

FORMATION OF VISUAL AND IMAGINATIVE THINKING IN PRESCHOOL CHILDREN THROUGH VARIOUS PLAYING ACTIVITIES

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ABSTRACT

In this article, the formation of thinking at preschool children, the importance of the organization of his correct development taking into account their age and development of necessary pedagogical abilities is considered. Small methodical approach to the formation of evident thinking using the game activity which is the main form of formation of thinking of preschool children is offered.

Keywords: Child, thinking, visual thinking, game activity.

INTRODUCTION

In the process of reform, democratization and humanization of education create the necessary conditions for the formation of a free citizen, a person who recognizes his rights. Today, the main task of education is the development of abilities and talents. For example, the process of learning and education requires the necessary environment and a perfect pedagogical process so that a person knowingly shows his abilities, intellectual and moral potential. The first link of the continuing education system - the main task of the preschool education system - is the comprehensive development of the child's personality. Preschoolers differ from each other in different types of activities - playing, reading (memorizing poems, retelling tales), communication, fast or slow execution of something. How each form of thinking in children is formed also depends on which person they grow up and which profession they will engage in. In the process of reform, democratization and humanization of education create the necessary conditions for the formation of a free citizen, a person who recognizes his rights. Today, the main task of education is the development of abilities and talents. For example, the process of learning and education requires the necessary environment and a perfect pedagogical process so that a person knowingly shows his abilities, intellectual and moral potential. The first link of the continuing education system - the main task of the preschool education system - is the comprehensive development of the child's personality. Preschoolers differ from each other in different types of activities - playing, reading (memorizing poems, retelling tales), communication, fast or slow execution of something. How each form of thinking in children is formed also depends on which person they grow up and which profession they will engage in.

Thinking is a generalized external world and its patterns, mediated reflection, a socially conditioned process of cognition, its highest level. It constantly appears in the ontogenesis of the child, and then interacts with visually effective, visually-shaped and verbal-logical forms that interact, are interchangeable, but interchangeable and develop throughout life. These forms of thinking represent a single process of perception of the real world, in which a form of thinking can prevail at different points, as a result of which the cognitive process acquires a completely special character. Image-like thinking is considered as a plan of internal actions, as well as the ability to work with clear images of objects when solving certain tasks. The ability of a child to work with images is not a direct result of assimilation of knowledge and skills, it

arises in the process of interaction of certain areas of mental development and develops through speech, imitation, various playing activities and other substitute actions.

LITERATURE REVIEW

A.G. Maklakov [1], Misharina J.T.A.[2] and others studied the psychological aspects of figurative thinking, Russian scientists such as M.M. Bezrukix [3], L.S. Vigotskiy [4], consistently analyze the theoretical and practical foundations of the formation of figurative thinking in younger students. Analytical and pedagogical research in this field is carried out by scientists such as Sudarchikov S. F. [5], Sakulina, N. P. [6], A.B. Zaporozhets [7]. Their research has shown that the figurative thinking of children of primary school age can be formed using interactive methods, speech games and the educational process about nature. The psychological interpretation of this question was studied and analyzed in detail by Uzbek scientists such as M. Davletshin [8], E. G'oziyev [9], Khalilovna, O. N. [10], P. I. Ivanov, Z. Nishonova [11], V.M.Karimova [12].

MATERIALS AND METHODS

When a child enters school, education becomes the leading activity in his or her career. The acquisition of scientific ideas and concepts, the study of the laws of development of nature and society - all this is a task that the child must learn and understand. By this period, the child's success is largely determined by the level of development of mental activity and is the basis for assessing the developing aspect of learning. Based on this, we can say that figurative thinking plays an important role in the intellectual development of preschoolers. Relying on this type of mental activity, the child will be able to distinguish the most important features, relationships between real objects around him. Ideas and images that arise in the mind trigger an emotional response to events taking place in the child.

The figurative thinking of preschool children can be formed based on the ability to independently link and coordinate the knowledge and information that they receive in everyday communication and activities. It follows that constructive methods are of great importance for the development of the child's figurative thinking, the formation of ideas about the inextricable image of objects. Constructive methods include the inclusion of active thinking of the child in the pedagogical process as a means of learning. As the main directions of design work on the formation of figurative thinking, we cite:

Construction:

1. The introductory part is devoted to the enrichment of emotional experience, initial mastery of operational and technical design skills. Sensory education serves as the basis for the development of approximate search methods in children. Sensory education, on the one hand, is the basis for the formation in the child of all mental processes - attention, memory, a set of images - ideas, thinking, speech and imagination; on the other hand, it serves as a basic condition for the formation of all types of child activity [13, 16,17].

- consolidation of knowledge about form, size; To successfully master self-design, children must learn to see and emphasize the spatial features that must be reflected in the design of the object. Therefore, it is necessary to introduce them to the shape, size, to learn to use the techniques of emphasizing the listed features. To do this, special games and exercises are held.
- development of spatial imagination; To successfully master independent construction, children also need to familiarize themselves with the location of objects and their parts. To this end, it is planned to conduct special games and exercises aimed at developing in children the perception of spatial features of objects that ensure sensory development.
- enforces the ability to perform unobtrusive design exercises using simulation and model.

