



Psychological Features Of The Development Of Thinking Skills In Children Aged 5-6 Years Old.

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ABSTRACT

This article describes the pedagogical and psychological features of the development of thinking skills in children 5-6 years old.

The article reflects the problems of forming the concept of thinking, thinking abilities and thinking ability in children 5-6 years old, and also provides recommendations based on the author's comments.

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The educational system of our country, which is developing with wide possibilities, shows that it is possible to motivate and develop students and achieve effective results only through the formation of independence, conscious activity and thinking skills. Currently, nurturing the thinking abilities of the younger generation, achieving speed of thinking, content and creativity is becoming one of the most pressing problems in the education system. The system of formation and development of the thinking process in children is an expedient process that must be carried out, first of all, with children in preschool educational institutions. The stage of development of thinking abilities in preschool children aged 5-6 years is currently in a state of active development.

Thinking is not innate, it develops later. Although people's personal and cognitive characteristics predispose them to prefer one or more specific types of thinking, people can develop and practice any type of thinking.

In psychology, it is important to determine how, why, and when the ability to reason develops from infancy to adulthood. Jean Piaget's theory of cognitive development identified the general mechanisms and stages of the development of thinking from childhood to adulthood. According to neo-Piagetian theory of cognitive development, developmental changes in thinking occur as a result of increased memory capacity, increased speed of information processing, and improvements in executive function and control. It is also an important factor in developing self-awareness.

The process of developing the ability to think in children 5-6 years old is a psychological phenomenon that arises under the influence of the surrounding sociogenic culture and environment. As a child grows under the influence of the social processes and events around him, he will necessarily take a model from this environment. In the development of the thinking process of children, the main object of education is the adults around them.

Children tend to communicate more and more with adults. They listen to stories from adults, short poems, songs and fairy tales. The child understands the questions asked and answers them. The child himself will ask adults more and more questions. Thus, he begins to respond correctly to approval, praise, prohibition and prohibition from adults. When a child reaches 5-6 years old, the meaningfulness of thinking increases and he begins to analytically analyze some sentences. At this age, the child's vocabulary increases very quickly. At this age, the child's speech not only increases in quantity, but also improves in quality.

The thought process of children 5-6 years old is associated primarily with things and actions that they perceive at the moment, while the thought process of children of this age is associated with things that they currently perceive, as well as previously perceived things and imaginary things that will become liquid. Therefore, kindergarten-age children can systematically and consistently retell fairy tales told or read by adults. They can think analytically about reality. For example, he can compare and analyze the bad behavior of a fairy tale character with the behavior of another fairy tale character.

When dealing with the development of the thinking process in children, the teacher-teacher should not forget that children of kindergarten age in some cases cannot fully control their thinking system. In addition, children 5-6 years old have not yet fully developed the content of their thoughts. This is why the thoughts of some kindergarten-aged children are scattered, and their content and meaning are not sufficiently formed.

The main influence on the development of the thinking process of children 5-6 years old is exerted by parents, educators and other relatives. Any question asked of a child should be used to identify his free thinking system. Once the question is asked, the parent or guardian should check for consistency, meaningfulness, and logic in the child's thought system. It is necessary to tell the beginning of the story being told to the child, and leave the rest to the child's discretion. Further development of the fairy tale, creating conditions for the development of the child's thoughts, develops the child's thinking and creates abilities such as decision-making, assessing the situation, and making judgments.

In children aged 5-6 years, the interrogative form of orientation is predominantly dominant. In his thinking, reflection occurs in the form of a question in relation to reality and the problem. The fact that answers to questions are actively directed by adults serves as the basis for the child's future thinking. Therefore, it is important and necessary that the child receive an answer to every question.

In general, the ability to think, which is one of the important signs of child development, is a social phenomenon, and the following recommendations can be given to parents and teachers:

- in order for a child to develop thinking abilities, the imagination process must be broad. To do this, it is necessary to provide him with more information, that is, it is very important to give knowledge about the environment;
- it is necessary to ask his opinion about reality in order to sharpen cognitive processes;
- use the technique of working with pictures, show a picture and ask his opinion, demand explanations, encourage him to analyze its content;
- tell a story and give free rein to the child's thoughts so that the child can continue the story;
- read a book, develop the ability to listen, thanks to listening, the human thinking mechanism is improved;
- chat! During the conversation, the child's ability to think meaningfully increases, he takes a model from you;
- use didactic games.

In conclusion, since the ability to think is manifested as a product of consciousness and intelligence, the development of children's independent and creative thinking based on the development of their thinking is directly related to the development of society and the country, the development of these abilities is the highest goal and activity that I must. After all, thought is one of the characteristics of a person, which means he exists.

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