

THE ESSENCE OF THE CONTENT OF THE DEVELOPMENT OF COGNITIVE
ACTIVITY OF CHILDREN OF KINDERGARTEN AGE

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Abstract: The article discusses the role of interests in the development of cognitive activity of preschoolers, the use of different types of settings and the use of various projects in the practice of modern preschool organizations.

Key words: cognitive activity, cognitive attitude, interest, curiosity, research projects, creative projects, information and practical projects.

The problem of the development and formation of cognitive activity of children is one of the most pressing issues in children's psychology. Currently, the concept of "cognitive activity" is widely used in pedagogy and psychology. Scientists have cited various opinions on the meaning of the concept of "cognitive activity". In Particular, M.A. Danilov, A.A. Lyublinskaya, V.K. Buryak, T.I. When shamovas consider cognitive activity to be a type or quality of mental activity, D.B. Godovikova, E.I. And the shcherbakovs-look at the child as a natural desire for knowledge. P.T. Jambazka, T.M. Zemlyanukhina, M.I. Lisina, N.A. While polovnikovs defined the concept of "cognitive activity" as a state of readiness for cognitive activity, T.A. Ilyina, A.I. Raev, G.Ts. Molonov, A.Z. Iogolevich, T.D. Sartorius, Z.F. Chekhov, G.I. According to scholars such as Shchukin, "cognitive activity" is the property or quality of an individual. Children are innate researchers. The inexhaustible thirst for new experiences, curiosity, constant observation and desire to experiment, the search for new information about the world independently are traditionally perceived as the most important characteristics of children's behavior.

Each acquired action of the child, the words learned are news for him, discovery. Having satisfied his interest in the process of active cognitive research activities, the child, on the one hand, expands his ideas about the world, sees the diversity of the world in the system of interdependencies and interdependencies, on the other hand, develops the ability to develop his knowledge. In this, the formation and development of child perception is ensured. In turn, the development of all psychological processes occurs.

Currently, the relevance of the problem of improving the quality of preschool education has increased the emphasis on the upbringing and development of preschool children. In MTTS, the work of ensuring the comprehensive formation and development of the child is much more accelerated. It is established that the development of the cognitive sphere of the child is carried out through various types of activities. All types of activities form and develop the following aspects of the child. These are: - develops curiosity; - develops the cognitive motivational field; - forms cognitive actions; - forms the child's mind; - expands the child's imagination; - increases creative activity; - forms ideas about the environment, environment, people, things.

This has a good effect of involving ushun children in all types of activities. It is only advisable that every movement of the child is constantly controlled by adults. The new quality of children's cognitive development is an increase in cognitive interest, an increase in stability, expressed by cognitive motives. Cognitive interest helps a preschool child to important relationships, contacts. The ability to curiosity ensures that the environment is more fully aware of the items. At the same time, cognitive motives, that is, the needs, inclinations, desires inherent in the child, also motivate, activate the child to any action. The source of cognitive activity is cognitive need, and the process of satisfying this need is carried out as a search aimed at

identifying, opening up and assimilating something unknown. The needs of the child will be directed to different things and at the same time to have what is needed. Such a variety is also encouraged to know, learn different things.

By entering into a relationship with objects, they master their place in space, their all-round structure and significance. The recorded stages of cognitive development do not exist apart. In practice, they are extremely complex compounds and relationships and characterize the cognitive development of the child as an evolutionary process. Another aspect of child cognitive development is a generalized attitude towards the world.

This is described as follows: The cognitive attitude inherent in the child is this-the world is wonderful, full of secrets, and the child wants to know, solve this wonderful; The next attitude is a cautious attitude. The child understands such an attitude in a protective, protective way. Protection of the world in a child, the formation of concepts under the guise of preservation;

A creative attitude is another important attitude for a child - the world is very beautiful - it manifests itself in the form that I want to preserve and enhance this beauty. The feeling of beauty in a child provides the formation of cognitive cognition, such as pleasure from it, admiration, pleasure. The real method of cognitive development of preschool children is experiment.

The natural type of research that is conducted ensures that the child is free. The researcher enters into a relaxed relationship with the child in natural conditions, and as a result, the attitude towards knowledge in the child is further elevated. An expert is viewed as a practical activity of a research nature aimed at understanding the properties, qualities, relationships and dependencies of objects and materials. In the experiment, a preschool child works as a researcher who independently and actively studies the world around him, using various forms of influence on him. In the process of experience, the child occupies the position of the subject of cognition and activity.

As a result, independent activity increases. Effective methods of cognitive development of preschool children include activities that ensure the development of cognitive interests of children, the ability to independently build their knowledge and act in the information space, the development of critical thinking. In the practice of preschool educational organizations, the following types of projects are used: Research projects (they require a well-thought-out structure, are fully subject to the logic of research, involve advancing the assumption to solve the specified problem, developing ways to solve it, including experimental ones. Children conduct experiments, discuss. (making results, conclusions, drawing up research results);

Creative projects (as a rule, projects of this type do not have a detailed structure of the joint activities of the participants, it is characterized and further developed only by subordination to the genre of the final result, it can be developed as a script for a video. (can be dramatized, Holiday Program, Video, sports game, entertainment); Game (role-playing) projects (the structure of these projects is also described only and remains open until the end of work). Children take on certain roles that are determined by the nature and content of the project. It can be literary heroes or Fantastic heroes, imitating social or work relationships complicated by situations invented by participants

Information-practical oriented projects (they are initially aimed at collecting information about some object, phenomenon; are designed to familiarize project participants with this information, analyze them and summarize facts. In addition, the result of the project is, of course, the participants themselves, their social interests. Children collect information, discuss it and carry out it with a focus on social interests; the results are compiled in the form of stands, newspapers, stained glass). It is advisable to use cognitive research activities as the main

formative activity for the cognitive development of an older preschool child. Especially it is necessary to support the initiative, ingenuity, resourcefulness, criticality, independence of children.

Listening to the child, taking his mind into account, activates him and motivates him to the next activity. As a result, the child independently enters any activity, freely explains what he understands, the child develops openness and freedom. Enjoys his actions, his resourcefulness. In place of the conclusion, it can be said that the use of various studies, cognitive tasks and various projects in solving the problem of cognitive development of preschool children is the basis for the development of cognitive activity of the child. In the implementation of this, the role of educators is great, and in the process of working with the child in a pedagogical continuous way, it becomes necessary to work with the cognitive activity of the child.

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