

# **PEDAGOGICAL CONDITIONS OF PERSONAL RELATIONSHIPS WITH PRESCHOOL CHILDREN IN THE PROCESS OF COGNITIVE ACTIVITY (IN THE EXAMPLE OF 5-6 YEAR OLD CHILDREN).**

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**Abstract:** This article sufficiently covers the pedagogical conditions of person-oriented interaction with preschool children during cognitive activity (in the case of 5-6-year-old children).

**Key words:** preschool education, family, cognitive knowledge, pedagogical work, psychological training, 5-6-year-old children, mental development.

The problem of the development of cognitive activity is one of the most urgent issues in the psychology of children of preschool age, because the interaction of a person with the outside world is possible due to his activities and activities. Activity is an indispensable condition for the formation of intellectual qualities of a person, his independence and initiative.

Cognitive activity as a pedagogical phenomenon is a two-way interrelated process: on the one hand, cognitive activity is a form of self-organization and self-awareness of the child; on the other hand, cognitive activity is considered as the result of the teacher's special actions in organizing the child's cognitive activity.

Therefore, when defining cognitive activity, we need to have an idea of what type or aspect of cognitive activity we are talking about. At the same time, we must not forget that the final result of the teacher's efforts is to turn the specially organized activity of the child into an independent activity, a process of self-education. Thus, both types of cognitive activity are closely related to each other. Psychological and pedagogical works 50-70 years of the definition of the concept of "Cognitive activity" primarily describe the child's position in cognitive activity. In a number of studies, the problem of studying cognitive activity was considered in the context of creativity. In particular, the most important laws in student development LV Zankov. Specific characteristics of LV.

Zankov focuses on general development of school children; the high level of difficulty at which the training is conducted; fast pace of learning material; a sharp increase in the share of theoretical knowledge. As noted by LV Zankov, the unreasonable simplification of the educational material, the unreasonable slow pace of its learning and repeated monotonous repetitions probably cannot help the intensive development of school children. Changes should be in the deepening of the educational material, more theoretical analysis, and generalizations that develop the student's theoretical thinking. This educational system develops children's thinking and emotional sphere, teaches them to understand and determine the general meaning and main content of the material .

I.F.Kharlamov interpreted cognitive activity as "an active state of the child characterized by the desire to learn, mental effort and the manifestation of voluntary actions in the process of acquiring knowledge."

In order to actively perceive and understand the studied material, it is of great importance for the teacher to be able to give his presentation a charming character, to make it lively and interesting. First of all, we should not forget that the educational material itself contains many stimuli that stimulate children's interest and mental activity. These include the novelty of scientific information, the brightness of facts, the uniqueness of conclusions, a unique approach to the consideration of established ideas, and deep penetration into the essence of events.

G.I.Shchukina considered cognitive activity as "a valuable and complex personal education of a child that is intensively formed during the school years" that "represents the unique state of the child and his attitude to activity." The author changed the elements of mental activity characteristics named I.F.Kharlamov, types of active attitude to education listed by A.K. Markova.

Characteristics of cognitive activity - self-joining in activity, research character of activity, initiative in choosing the content and methods of activity, active acceptance of conditions that encourage to engage in cognitive activity. Inquisitiveness, curiosity, readiness for cognitive activity, "thirst for knowledge" - all these are different expressions of a person's cognitive orientation based on

cognitive interest, which determines an active attitude to the world and the process of knowing it. AK Under the manifestation of cognitive activity, Markova "understood all types of active attitude to education as knowledge: the existence of meaning, the importance of learning as knowledge for the child, all types of cognitive motives..."

The types of cognitive motives include: broad cognitive (orientation to mastering new knowledge - facts, events, laws), educational and cognitive (orientation to mastering methods of acquiring knowledge, methods of self-acquisition of knowledge naltirish) motives and motives. self- education (focusing on acquiring additional knowledge, and then creating a special program of self-improvement). Organization of education as facilitation, that is, to help, support, encourage, activate children's development, inevitably providing them with greater freedom and responsibility, learning, feelings and experiences related to providing internal and arbitrary controllable factors for its success. with general humanization, personal reasons in the activity of interpersonal communication at school.

M.D.Vinogradov and I.B.Pervin believed that collective cognitive activity plays an important role in the development of cognitive activity. Its various forms stimulate creativity, fantasy, imagination, cognitive activity and independence. Students should be taught to work in a team. Every student should be able to acquire business communication skills, be able to give and receive help . It is equally important to create an atmosphere of mutual respect, goodwill, mutual attention and sensitivity in the classroom, so that every child has a positive attitude towards learning and actively participates in it.

In the development of cognitive activity, Kabanova-Meller especially considers the system of formation of generalized methods of educational work, which, according to the author, are important components of effective educational activity of children. Methods of cognitive activity - methods of mental work that ensure the acquisition of knowledge, skills and abilities , their independent application and active change. Using the system of tools for activating the cognitive activity of

students, until understanding the purpose of the activity at the stage of forming a cognitive motive.

Z.I.Kalmykova believed that the leading condition for the development of cognitive activity is problem-based education. The problem principle is aimed at discovering new knowledge and is the leading principle of developmental education. Problem-based learning is learning in which the initial stage of acquiring knowledge and forming intellectual skills takes place in a relative process. system of independent decision tasks - problems arising under the general guidance of the teacher. Only those problems are problematic, and their solution is guided by the teacher, but implies an independent search for patterns, methods of action and rules that are still unknown to the student. Such tasks stimulate active mental activity supported by interest, and the "discovery" made by children themselves brings them emotional satisfaction.

In the 70s and 80s, scientific research I.S.Yakimanskaya made a large contribution to cognitive activity. According to him, not all education really has a developmental effect, although it does not exclude the cognitive activity of students. Cognitive activity is the most important source of mental development only when it becomes self-activity. Forming this self-activity is the most important task of developmental education. As stated by I.S.Yakimanskaya, "mental activity" is determined by a personal, one-sided "student's attitude to the acquired knowledge", such an attitude describes a subjective position. A student is not only an object of learning, but also a subject. He not only assimilates the teacher's requirements, but also internalizes them, selectively reacts to them, actively assimilates and processes them, taking into account his personal experience and level of intellectual development. At the same time, he used the term "mental" and not "cognitive", but considered them synonymous.

Cognitive activity reflects the constant need of young children to use new knowledge, skills, internal purposefulness and various methods of action to supplement knowledge, expand knowledge and expand their horizons.

The problem of the formation of cognitive activity at the personal level, as evidenced by the analysis of literary sources, is related to the consideration of the motivation of cognitive activity and methods of formation of cognitive interests. Cognitive activity can be considered as a manifestation of all aspects of the student's personality: it is interest in novelty, the desire for success, the joy of learning, as well as the attitude to solving problems, its gradual complexity. learning process.

First, the student himself position in society new position have to be desire to learn readiness , enthusiasm defines important is a motive. But this motive long continue ca n't Unfortunately , we this in the middle our observation you need to study school year the day happy waiting the first class children between o ' tadi , o ' study for initial passion he tasted. Therefore, it is necessary to awaken such motivations, which lie not outside, but in the learning process.

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