According to O.P. Gavrilushkina, the unreasonable design is a learning exercise that draws the child's attention to the variability and relativity of things in space [14].

This type of design is necessary to strengthen the work on sensitive education of children with intellectual disabilities and is aimed at teaching them the ability to increase spatial relationships between objects - perception.

To do this, you need to conduct games and exercises in an unreasonable design.

2. The main stage.

At the main stage, the mechanism of constructive activity is implemented:

- training in modelling and modelling skills; According to A.R. Luria, a sample is an object with a certain design, all its features children can check independently or under the guidance of a teacher. A model is an object that has a specific design and serves as a guide for students in their work. However, unlike the sample, it does not give the same visual and detailed idea of the device but assumes that the child must identify him independently. Games and exercises should be performed according to these types of construction[15].
- teach the ability to design on a graphical model; This is the construction of objects that are already in the constructive experience of children, but there are some differences in their composition. Games based on graphic templates and design exercises improve children's ability to analyze patterns, compare different designs of objects with the same functional purpose, sense differences and transfer them during the construction process.
- training in working with a demountable toy; In the process of mastering the ability to collect parts into a single whole, children get acquainted with the main features of the structure of the figure of a person and the body of an animal, the techniques of connecting individual elements, learn to recognize integrity as separate parts and create a holistic image of the object.
- teach the ability to design according to the specified conditions.

This is one of the most creative forms of creative activity of children, bringing them closer to the working conditions of a real designer-builder. With this method of organization, the copy object, that is, the sample is not provided. The child is given a set of conditions, and they do their things based on these conditions. Games and exercises are offered to teach this type of construction.

3. The final stage. In this step, you must use the construction of a parcel with the addition of non-traditional materials - LEGO. From the point of view of mental education, the method of plot construction is effective. Construction is an integral part of the game, it becomes a way to achieve the goal of the game, and the process of construction, the choice of parts, etc. It becomes a means of building a structure. Thus, children's activities are subject-mediated and based on previous experience. Also, full mental education can be achieved when the goal of a child's activity is not to solve a constructive problem, but to use it in a story game[18,19]. At the same time, all its activities will have a more complex, multi-stage structure, and the design process will obey the ultimate goal, which will positively affect both the nature of the sample analysis and the choice of means of activity and increase the independence of children[20].

RESULTS AND DISCUSSION

By shaping children's perception, attention, observation, etc., we develop cognitive processes, which is a prerequisite for the development of thinking and imagination. To teach children to analyze, synthesize, abstract, compare, generalize, draw simple similarities means to a large extent to prepare them for successful learning. For this reason, effectively use constructive games as a way to develop children's thinking. In the process of playing, drawing, designing and other activities, a characteristic function of the child's psyche develops, which is a feature of signs showing the connections and relationships of objects that exist objectively, regardless of the child's specific actions, desires and intentions. type - begins to build imaginary models.

for example, a child is given the task of doing something, and he must invent what he needs to do. The construction method is used. In adult classes, constructions are presented in the form of various types of diagrams, drawings, maps, graphs, three-dimensional models that convey the relationship of parts of certain objects, and in classes for children, such models are constructs, sketches, Legos and constructs created by children. appear as toy-based constructs. Children understand any schematic images very easily and quickly and successfully use them. From the age of five, preschoolers, even having received a one-time explanation, can understand what a Hidden Treasure card is and find hidden objects in the room using the icon on the plan. They recognize schematic images of objects using a scheme, such as a geographical map, to select the desired path in a wide path system. Many types of knowledge that a child cannot learn from the verbal explanations of an adult or in the process of actions organized by objects by adults are easily learned if this knowledge is given to him in the form of actions with models reflecting important features of the events studied. In the context of appropriate training, figurative thinking becomes the basis for the assimilation of generalized knowledge by preschoolers.

CONCLUSIONS

An analysis of psychological and pedagogical literature indicates that preschool education is an important period in the life of each person. He is characterized by the development of his personality. At this time, the child develops all mental functions and an expanded worldview. Practical activity, attitude to the surrounding reality develops the knowledge of the child. Cognitive activity, like any other activity, has its own goals and motives. The main motive is that the need for knowledge develops thinking skills, which are formed later, in children serve to expand the volume of knowledge. Developing visual thinking is a complex and time-consuming process. The main criterion for the development of thinking among preschoolers is the transition from external action to an internal action plan. Visual thinking is the main type of thinking of preschoolers. By the middle of preschool education, children can mentally change the images of real objects, create visual models and achieve their level of mental mobility. It should also be noted that during this period, visual thinking is the key to the mental development of the child and is necessary for the child to be more successful in school and demonstrate his/her abilities in the future.

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