

MODEL OF COGNITIVE DEVELOPMENT PRESCHOOL CHILDREN IN INTEGRATED EDUCATIONAL PROCESS OF PRESCHOOL EDUCATIONAL ORGANIZATION

Alimardonova, M. B.
Karshi State University, UZBEKISTAN

ABSTRACT

We consider the approach as a special form of cognitive and practical activities, consideration of pedagogic phenomena under a certain angle, as a research strategy and basic process studied value orientation. All of the modern scientific-pedagogical literature methodological approaches we, in accordance with the purpose of this study, will include methodological basis cognitive development problems of development of preschool children integrated educational process of the epistemological, student-activity and integrated approaches. Let's look at each of these approaches and present them to the challenge before us. Based on the problem of our study, we assume that the technique of cognitive development preschool children would effectively be implemented in integrated preschool educational process when the the following components of cognitive development: cognitive, aiming to obtain information about the world (through sensory cognition, decision of cognitive and intellectual tasks) and produces a complete picture of the world; activity, reflecting the organising different kinds of child activities (narrative role-playing game project and research of preschool children, experimentation), aimed at the formation of cognitive activity the child; emotional, sensual, defines the child's relationship to cognition.

Keywords: Structure, model, pedagogical, system, component, kids and preschoolers.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In our study we use a mixed structural-functional model. Selecting this type of model is due to the fact that the detection of any object in the entity model views requires the disclosure of the original structure and the study of its functions and manifestations.

As structural components of all pedagogical systems are the basic characteristics of the pedagogical system which, when assembled, constitute the fact of their existence and differs from all others, in our model of cognitive development of children preschool integrated education structural components reveal the internal organisation of work on cognitive development preschool-objectives, tasks, contents of basic forms and methods of carrying out the implementation constant interaction between the elements of the process. Functional components provide sustainable communication major structural components, which arise in the course of the activities of teachers and children, thereby causing movement, development and improvement of pedagogical systems [2].

Because the functional components are way of organizing and function model, we need to examine the existing features of pedagogic model. The most important functions of the models are descriptive (highlights in the investigated object significant components), constructive (gives guidance in applying the obtained knowledge in new situations), heuristic (to predict).

Under the model methods of cognitive development preschool children in integrated educational process of preschool educational organization we understand pedagogical system, reflecting the structural-functional links cognitive development of preschool children in integrated educational process of preschool educational organization, expressed in required visual form and able to demonstrate new knowledge about the object of study.

Development of our models, as well as consideration of the other research challenges requires reliance on the scientific and methodological basis that allow most fully and comprehensively study a specific issue. Therefore, this study cannot do without thinking about the existing methodological approaches to the problem of interest to us.

According to B.S. Gershunskiy "...it is an approach to the justification of all components of the educational systems, embodies the methodological guidance the relevant strategic doctrines of education. Of course, the approach may not be the only one he allows and even involves alternative educational strategies used "[1].

Describe the need for choice and the basic provisions of the epistemological approach considering all the phenomena and events from the point of view of the theory of knowledge. Epistemological approach defines a theory of cognition (Socrates, Aristotle, Plato, Cat, etc.).

Epistemological approach to pedagogy and psychology treats cognition features a person (child, teen, adult) objective reality and its perception and reflect internal and external Wednesday. Epistemological approach allows you to display the essence of the learning process of learning and is a modification of the spontaneously established cognitive activities (S.P., Baranov V.I. Loginov). Learning accelerates human individual development, which obeys social laws. Therefore, it depends on the individual human development patterns and the socio-historical development of human cognition. Learning brings together social and individual forms of learning that brings the individual activities to structure social cognition, are controversial among the personal experiences of the child to education and its reflection, which occurs during training. The essence of this approach, the training is in the process of individualization of child of preschool age, in implementing the educational function.

From position the epistemological approach to integrated learning cognitive attitude child to reality is seen as a necessary party to the system-wide implementation of its relationship to the surrounding world and is characterized by: the formation of integral views (a holistic view of the world); sociocultural attitudes towards the environment through the development of interconnected knowledge about life; the formation of integral representations of objects and phenomena of the surrounding world in the process of assimilation of children clearly represented by the logical relationships between subjects, objects and their parts.

The essence of student-activity approach are many theories of the past and the present: the ideas of humanism, embodied in the pedagogical experience; provision of personal and humane concept, etc. In terms of student-activity approach identity is seen as the subject of activity.

Personality is formed and in communicating with others, determines the nature of the activity and communication. Relationship between two components, personal and activity, is that personality supports actor and determines the course of their personal development.

This approach emphasizes the importance of including every child in active, which is a source of identity and a principal factor in its development. Under operation understand manifestation of man activity, realization of personal attitude to the world and to itself. Significant signs of activity are: productively-converts nature, sociality, conscious purpose. Cognitive development of children of preschool age is development of its activities, pedagogical tool knowledge serve different types of children's activities: games, pictorial, musical, work, productive, etc.

In accordance with the child's outside activities formed an internal action plan, that is, the action occurs, standards of conduct, values, which has already seized, apply the knowledge in life situations. From a position of personal -activity approach subject must itself be future modeled child activities. Student-activity approach, defining the changing nature of the process and the object of study, and modify the schema itself the relationship between tutor and children of preschool age, which is defined as subject-subject.

Application of the activity-centred approach to cognitive development preschool children is reflected in the fact that all integrated personality (curiosity, independence) are not only evident, but are formed in Active activity in the various forms that make up the life of the individual, her public life. For children of pre-school age are most common games and educational activities. The following approach has fundamental importance for examining the problems of research and building techniques of cognitive development of children of preschool age-integrated.

An integrated approach to preschool education is the realisation of fundamental goals and objectives of preschool education and development through the establishment of a coherent picture of the world.

Thus, taking into account the subject matter of our research methodology for cognitive development preschool children as a theoretical and methodological framework will be epistemological, student-activity and integrated approaches. We believe that a synthesis of the above-mentioned approaches will be the basis for the elaboration of the methodological problems of cognitive development of children of preschool age.

Summing up the definition of the methodological foundations of cognitive development preschool children to select the most significant provisions.

1. Methodological strategy of structural-functional model of cognitive development preschool children builds us based on the epistemological, personality-active and integrated approaches.

2. Epistemological approach helps to explore the nature of knowledge, its evolutionary character, as well as its activity in nature.

3. Student-activity approach brings into focus the personality of the child as a subject of cognitive activity, which is formed in the activity itself defines the nature of these activities.

4. Integrated approach aims at forming a holistic understanding of the surrounding world in preschool children, introduction in educational process of preschool educational organization of integrated forms of learning.

On the basis of epistemological, personality-active and integrated approaches and guided by the purpose, objectives and hypothesis of this work, we have developed a structural-

functional model methodology for cognitive development preschool age in integrated educational process of preschool educational organization.

The success solution to the problem of cognitive development preschool children depends on how educational activities implemented by a number of principles. For us is the interest the notion of "the principles of holistic educational process" because we consider the problem of cognitive development of children of pre-school age in terms of integrated educational process of preschool education the organization. So, under the principles of holistic educational process should understand the assumptions that define the contents, forms, methods, means and the nature of the interaction in the whole pedagogical process.

Thus, in accordance with the purpose, objectives, research we have developed methodology of cognitive development of children of preschool age, which refers to us as focused, multidimensional process includes three blocks (cognitive, activity, emotional and sensual), the content of which through various forms, methods and means of cognitive development preschool children.

The methodology of cognitive development of preschool children in integrated educational process of preschool educational organization system based on a sequence of learning and their application in practice activity.

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