

DEVELOPMENT OF INTELLECTUAL ABILITIES OF PRESCHOOL CHILDREN BASED ON A PERSON-ORIENTED APPROACH.

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarda shaxsga yo'naltirilgan ta'limda intellektual qobiliyatlarni qanday rivojlantirish, shaxsga yo'naltirilgan ta'lim jarayonida tarbiyalanuvchilarga o'rgatishda nimalarga e'tibor berish kerakligini bilib olishimiz mumkin.

Kalit so'z: Shaxsga yo'naltirilgan, intellektual, his-tuyg'ularini, muhit, axloqiy me'yor, tarbiyachi, tarbiyalanuvchi.

Annotation: In this article, we can learn how to develop intellectual abilities in person-centered learning in preschool children, and what to look for when teaching learners in a person-centered learning process.

Keywords: person-centered, intellectual, emotional, environment, ethical, educator, foster.

The intellectual development of preschool children is very important, because it creates skills for successfully mastering educational activities. The collection of information of preschool age takes place at a rapid pace, knowledge processes are being improved, and speech is being formed. Schoolchildren with developed intelligence quickly learn and memorize new materials, are more confident in their abilities, and have a greater desire to learn, as shown in practice.

Children's didactic games play a special role in the development of the intellectual abilities of preschoolers, which are a means of teaching and help children to acquire and consolidate knowledge, as well as to learn methods of knowledge activity. Schoolchildren learn to classify, compare and generalize thanks to the didactic game, which increases children's interest in educational activities.

Mental development of young children should help not only to acquire and consolidate knowledge, but also to activate the thinking activity of preschool children.

Education of preschool children on the basis of person-oriented education is manifested in the following: - the content, environment, style of interaction in the process of preschool education, assimilation of all human qualities, awareness of oneself as a person, respect it should help to educate the feeling of doing. - the pedagogical process should help to feel the feelings of others, to follow moral standards, and also to understand the social importance of education. - the pedagogical process should educate such qualities as creativity, intelligence, independence and social activity in the students. In this regard, it is important to model the pedagogical process taking into account the unique characteristics of the students

In this case, it is appropriate to choose teaching technologies taking into account the maturity of the students and their "I". It is also necessary to comply with the following conditions: It is important for children in preschool education to have a sense of free choice. This does not mean that they can do whatever they want, on the contrary, it is necessary to organize educational activities in the educational process on the basis of democratic principles, to achieve the personal significance of educational materials for them, to have a desire for conscious learning of knowledge. need to wake up. It is important not to deliver knowledge to learners ready-made, but to encourage them to think, draw conclusions, and freely express their personal views by involving them in various activities. will come. Pedagogical process should lead to the awakening of certain emotions in the student. After all, the purpose of education is not limited to providing students with scientific knowledge, forming practical skills and competencies, but also to develop the feelings of each student, to understand their inner experiences, to evaluate their desires and needs. develops acquisition skills.

Such a process is of special importance in the development of the student as a person. L.V. Zan'kov, V.V. Davidov, A.N. Leontev confirm this idea. The result of upbringing in relation to education is not immediately apparent. In some cases, the negative effects have the opposite effect on the positive qualities of the student. So, the educational process has a changing nature and it is considered long-term.

Education has a two-way nature, it is from the student ↔ to the teacher; it is directed from the teacher ↔ to the student. A technological approach to education helps to fully satisfy this demand. In modern conditions, the concept of "technology" is gaining a new meaning in the theory and practice of pedagogy.

Summarizing the definitions of U.N.Nishonaliev, B.L.Farberman, V.P.Bespalko, M.Ochilov, N.N.Azizkhodzhaeva, N.Saidahmedov, M.V.Klarin, V.A.Slastenin, S.K.Ismagulova, O'.Tolipov, and others, pedagogical technology is "a technology that can guarantee the success of pedagogical activity and We agree with the definition "process project aimed at forming the personality of the student" from the point of view of the problem.

An exercise aimed at developing children's intellectual abilities Draw a story or a story through pictures. The child is shown 4 pictures, which depict fairy tales or events known to him. The task of the child is to arrange the pictures in the correct sequence and create a small story with the help of illustration. 2. Recognition of objects for a number of reasons. The child is called an epithet, it is necessary to determine what topic you are talking about. For example, yellow, sour, oval (lemon). Comparing two or more things. The child is invited to say what the words are similar to. For example, a cat, a book, a roof. You can tell the child how to name a cat and a dog, a table and a chair. Next, you need to find the differences in the objects: a pencil and a pen, a tree and a bush. 4. Choosing a suitable pair that logically connects the topic.

For example, an arrow - a clock, a wheel -? (an axle is part of a clock, so the correct answer is about a car, because a wheel is part of a car). Sincina gap, the bear is exactly the hunter, the fisherman in the forest trees, in the field? In person-

oriented education on the basis of modern educational technologies, attention is paid to the following situations: - influencing the consciousness, feelings, and behavior of the student; - self-realization of the student based on external influences education; - interaction of all areas related to personality education; - achieving harmony of intellectual, moral, aesthetic and other components of education in personality formation; - systematicity of the personality formation process; - determining the education level of the student.

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