

DEVELOPMENT OF THE CHILD'S COGNITIVE PROCESS

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Abstract: Senior preschool age is a period of intensive mental development. The features of this stage are manifested in progressive changes in all areas, from the improvement of psychophysiological functions to the emergence of complex, personality neoplasms. E. E. Kravtsova's study shows that imagination is a neoplasm of the preschool period of development. The author believes that in preschool age, three stages and at the same time three main components of this function can be distinguished: reliance on visibility, the use of past experience and a special internal position. The main property of the imagination - the ability to see the whole before the parts - is provided by the holistic context or semantic field of an object or phenomenon.

Key words: Mental development. Preschool age, experience, semantic field, cognitive process

E. E. Kravtsova experimentally showed that children with an early-formed system of standards offer a solution based on the classification of object values: for example, a spoon and a fork, a needle and scissors, etc. However, when they are asked to combine objects in a different way they are unable to do so. Children with a developed imagination, as a rule, combine objects according to their meaning, for example: you can eat ice cream with a spoon or a grandmother embroiders a tablecloth with a needle, but, unlike the children of the first group, they are able to combine objects in another way, eventually moving to the traditional classification according to the values .

The system of teaching preschoolers, built in the logic of the development of imagination, involves, first of all, the creation of a general context of activity, within which all the actions and deeds of individual children and adults acquire meaning. This means that the idea of organizing the life of preschoolers, where serious activities and play, which are two separate spheres, alternate, does not correspond to the psychological characteristics of children of this age. Much more effective, as shown by the results of research, is the creation of a single, meaningful and understandable life in which events interesting for the child are played, and he receives certain knowledge, skills and abilities .

The author considers the most optimal such organization of productive activity, in the process of which, firstly, the issue of the content of the idea, drawing and technical implementation is solved in unity and, secondly, this activity itself is considered in the context of other activities of the preschooler. Then it turns out that for preschoolers, visual activity does not at all solve the problem of depicting real objects. The basis of the child's education is the method of drawing, completing, objectifying, rethinking, which is directly related to the peculiarities of the imagination:

- imagination acquires an arbitrary character, assuming the creation of an idea, its planning and implementation;
- it becomes a special activity, turning into fantasizing;

- the child masters the techniques and means of creating images;
- imagination passes into the inner plane, there is no need for a visual support for creating images .

In preschool age, under the influence of training and education, there is an intensive development of all cognitive mental processes. This refers to sensory development, which has its own characteristics in preschool age:

- visual perception becomes the leading one when getting acquainted with the environment;
- sensory standards are mastered;
- purposefulness, planning, controllability, awareness of perception increases; - with the establishment of relationships with speech and thinking, perception is intellectualized. Throughout the preschool age, the thinking of the child changes significantly. This is primarily expressed in the fact that he masters new ways of thinking and mental actions. Its development occurs in stages, and each previous level is necessary for the next.

Thinking develops from visual-effective to figurative. Then, on the basis of figurative thinking, figurative-schematic thinking begins to develop, which represents an intermediate link between figurative and logical thinking. Figurative-schematic thinking makes it possible to establish connections and relationships between objects and their properties. Studies show that already in preschool children, full-fledged concepts can be formed. This happens if they are given an external resemblance (means) corresponding to a given group of objects or their properties. For example, to measure length - a measure (a strip of paper). With the help of a measure, the child first performs an external orienting action, which is later internalized.

Consider the features of the development of thinking in preschool age:

- the child solves mental problems in the representation,
- thinking becomes out of situation;
- the development of speech leads to the development of reasoning as a way of solving mental problems, an understanding of the causality of phenomena arises;
- children's questions are an indicator of the development of curiosity and speak of the problematic thinking of the child;

□ a different correlation of mental and practical activity appears, when practical actions arise on the basis of preliminary reasoning, the planned thinking increases; □ the child moves from the use of ready-made connections and relationships to the "discovery" of more complex ones;

□ there are attempts to explain the phenomena and processes; - experimentation arises as a way to help understand hidden connections and relationships, apply existing knowledge, try your hand;

□ the prerequisites for such qualities of the mind as independence, flexibility, inquisitiveness are formed.

