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USING COGNITIVE TASKS AS A MEANS OF DEVELOPING INTELLECTUAL ABILITIES AND SKILLS OF PRESCHOOL CHILDREN

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ABSTRACT

The way a child learns and learns about the world is determined by his or her age. The educator activates the cognitive abilities of preschool children through cognitive tasks and allows them to systematize children's knowledge. The process of performing cognitive tasks is accomplished through voluntary, intellectual action, which results in positive activities that complete the cognitive movement.

KEYWORDS

Preschool organization, pedagogical educator, cognitive task, education, task, thinking, educational game.

Introduction

Various approaches to defining the concept of "task" have been used in scientific studies. At the same time, the systematic approach (related to the concept under consideration) was studied in detail, the main characteristics of the problem were determined, the criteria for the classification of various tasks were determined, various bases were developed for creating a system of cognitive tasks, their complexity and difficulty levels were determined. between dependence, criteria for assessing the complexity of tasks were established.

Practical use of cognitive tasks in educational game activities as a means of forming intellectual abilities and skills of preschool children occupies one of the leading places in the works of V.V. Ageyeva, I.Y. Lerner, T.V. Napolnova, V.G. Razumovsky [1,2,3,4].

The term "cognitive task" is used when the cognitive process has a relatively independent goal. Different tasks are distinguished in cognitive activity: perception, mnemonic, speech and mental. The defining role of thinking in cognition has narrowed the concept of "task". Often, the task is to search for the interrelation between the known and unknown elements of a problem situation related to certain legalities and categories, to make some practical changes or to a theoretical question. an object of mental activity that requires a response is understood.

Methodology

In the pedagogical encyclopedic dictionary, the cognitive task is considered an educational task that includes the search for new knowledge, methods (skills) and the stimulation of active use of communication and evidence in teaching. Cognitive tasks are not solved with ready-made examples,

but guesses predict and predict the necessary new solutions [3,5,6,7]. In a cognitive task, the subject has some knowledge that is crucial and requires improvement.

A cognitive task is usually a task of improving the knowledge given to some solver.

Depending on the degree of independence of education, SY Yakovenko conditionally divided cognitive tasks into the following categories:

- informational and cognitive tasks, which include the contrast between existing knowledge and what you need to know (the essence of the tasks is to acquire new knowledge);
- teaching cognitive tasks aimed at finding patterns that summarize knowledge, forming the ability to transfer previously acquired knowledge to similar situations. In solving these problems, the pedagogue directly participates in the analysis of the cognitive task;
- search and cognitive tasks aimed at independent assessment of the studied phenomenon, and processes. Tasks of this type include several conflicting opinions about a single event; at the same time, solving search and cognitive tasks is completely assigned to preschool children;
- assembling complex systems from several simple structures, separating unimportant and secondary things, analyzing a phenomenon or situation, and tasks of creative search that combine task elements and take into account constantly changing conditions [8-12].

When choosing cognitive tasks for preschool children, we follow the basic psychological and pedagogical requirements for cognitive tasks defined by IV Sherbinoy:

1) problematic;
2) relative independence;
3) expediency;
4) existence of a solution.

The problem of a cognitive task means first of all to create a conflicting situation that must be recognized by the educator, and then it leads to the need for new knowledge.

Results and Discussion

The relative independence or completeness of the task is the self-sufficiency of the task in the sense that the achieved answer is not a step to get the next new answer.

The appropriateness of the task in a broad sense (related to the logic of learning a specific task), and in a narrow sense (related to the life experience of a preschooler and knowledge of the subject).

Task availability is a measure of difficulty. However, this does not mean that in any way it should be adapted to the developmental abilities of preschool children and their abilities at a realistic, often low level. In conditions of freedom, one should always pay attention to the development prospects of a preschool child.

Learning to solve cognitive problems is based on the principle that ensures the research nature of preschool children's activities. This principle involves the educator's refusal to tell children how to solve cognitive problems. The main way to learn to solve cognitive problems is to present educational tasks of varying complexity to preschool children. The decisive factor in the choice of the knowledge task taught by the educator is the level of development of cognitive independence of preschool children [13-17].

Difficulties in solving a particular problem may arise in the practice of learning cognitive problem-solving by preschool children. There are two types of difficulties: children do not know how to solve a cognitive task; and children solve the cognitive task incorrectly.

Educators offer three ways to help preschoolers solve a specific cognitive task. The first method is that the educator gives this type of knowledge task, determining the direction of the search for answers in advance. After that, the child is invited to solve the previously unsolved problem. The essence of the second method is that the educator transforms the cognitive task into the solution of the main task. However, it should be noted that not every task can be changed in this way. Finally, the third method of helping preschool children to solve a certain cognitive task involves the division of the task, in which each of them has a search character and at the same time is a link in the chain of solving the main, complex task [18-20].

The educator should use advice as little as possible because it deprives preschool children of the opportunity to think independently and draw conclusions. When teaching preschool children to solve cognitive problems, it is recommended for the educator to organize contrasting logical situations that direct the child's mind to new research. In this case, the educator should not offer solutions and ways to find it.

There are three main ways to solve cognitive tasks:

1. Children are given information about the method of solving a certain cognitive problem and are given an algorithm for solving it, which will later allow them to solve any cognitive problem.
2. Children are told how to solve a cognitive task by later using it in changing situations. Preschoolers imagine creating an algorithm, but sometimes it comes naturally.
3. Independent search for a way to solve a certain cognitive problem by children of preschool age, as well as to determine the algorithm for solving it.

Solving cognitive tasks allows the educator to organize the cognitive development of preschool children, systematize their knowledge in various educational fields, develop cognitive interest and draw conclusions independently.

Conclusions

After preschool children receive a cognitive task, their analysis is organized under the guidance of the educator: known and unknown things are identified. The result of the analysis of the cognitive task is preschool children's assumptions about the characteristics and qualities of the subject and the causes of natural phenomena. These assumptions can be true, false or contradictory.

The teacher should listen to all the expectations of the children, and pay attention to their inconsistency. Every guess of the children should be taken into account; if they do not offer ideas, the educator should offer them.

According to our understanding, a cognitive task is a form of increasing the cognitive activity of preschool children aimed at obtaining information about the surrounding world and ensuring the development of cognitive interests, forming cognitive activity. allows for implementation by combining the fields of education.

Cognitive tasks mean the ability to perform a certain action in a new environment based on previously acquired knowledge and skills. Intellectual skills (thinking operations) are methods of mental activity by which a person solves mental problems.

The level of formation of the worldview of preschool children through cognitive tasks, based on specific recommendations, has taught the children to think independently, and creatively, and to understand the essence of the studied issues more deeply.

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