and tools for organizing the educational process.

In preschool educational organizations, properly organized and equipped development centers perform the following: educational, developmental, educational and stimulating tasks; a) thematic planning in the process of conducting educational activities, all components (Toys, utensils, educational materials) in the structure of development centers change, are updated and replenished; b) development centers provide opportunities for interaction of children in their activities in cooperation with adults (as well as children in it if there is a group of children of different ages), children's movement activity, as well as assistance to children's individuals; in the organization of inclusive education, it is necessary to create necessary conditions for it; in the organization of educational.

The main requirements for the organization of development centers are the implementation of the State Program "First Step" and the fulfillment of the State Requirements for the Development of Children of Early and Preschool Age. Development centers can simultaneously involve children in active communication and

cognitive-creative activities individually, as well as in small (separate) groups. The leading activity in development centers is play, and practicing educators are increasingly interested in its widespread use.

Development centers should provide: - implementation of various educational programs; - when Inclusive Education is organized-the necessary conditions for this;-taking into account the national-cultural, climatic conditions under which educational activities are carried out; - taking into account the age characteristics of children the content of development centers should be rich, variable, multifunctional, variable, usable and safe.

1. The content (object) of the selected topics for the study of the environment should correspond to the age capabilities of children and the content of the state curriculum. The educational space must be equipped with educational equipment (including technical), relevant materials, including consumables, games, sports, entertainment equipment, inventory (in accordance with the specifics of the Program).

It is necessary to organize an educational space and provide a variety of materials, equipment and inventory (in the building and on the plot): play, Cognitive, Research and creative activities of all children, experimenting with materials available to children (including sand and water); visual and distributive media activities, including aimed at developing hand finger motor skills, providing resources for participating in outdoor games and competitions; emotional well-being of; Free movement of children (opportunity for children to express themselves). The educational space for children of early and preschool age should provide the necessary and sufficient opportunities for movement with various materials, objects, and play activities.

The developmental environment should be created taking into account the age capabilities, sexual inclinations, and interests of children, and structured in such a way that the child can find something he or she likes to do throughout the day. When selecting materials, didactic games, manuals, and children's literature, it is necessary to take into account the characteristics of children's development at different levels and help to make the necessary adjustments for the positive development of each child. The environment of development in kindergarten is not only a set of separate thematic (thematic) corners and zones that prepare children for further education, but also the "place of residence" of the child, who can spend a significant part of the time there. to implement their ideas and interests.

Environmental and comfort safety is achieved through the similarity of the interior of the best group to the home environment. This helps to relieve stress caused by the influence of state organizations, creates a sense of security and trust, and creates conditions for the emergence and strengthening of a positive emotional mood, which is the basis for the successful personal and intellectual development of the child. A group area should allow preschool children to engage in a variety of activities at the same time without interacting with each other. This helps to zone the bedroom and group room. Separate centers can be separated from each other by partitions and spaces.

Specialized centers help the child choose an activity that is interesting to him and maintain a stable interest in it, thanks to the necessary resources and toys, without being distracted by other activities. It is better if the locations of individual centers contribute to a smooth transition from one activity to another.

Zoning should be well thought out and created so that objects that encourage the development of cognitive skills are located in different functional spaces. When organizing developmental centers in the group room of a preschool educational organization, it is necessary to take into account the leading role of play activity in the development of children.

This, in turn, ensures the emotional well – being of each child, in which he forms positive emotions, develops the skills to properly treat the world, people, himself, to enter into various forms of cooperation-which are the main goals of preschool education.

In the process of modernizing education, the issue of organizing the educational process in preschool educational organizations using developmental centers is very relevant today. This is due to the introduction of state requirements for the development of children of preschool and primary school age and the state educational program "Ilk Qadam", as well as the transition from an educational-disciplinary model of education to a person-oriented model.

Organizing the educational process in a person-centered approach based on the state curriculum "First Step". A person-centered approach involves creating an educational environment in which children's real personal

interests and needs are realized, and children effectively accumulate personal experiences and knowledge. The preschool education system is undergoing restructuring - the transition from an authoritarian system to a person-centered model of building the pedagogical process is underway. It is known that the main foundation of personality is laid in the first seven years of life: the qualities and character traits that a child develops in preschool age do not change later. They change only partially, and their appearance changes.

The personality-oriented approach is to focus the attention of the educator on the development of a spiritual personality, which has emotional, aesthetic, creative inclinations and development opportunities, and not only on the integral personality of the child, his intellectual abilities and the development of a sense of civic responsibility. Such recognition of the fundamental value of education is the unique formation of the individual. We must give every child the right to choose their own path of development, based on identifying their characteristics, life values, and aspirations. Person-centered education assumes that the center of activity is the child himself, that is, the child as a person - his desires, intentions, goals, and unique small life experience. In this regard, the educational process should be shifted from the model of education as "transfer of knowledge from adults to children" to a model in which "children's initiatives are encouraged and children actively participate in the educational process."

Various technologies are used in the organization of educational processes in development centers on the basis of an individual-oriented approach. Personality-oriented technologies determine the methods and means of education and upbringing that correspond to the individual characteristics of each child. At the same time, it changes the attitude and organization of children's activities, uses various teaching aids: through research technology, children are taught to independently search through experiments, draw conclusions through experience. Children are not given Ready-Made knowledge in this. Conditions are created for searching for problems, learning through discovery, conducting experiments. through communicative technology, the child is taught to express his opinion, argue, engage in discussion, express his imagination through the means of free speech. Through play technology, children learn through play.

Conditions are created for children to acquire knowledge, skills, skills in a game tool. Educational games, event games and hokozo games are carried over to the AMLA. through the technology of activity, children learn knowledge not in a ready-made way, but on their own in the educational process. The child learns knowledge independently in the educational process, is independently sought, the child is given the opportunity to draw conclusions. Through reflective technology, children are taught to think and analyze through questions.

In conclusion, the effective organization of developmental centers in preschool educational institutions is an important pedagogical tool in developing children's cognitive activity. Developmental centers enhance children's ability to independently explore, experiment, and acquire knowledge. These centers allow children to communicate, express their thoughts, and develop communication skills. Through play technology, children acquire knowledge, skills, and abilities in an interesting and active way.

Activity technology directs children to independently learn and draw conclusions. Reflection technology shapes the skills of analysis and reasoning in children. The developmental environment is created taking into account the individual characteristics of children, supporting their emotional, social and intellectual development. The building and mathematics center develops logical thinking and problem-solving skills in children. The Science and Nature Center develops research skills and forms the foundations of scientific thinking.

The Language and Speech Center develops speech culture and communication skills. The Art Center develops imagination, creativity, and aesthetic taste in children. The Staging Center enhances social relationship understanding and collaboration skills. A person-centered approach creates an educational environment based on the individual interests and needs of children. The educational process encourages children to actively participate and takes into account their personal experiences. At the same time, through developmental centers, the personal and intellectual development of children is carried out in a harmonious manner.

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