



Forms and Methods of Cognitive Interest Development in Elder Preschool Children

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Abstract

The article provides an overview of the methodological foundations, methods and tools for the formation of interest in cognition in preschool-aged children.

Keywords: *Development; Formation; Preschool Education; Cognitive Activity; Ability; Meth-Ods; Game Exercises; Fairy Tales; Visual Method; Didactic Applications; To Be Ed-Ucated*

Introduction

In our republic, special attention is paid to improving the methodological support of the preschool education system, the intellectual development of preschool children based on innovative approaches. The strategy of actions for the further development of the Republic of Uzbekistan identifies such priority tasks as “expanding the network of preschool educational institutions and radically improving conditions in these institutions for the comprehensive intellectual, aesthetic and physical development of children, ensuring the availability and significant increase in the coverage of children. preschool education, raising the level of qualifications of teachers and specialists”. This, in turn, requires the introduction of modern approaches to the integrated content of the preschool education system, the identification of pedagogical and psychological directions for ensuring the mental activity of children, clarification of the methodological possibilities of ensuring the mental activity of children in preschool education, the development of a model of the pedagogical process. aimed at developing the mental activity of children, based on ensuring interaction between the preschool organization and the family, as well as on the basis of priority principles.

The Main Results and Findings

Among the many problems of our time, the problem of the development of cognitive interest in children in preschool age, which is an important period in a person's life, remains especially urgent. Since at this age the foundations of the future personality are laid, the prerequisites for the mental, moral and physical development of the child are formed. Society needs a person who not only consumes knowledge, but also knows how to obtain it. The non-standard situations of our time require a breadth of interest from

us. Interest is a real reason for action, perceived by a person as especially important, it is one of the constant strong motives of action. It can be considered as a positive evaluative attitude of the subject to his activities.

Studies by many scientists such as B.G. Ananiev, L.N. Bozovic, L.A. Wenger, L.S. Vygotsky, A.G. Zaporozhets show that cognitive interest is formed more successfully with active cognitive activity. The child's cognitive interest is reflected in the desire to learn new things, to find out the qualities, properties of objects, phenomena of reality, in the desire to understand their essence and to find between them the existing relationships and connections. D. Freud wrote that cognitive interest is the generator of the various feelings of the child. N.G. Morozova believed: cognitive interest is an active emotional and cognitive attitude of a person to the world around him. L.I. Bozhovich, L.S. Vygotsky believed that the development of cognitive interest in preschoolers, due to the superiority of special forms of activity and a positive emotional state, arises from the need for external impressions.

Cognitive interest in pedagogy is understood as an external stimulus, as a means of enhancing the cognitive activity of children.

G.I. Shchukina, who studied cognitive interest in pedagogy, defines it as follows: "cognitive interest shows the level of personality activity, it is associated with human mental processes, and occupies the main place in the structure of personality character." In her view, the development of interest goes from superficial to stable, deep.

Senior preschool age is a period of development of mental processes and processes of cognitive activity. This is a period of adaptation to the social environment of human relations through contact with close people, as well as through play relationships and real relationships with peers. Older preschool age is important for the mental development of a person, since in the first place is a purposeful cognitive activity, during which significant changes occur in the mental sphere. Gradually, thinking begins to take the leading place in the structure of cognitive processes.

It is known that preschool age is the age of formation and development of the most general abilities, which will improve and differentiate as the child grows up. One of the most important abilities is the ability to learn. At the same time, in some pre-school children, there is a decrease in cognitive interests and abilities, which is due to unstable social conditions and a change in value orientations. In connection with the current situation, the development of cognitive interests in preschool children acquires special relevance as one of the ways to solve social and pedagogical problems.

The development of the cognitive interest of preschool children in all the forms of organizing classes considered above should be accompanied by an impact on the emotional attitude of children to cognitive activity, to achieving success.