The development of thinking in preschool children is closely related to speech. In the study by A. A. Lyublinskaya, preschoolers aged 3–6 years were asked to make a picture of



planar figures against the backdrop of a garden, a clearing, a room. Three-year-old kids immediately began to effectively solve the problem, quite randomly connecting the figures. They were very pleased if something worked out for them: "Look what happened!" Children of 6 years old, not starting to act, said: "I will add up how two military men gallop one after another on horseback".

The development of speech in preschool age has its own characteristics: - speech breaks away from a specific situation, loses its situationality, turning into a universal means of communication;

- connected forms of speech appear, its expressiveness increases;
- the child comprehends the laws of the native language in the process of actions with the word;
- the child learns to express his thoughts coherently, logically, reasoning turns into a way to solve intellectual problems, and speech becomes a tool of thinking and a means of cognition, intellectualization of cognitive processes;
- the regulatory function of speech develops, which is expressed in the understanding of literary works, obedience to the instructions of an adult.

The most important defining characteristic of the mental life of a person is memory. During preschool age, further development of memory takes place, it is more and more separated from perception. At the older preschool age, quite complete representations of memory appear. The intensive development of figurative memory continues. For example, to the question: Do you remember what a dog is like? The answers of older preschool children are of a generalized nature: Dogs are man's friends. They guard the house, save people in case of fire. The development of a child's memory is characterized by a movement from figurative to verbal-logical. The development of arbitrary memory begins with the emergence and development of arbitrary reproduction and then arbitrary memorization follows. Elucidation of the dependence of memorization on the nature of the activities of preschoolers (classes, productive, play activities, listening to stories, experimental work) shows that differences in the productivity of memorization in different types of activities among the subjects disappear with age. As a method of logical memorization, the semantic correlation of what needs to be remembered with auxiliary material (picture) was used in the work. As a result, memorization productivity doubled.

Among the various motives of a preschooler, a special place is occupied by a cognitive motive, which is one of the key and most specific for senior preschool age. It is generally accepted that this age is characterized by the intensive formation and expression of the cognitive interests of the child (J. Piaget, M. I. Lisina, etc.). Indeed, the mental activity of a child at the age of 5–6 years becomes more independent, and he gains invaluable life experience. Intellectual activity allows children to make attempts to solve new problems without outside help, establish cause-and-effect relationships, and reveal hidden properties and relationships in objects. One of the main conditions for the formation of motivation for learning is the education of the child's voluntary attention. At preschool age, attention is involuntary. The state of increased attention is associated with orientation in the external environment, with an emotional attitude towards it, while the content features of external

impressions that provide such an increase change with age. A significant increase in the stability of attention is noted in studies in which children are asked to look at pictures, describe their content, and listen to a story. The turning point in the development of attention is connected with the fact that for the first time children begin to consciously control their attention, directing and holding it on certain objects. For this purpose, the older preschooler uses certain methods that he adopts from adults.

Children easily switch from play to activity only when they are interested in them, when children have a need for cognitive activity. It is learning in the classroom that develops a child's cognitive attitude to reality, the desire to get results. And the desire to get the results of their activities is a psychological motive for the desire to learn in preschool children. Of great importance for the formation of motivation for learning is the development of the emotional sphere of the child, since it is associated with the formation of a plan of representations. The figurative representations of the child acquire an emotional character, and all his activities are emotionally saturated [30]. Thus, analyzing the psychological features of the development of cognitive processes in preschoolers, we can conclude that at the age stage of 6–7 years, children have a fairly high level of mental development, including dissected perception, generalized norms of thinking, semantic memorization. The child intensively develops an arbitrary form of memory, thinking, imagination, based on which you can encourage him to listen, consider, memorize, and analyze.

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