

Development of Intellectual Potential in Preschool Children

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ABSTRACT: As the president of the Republic of Uzbekistan Shavkat Mirmonovich Mirziyoyev noted, “preschool education is the basis of our future”. Today, the development of the intellectual potential of preschool children is one of the most important issues. This article covers topical issues of developing and improving the intellectual potential of preschool children.

KEYWORDS: intellectual potential, ability, talent, play, role-playing games, abstract knowledge, genetics and heredity.

Intellectual abilities, their level, possibilities of development, stimulation, and predictability of success are still a topical theme in the field of psychology. Despite quite a strong influence of genetics, external factors play almost half of part-share in their formation. Among the environmental factors, there are, for example, a stimulating environment in which the child is raised, stimulation of communication, sufficiency of books and learning aids, characteristics of family—education, economic status, etc. That is the reason that the attention of psychologists, educators, and instructors has been focused on the area of stimulation, facilitation, and development of these abilities from a very young age through various programmes implemented in the current education.

As in the past, nowadays there are also many implemented and innovative programmes for improvement of intellectual–cognitive abilities. A theoretical background of development/stimulation programmes is created by the constructivist theory of learning. The essence of stimulation programme is to encourage and stimulate through certain systematically created tasks, operations, games, and exercises. Each task, game, and exercise focuses on the development of those psychical functions, which emphasize speech, mathematical, physical, perception, graphomotor, creative, or other abilities.

The period of preschool age is the most important part of human development. The nursery school and family try to achieve the goal that leads to a child’s personal development, familiarization with the life in society, and preparation for school.

Education at nursery schools in Slovakia follows State Educational Programme—ISCED 0 for education of children in preschool institutions. The curriculum contains education areas, content, and performance standards—compulsory content and competencies, as well as evaluation questions, which need to be managed by the child after completion of the education.

The children at preschool age are very sensitive, and in addition, they have adequate possibilities to discover new things and obtain information about it. It is important to develop positive emotional relation to nature, diversity, and beauty, and teach them to use and protect them at the same time. Particular educational areas are developed later, at higher classes at primary school, and they are closely connected. Stimulation of spontaneous thinking, exploration, and play oriented to using scientific methods enable the child to answer

questions about the world and fulfilment of the innate desire to know. The research of Ozgenel et al. Pointed out the effect of enriched workshop training given to preschool children focused on creative thinking skills. The research of Mara shows the importance of socio-emotional development of preschool children as an essential component of schooling ability¹.

Preschool age is a period of active development of cognitive activity. At this time there is the formation of the first forms of abstraction, generalization and simple conclusions, the transition from practical thinking to logical thinking, the arbitrary development of cognition, attention, memory, imagination. Therefore, one of the current problems of preschool pedagogy is the effective development of intellectual and creative abilities of preschool children. The use of educational games in the pedagogical process allows for the reconstruction of educational activities: the transition from the usual activities with children to adult or independently organized cognitive play activities.

The complexity of knowledge and methods of activity in the educational process of children is the main and defining aspect of its development. For example, Swiss psychologist J. Piaja, based on his own research, says that he is less than 7-8 years old children are not able to engage in number-related activities. Also the child's psyche L.A. Wenger on changes in the content of education and its impact on the development of extensive research in the works of P.Ya.Galperin, D.B.Elkonin, V.V.Davidov and others reported. The main tasks of raising children of preschool age – physical, mental, moral, labor education, aesthetic education.

According to psychologists, at this age the child develops cognitive processes. He quickly absorbs every innovation taught to him, absorbs it into his mind the basis of mental development is the cognitive and thinking actions that are formed in the child new species. Autodidactic, self-taught toys at this age (matryoshkas, boxes, cubes, mosaics, etc.) The child's mind is fast intellectual-psychological games make the child a perfect person in all respects is one of the main tools in the formation. Every child in preschool education didactic games are the main tool in the formation of a well-rounded person serves. All intellectual-psychological games are divided into the following three types can be arranged:

1. Product games (toys, natural materials)
2. Table games
3. Word games

The use of modern interactive methods in the educational process depends on the intelligence of children has a positive effect.

President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev 2017 September 30, PF5198 – “Organization of preschool education and Decree “On measures to radically improve the management system” state and non-state preschool education institutions further expansion of the network of public and non-governmental preschool educational institutions creating conditions for the formation of a healthy competitive environment between the state and new of preschool education institutions in the context of private sector partnership introduction of forms, as well as preschool education in the Republic of Uzbekistan. The main goal is to ensure the effective organization of the activities of the Ministry. The intellectual potential of preschool children and their innate abilities and talents play an

¹ Bouchard, T.J.; McGue, M. Familial studies of intelligence: A Review. *Science* 1981, 212, 1055–1059. [CrossRef][PubMed]

important role in their development. Our gifted children are every educational, pedagogical and professional adult, they quickly grasp and quickly learn and apply their teachings. However, not all our young people have the same innate talents, abilities and talents.

An important task such as raising is primarily our educators and the wider public responsibility, ie family, educational institutions, enterprise, organization, workshop managers. Adults are children with innate intelligence they like to block the way. Tell the child “don’t do it”, “it won’t help you” often use words like to make a mistake, to draw a conclusion, to correct it do not allow them to find their way. Tired children gradually become frustrated and hopeless, cheerful they hide it, they do not share it in their hearts. Such an attitude to the child brings them to their inner world exile. As a result, it is difficult to bring them back from that world will pass.

In spite of the fact that the first part of our paper—verification of stimulation programme impact developing empirical cognition in preschool-age children on intellectual abilities—intellectual/conceptual maturity was not proven, it does not mean that it has no impact on other psychological variables. Such results can be inspirational for further research; for example, research on the impact of intellect on limited ability (logical–mathematical abilities, analytical intelligence according to Sternberg, etc.). We also emphasize the drawing test e.g., correct connections of arms and its image, which showed such differences in comparison with other research.

For further research of stimulation programme impacts on empirical cognition, we suggest the increase of the number of participants and the use of various tests for measurement of intellectual abilities.

The analysis of the second part of our programme proved the validity of the tests using the drawing of the man to measure various psychological variables—intellectual/conceptual maturity, school maturity, and school capability. For further research, we recommend verifying other/different psychometric variables of selected tests. Alternatively, we can spread variables to present a relation with a tested variable. The prepared and implemented programme focuses on empirical cognition and its impact on intellectual abilities—intellectual/conceptual maturity of preschool-age children (5–6 years old) in the educational topic Human and Nature of pre-primary education in the Slovak educational system. It pointed out the importance of natural scientific cognition in the conditions of nursery school. The results of our research can be implemented in designing further stimulation programmes.

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