

INCREASE THE INTEREST OF PRESCHOOL CHILDREN BY EXPLORING THE WORLD OF OBJECTS

Ashurova Tulg'anoy Ergashevna

Senior Lecturer, Department of Preschool Education, Karshi State University, UZBEKISTAN

ABSTRACT

The article deals with the formation of creative qualities in preschool children by introducing them to the subject world. The problem of acquaintance with the world of objects is also analyzed in preschool children on the basis of the theories of A. B. Zaporozhets, A. N. Leontev, A. A. Lyublinskaya, ideas about temporary, rapidly disappearing interests. The ever-expanding range of interests of children, their manifestation in various activities of the child was considered as a means of understanding that each subject has its own place.

Keywords: Objects, pictures, intuition, emotional, perception, episodic impressions, motivation, analysis, synthesis, comparison, generalization, classification.

INTRODUCTION

The child's active attitude to the objective world manifests itself early. In particular, from the first year of life, the baby strives for objects, performing several actions with them. At about 4-5 years old, a certain reserve of ideas is revealed, and the child manifests a desire to go beyond the directly perceived reality. If a small child is mainly interested in specific objects, then the pre-schooler will be interested in their origin, the role of a person in creating objects. The range of interests of children is constantly expanding, which is reflected in the various activities of the child [1,2].

Thus, thinking about various life events in games, children get to know them more deeply, begin to understand the connection between them, check the accuracy and accuracy of their imagination. If the diversity of the composition of children's games testifies to the growth and enrichment of their experience, then in the course of the game in the middle age group, certain thinking, some concentration and willpower are manifested, which is a necessary condition for getting to know the world of objects[3,4].

The search for knowledge, curiosity arouses in the child the perception of interest in an object or event, but the knowledge necessary to express them is not yet available.

LITERATURE REVIEW

Preschool children, as shown by research by A. B. Zaporozhets, A. N. Leontev, and A. A. Lyublinskaya, have temporary, rapidly disappearing interests that may be for several reasons. Episodic impressions, fleeting interest, and driving force are manifested in the child's interest in the issues that he actively describes in preschool age. According to S. L. Rubinstein, the emergence of a question is a clear sign of the emergence of thinking and understanding [1,5].

MATERIALS AND METHODS

This situation, in our opinion, is explained by features that clearly define the development of preschool children. This includes: increased motivation and attention to mental processes, which means increased will in the processes of perception, memory, and attention. The main

elements that are organized in any activity (both creative and creative) are formed relatively quickly during the year. Both features stimulate the development of the third – independence, it combines the behaviour of children of primary and secondary school age, which once again confirms the legitimacy of the possibility of creativity in children in the fifth year of life in the process of exploring the world of objects [6,7]. It is during this period that it is necessary to take into account the specifics of the flow of thought processes in the child.

In General, it is impossible to consider the simple processes that makeup it (analysis, synthesis, comparison, generalization, classification) that differ from the General content of the child's activity. The search for a solution to the problem in children 4-5 years old is primarily characterized by visual and imaginative thinking at work. Preschool children are United in different subjects of the subject world, common features that are necessary for them. In some cases, it is easier to identify such a sign for children, in others it is more difficult. Initially, children learn the concepts of "toy" and "clothing". Determining their content at the age of 4-5 years, the child takes into account not only what is directly perceived, but also what does not exist, which greatly facilitates the process of familiarizing children with the objective world [8,9].

When introducing preschool children to the world of objects, it should be borne in mind that children know the name of furniture items, but they rarely use a generalizing word and have difficulty explaining a very important feature. The difficulty here is that each item has different ways of using it (for example, a person has a chair to sit on; a bed to sleep on; a wardrobe to store clothes). In children of preschool age to first develop the process of voluntary memory and special memory. To remember something, the child can now use certain actions, such as repetition.

In the second half of the fifth year of life, children develop independent attempts at the elementary systematization of material, as well as rely on logical analysis of memorization.

If the child understands and is emotionally close to their motivation, then voluntary memorization and memorization becomes easier. It will be remembered that even if the goal is not to remember the perceived material. The amount of memory is gradually expanded, and the preschool child repeats exactly what he remembers (A.V. Zankov, Z. M. Istominavaboshki). When talking about the work, he tries to accurately represent not only the main events but also minor details. This detail is typical for the perception of paradigms of the world created by human hands, even if voluntary memory and attention are not sufficiently formed in children of the considered age. From the point of view of practical activity, the motivation to play for a child in the fifth year of life is Jude Amuh, because in preschool age, when the child does not perform very well tasks, they become more and more important for him. Game motivation is very important when organizing a change of activity. In addition to playful motivation, social influence begins to take on an important role in the pre-schooler[10,11,12]. Working for the sake of others in tambourines evokes such moral feelings as the desire to benefit your loved ones. Begins to knock at preschool age. Failure to complete a task is stimulating, as it encourages the child to overcome obstacles.

For the creative process to proceed successfully, it is necessary to take into account the following circumstances: emotional approximation of the motivation of activity to the child; active use of external "visual" signs to the child who must complete the task; it is advisable to confirm the significance of the task with the end of its implementation. L.A. Vengerova E.L. Poroskaya, systematize them: put the spectra in a row; tend to see the parameters of the quantity

sequentially (height, width, length); divide geometric shapes (for example, a rectangle, an impassable angle, an acute angle, a triangle, etc.).

