



THE ROLE OF EDUCATORS IN SHAPING THE INTELLECTUAL ABILITIES OF PRESCHOOL EDUCATIONAL INSTITUTION STUDENTS

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Abstract: This article discusses the role and place of educators in the formation of intellectual abilities of children in preschool educational organizations. The study analyzes the content of pedagogical activity, effective methods and factors affecting the development of the child's personality.

Keywords: preschool education, intellectual abilities, pedagogue, methodology, development, thinking, young children.

INTRODUCTION

Today, the upbringing of competitive, thoughtful, and independent-thinking individuals has become one of the urgent tasks for the development of society. The process of forming such a personality begins from the earliest stage of a child's development - preschool age. Preschool educational institutions serve as an important stage in revealing the intellectual potential of children, forming their creative and thinking abilities.

It is at this age that the main foundation for a child's mental development is laid. Intellectual abilities are understood as a child's thinking, memory, attention, ability to find a way out in problem situations, and logical thinking. The timely and correct development of these abilities depends, first of all, on the qualifications, professional skills, and methods of approach of the educator.

In this regard, it is important to study the role of educators in the formation of the intellectual abilities of preschool educational organizations, their methodological approach, personal qualities, and the use of advanced experience.

LITERATURE REVIEW

The issue of developing intellectual abilities in preschool children occupies a special place in the research of many pedagogical and psychological scientists. In particular, A.V. Zaporozhets draws attention to the cognitive development of the child, types of activity and their role in the formation of mental functions. According to him, the child grows and develops intellectually through activities such as play, drawing, and working with a constructor¹.

V.V. Davydov and L.S. Vygotsky believe that the intellectual development of a child is closely related to external social influences and is expanded through the developing environment created by the teacher and tasks corresponding to the child's "zone of proximal development"². Vygotsky also emphasizes the inextricable link between the child's speech activity and the

development of thinking³.

Uzbek researchers S.S. Usmonov, D.S. Kholboyeva, and M.N. Yusupova highlight the methodological competence of teachers and the possibilities of using innovative technologies in the preschool education system. In their opinion, a modern educator should take an individual approach to the child's personality and create an environment that encourages independent thinking⁴.

Among modern pedagogical technologies, the STEAM approach, Montessori, Reggio Emilia, and "Playful Learning" techniques are shown as effective methods for activating children's thinking⁵. Through these approaches, children's observation, problem-solving skills, and creative thinking abilities are activated.

METHODOLOGY

This study was aimed at analyzing the role of educators and their approaches in the process of forming the intellectual abilities of students in a preschool educational organization.

Research methods:

Analytical method - scientific, pedagogical and psychological literature, curricula, regulatory documents were studied and best practices were analyzed.

Observation method - the process of classes, games and creative activities conducted in preschool educational organizations was directly observed.

Interview and questionnaire - interviews were held between educators, children and their parents, and opinions were obtained about attitudes and approaches to intellectual activity.

Pedagogical experiment - classes were organized with an experimental group based on innovative methodologies and their effectiveness was studied.

Comparison and generalization - traditional and modern pedagogical approaches were compared and general conclusions were drawn.

Methodological approaches:

A person-centered approach - activities were organized based on taking into account the individual intellectual potential of each child;

Activating methods - aimed at activating children's thinking through game tasks, problem questions, brainstorming, role-playing games;

Innovative technologies - STEAM elements, Montessori elements, and developmental didactic materials were used.

DISCUSSION AND RESULTS

Based on the observations, interviews, pedagogical experience and analysis, the following main results were identified:

The quality of the pedagogical approach serves as a decisive factor in the intellectual development of the child. In classes conducted by active and creative teachers, children's thinking activity and participation in questions and answers were high.

In groups where individualized methods were used, children's memory, attention and logical thinking indicators were significantly higher. Children in the experimental group were more inclined to solve problems independently.

Playful pedagogical technologies, especially logical games, constructive activities, and problem tasks, stimulated children's creative thinking.

It was observed that the methodological preparation and psychological approach of teachers allowed the child to freely express his/her opinion, ask questions, and discuss.

In groups with a rich developmental environment (visual materials, books, didactic tools), children were more interested in the activity.

For example, during the experiment, in activities using STEAM elements, children showed high activity in:

identifying cause-and-effect relationships,

drawing conclusions through simple experiments,

expressing logical thinking.

Discussion

The results of the study showed that the personal approach of the teacher, his professional training and the methodology used are one of the main factors in the formation of the intellectual abilities of a preschool child. In particular, it was shown that teaching through games, problem-solving tasks, and methods that activate thinking should take a central place in pedagogical activities.

In many cases, the traditional, passive approach (perceiving the child only as a listener) reduced the child's activity, limited the desire to think independently and ask questions. On the contrary, methods based on active participation and free expression of opinions revealed the child's internal intellectual needs.

CONCLUSIONS AND SUGGESTIONS

Based on the conducted research and practical observations, the following conclusion can be drawn:

The intellectual abilities of preschool children are a combined form of their thinking, memory, attention, logical thinking and creative approaches. These abilities are mainly formed in the preschool period.

The role of the educator is crucial in the intellectual development of the child. Teachers with active, modern approaches encourage children's independent thinking and develop in them the skills of exchanging ideas, asking questions, and drawing conclusions.

Through playful activities, problem tasks, questions and answers, STEAM, Montessori and other methodologies, the thinking process of children is activated and their intellectual potential is revealed.

A developing environment, pedagogical approaches and individual work are important factors in the formation of children's intellectual abilities.

Based on the research, the following practical proposals were developed:

Special methodological manuals, seminar-trainings on intellectual development should be organized for teachers of preschool educational institutions.

It is necessary to systematically introduce intellectual games, problem tasks and other developmental techniques into the training processes.

Separate modules on the use of innovative technologies (STEAM, LEGO, Montessori) should be included in teacher certification and retraining courses.

In each group, developmental programs should be developed based on the individuality and interests of children, and criteria for assessing intellectual potential should be determined.

Working with parents - to support the child's intellectual development in the family, educators should actively involve them.

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