According to the form of organization and content, didactic games are subdivided as follows:

Travel games (designed to enhance the child's impressions of play activities due to unusualness, fabulousness, for example, a game of "travel in space and time"). With the help of this type of games, the child develops imagination and creativity.

In order to most effectively carry out work on the development of the cognitive interest of children, the teacher can use:

- Methods that increase cognitive activity (elementary analysis, comparison by contrast and similarity, similarity, grouping and classification, modeling and construction, answering children's questions, teaching them to independently search for answers to questions);
- Methods that cause emotional activity (imaginary situations, inventing fairy tales, dramatization games, surprise moments and elements of novelty, humor and joke, a combination of various means in the classroom);
- Methods that facilitate the interconnection of various types of activity (receiving an offer and teaching a way to connect different types of activity, long-term planning, a perspective aimed at subsequent activities, conversation).

It should be emphasized that all methods in the development of the cognitive interest of preschoolers should be used in aggregate, in various combinations with each other, and not in isolation. Then the children do not get tired, maintaining a steady interest, which ensures a productive result of the learning and development of children. When choosing methods of organizing the process, developing the cognitive interest of children, it is important to remember that the leading activity of preschool age is play. From the point of view of L.S. Vygotsky, it is in play activity, which is characterized by the presence of freedom, novelty, interest, that children learn to perceive the world, regulate their emotions and behavior.

Thus, cognitive interest can be characterized as a stable integral characteristic of the personality, reflecting the child's readiness to learn, interest in something new, initiative, independence in the creative search for solutions, as well as a positive emotional response of the child to receiving new information about the world around.

In the pedagogical literature, the following methods for the development of cognitive interest are distinguished.

1. Visual methods:

- a) observation (short-term, long-term, restoration of a holistic picture of the observed phenomenon according to individual characteristics);
- b) viewing pictures and didactic aids, watching dia-films.

2. Practical methods:

- a) game;
 - didactic games: subject, desktop-printed, verbal, game exercises and games-lessons;
 - outdoor games;
 - creative games.
- b) experimentation (elementary experiments).

3. Verbal methods:

- a) story;
- b) conversation;
- c) reading.

To organize educational activities for the development of the cognitive interest of older preschool children, the teacher can use:

- Cognitive heuristic - the teacher poses a problem, offers tasks for the implementation and solution of the problem;
- The research method - the teacher specifically creates a problem situation, and the children study the problem, look for solutions together with the teacher;
- Information-receptive method - the teacher provides information to children and gives a plan for working with the object;
- Problematic method - a problem is posed before children, and possible solutions are shown;
- Reading fiction;
- Visual and constructive activities;
- Experimentation;
- Music;
- Games (role-playing, dramatization, moving);
- Observation;
- Labor activity;
- Holidays and entertainment;
- Individual educational conversation.

With the partial search laboratory method, the experience is first shown before the presentation of the material, only the goal is set. Children try to solve a problematic issue by gaining knowledge with an independent experience.

One of the effective methods of forming the cognitive interest of preschoolers is a didactic game, the tasks of which include not only the transfer of specific knowledge, skills and abilities, but also the development of mental processes, creative abilities of the child. Didactic game is both a game method of teaching preschool children, and a form of teaching children, and independent play activity, and a means of comprehensive education of a child.

Conclusion

Thus, in didactic play, the child receives the necessary knowledge that expands his horizons, which allows him to explore the world around him, to cognize it. Didactic play is a fairly effective means of forming a child's voluntary behavior, in particular such qualities as organization and self-control. The rules of the game, obligatory for everyone, regulate the behavior of children, limit their impulsivity. If the rules of behavior declared by adults outside the game are usually poorly learned by children and are often violated by them, then the rules of didactic play, which become a condition for exciting joint activities, quite naturally enter the life of children.

The formation of cognitive interest in a preschool educational organization requires a purposeful, coordinated and pedagogically organized activity of leaders, teachers, other officials of the preschool education system.

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