A pre-schooler of 4-5 years old develops the ability to evaluate his own successes, failures, personal qualities, to listen to the opinions of others and obey them [13,14]. The child develops a sense of duty (they begin to understand the needs of adults and compare them with their own behaviour, as well as with the behaviour of other people); a sense of pride (begin to establish a connection between opinions about qualities and positive assessments of adults).

However, for this age, the unity of higher emotions (aesthetic, moral, intellectual), avoidance of direct expression of emotions, the manifestation of emotions depends on the personal significance of the object for the child [15,16].

RESULTS AND DISCUSSION

An analysis of the work of preschool institutions, the study of educational work plans, a survey of teachers working directly with preschoolers, showed that the objective world is an object of acquaintance with social reality, which is used in the sensory, mathematical and speech development of children. Some teachers (45%) demonstrate a connection between the subject and human activity, emphasizing the social significance of labour, human abilities, the need to master the labour process and the technology of creating objects.

The creative approach of adults to the creation and modification of objects is vaguely and disparately revealed. If a child can spontaneously understand the process of creating objects, then he will not be able to see and understand the relationship "person-object" without the help of adults.

According to scientists (A. N. Leontiev, L. I. Boyovich, D. B. Elkonin and others), the activities of preschoolers can be controlled by obeying motives. A child may pursue a goal that he does not like, or refuse something. But for most children, desire, depending on a situation close to an easily achievable goal, still wins. For preschoolers, tasks describing the game are most motivated. Different motives affect the activities of children in different ways. The child's approval and support will have a stronger impact on subsequent activities. The motivation for success begins to form, which manifests itself in an independent search and selection of difficult tasks at different levels.

CONCLUSIONS

With the transition to preschool age, the content of emotions changes in the child: empathy towards other people, special forms of empathy begin to appear; the role of emotions in the temporal structure of activity is changing. The desire for independence complicates the mechanism of regulation of emotions: results are expected not only from oneself, but also from the actions of others, and previous experiences are activated. The ability to put oneself in the place of another begins to manifest itself, to feel his successes and failures as his own.

At the same time, it is important to remember that a child cannot control his or her own experiences, his or her emotions are unstable and depend on the situation, and the motivation is for the movement of vivid emotions.

REFERENCES

1. Zaporozhets, A.V. (2000). The psychology of action. Moscow. Moscow Psychological and Social Institute; Voronezh: Publishing house NPO MODEK, p. 736.
2. Misharina J.T.A. (1988). An acquaintance of children of primary preschool age with the

- objective world and work of adults. Irkutsk, p. 46.
3. Sudarchikov S. F. (1988). Formation of system knowledge about adult labour in children 5 years of life: author's abstract. thesis. ... candidate of pedagogical Sciences. Leningrad. p. 14.
 4. Loginova V. I. (1984). Formation of systematic knowledge in preschool children: author's thesis.... doctor of pedagogical Sciences. Leningrad. - 39 p.
 5. Lublin, A. A. (1959). Essays on the child's mental development:(Early and preschool age). Publishing house of APN of the RSFSR.
 6. Sakulina, N. P. (1959). The development of artistic and creative abilities of children of preschool age in the classroom drawing. *Izvestiya APN RSFSR*. - M.: APN RSFSR, (100), 7-99.
 7. Sakulina, N. P. (1965). Drawing in preschool childhood. *Education*. p. 106.
 8. Khalilovna, O. N., Axmatjanovna, M. M., Kosimovich, N. U., & Botirovna, K. V. (2020). Main core and meaning of shaping professional faith. *Journal of Critical Reviews*, 7(2), 242-245.
 9. Botirovna, K. V. (2020). Methods of using oral folk creativity to shape the thinking of preschool children. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(5), 608-612.
 10. Oripova, N. H., & Ashurova, S. B. (2018). Modern methods of forming the worldview of preschool children. *Journal of scientific publications of postgraduates and doctoral students*, (7), 46-48. [In Russian].
 11. Oripova, N. H., & Khaitova, Y. S. (2016). A program to educate young people in the spirit of national values. *Journal of scientific publications of postgraduates and doctoral students*, (1), 47-49. [In Russian].
 12. Shadiev, R., Khimmataliev, D., Fayzullaev, R., & Chorshanbiev, Z. (2020). Professional culture of the future teacher of vocational education: a communicative aspect. *Journal of Critical Reviews*, 7(4), 399-400.
 13. Davronovich, S. R., & Alikulovich, P. S. (2020). Didactic possibilities of virtual reality technologies. *Journal of Critical Reviews*, 7(14), 190-192.
 14. Yarmanova, Y. B. (2020). Development of individuality in collective relations. *Theoretical & Applied Science*, (6), 577-580.
 15. Burievna, Y. Y. (2020). Foreign experience in the formation of personal qualities of preschool children in collective relations. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(6), 237-241.
 16. Mukhammadieva, M. M. (2018). Natural and effective method of education. *Journal of scientific publications of postgraduates and doctoral students*, (1), 36-37. [In Russian].