

## Uzbekistan Ministry of Science and Innovation Uzbekistan Institute of Finland

**Nurgosimova Zuhra Avazovna**

Faculty of Pre-School And Primary Education, Preschool Education Department

**SH. Z. Taylanova**

Director:p.f.d.,prof., Department of Preschool Education Scientific Determining the level of mental development of preschool children Samarkand-2024

**Annatatsiya:** This article talks about ways to improve the preschool education system, raising the level of the child's intellectual development by creating methods for educating the future generation as a mature staff today.

**Keywords:** mental education of the child, game, methodical guide, educator's idea Introduction In our country, attention is paid to the education system at the level of state policy.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

### According.

To the decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated September 11, 2023, PF No. 158, in the reforms of the education system, bringing the preschool education system to a new level and ensuring the full coverage of children, preschool education and preparation of children full coverage with the group. Forming basic computer literacy skills in students by providing 100% computer classes to state preschool educational organizations. Provision of 100% of pre-school educational organizations with clean lawn water and modern sanitary hygiene infrastructure was defined as the tasks. To date, in order to learn to understand the world from the age of a small kindergarten and to raise the future generation to be the mature staff needed by our country, it is necessary to raise the level of intellectual development of children by creating new methods in accordance with the modern approach and the intellectual potential of educators and pedagogues. It is also appropriate that the responsibility of imparting knowledge to children through new methodical ideas develop. From the moment a child is born, mental activity increases in the pre-school age. Moral, aesthetic, and physical characteristics are formed; the child's mental and physical abilities; his goals and dreams—all this starts from childhood. In the process of intellectual development of children of preschool age, first of all, as a result of the activities performed with objects, the activities of educational labor are carried out in the process of drawing, making objects from clay and plasticine, and making applications. All this has an effective effect on the education of the child's mental development. In this regard, "In accordance with the decisions of the President of the Republic of Uzbekistan and the Ministry of

Preschool Education on the further development of the preschool education system, five centers were established in groups of preschool education organizations, and these centers are of great service to the child's mental development. The above-mentioned processes include five centers, and it is necessary to use the right methods, techniques and methods for the effective development of mental development in preschool children. Today, many pedagogues and educators mean to educate a child using modern technologies, using modern technologies, computer technologies, television, multimedia devices, electronic boards. In fact, it is true, but modern technologies are not limited to them, the teacher himself can use methods, games, or show some premed and process in a way that is understandable to the child. An example of this is a simple natural phenomenon, a color image in nature, it depends on the professional skills of the pedagogue to convey everything to the child in an understandable way. Natural phenomena or color image are taught through the art center, and natural phenomena are taught in the science and nature center. When teaching simple color, the teacher often teaches the child through colored paper or colored pencils, or they teach that the bread will be this color when we learn to draw a picture of bread, which is actually an effective tool, but many children they may not be able to remember it quickly, but if that color is taught in a natural way, the child will quickly understand it. There is a question about how to understand natural behavior, in which children should mix colored paints in different ways, and if the child is able to discover an independent color from these two or three different colors, even if the child is less than the color he created also understands and can easily understand which colors have been added. It is also possible that the child does not understand exactly what color he created, but it is certain that the child will not forget the color he used to create the color for the rest of his life. In this regard, education through the Finnish education system also works well. Such an educational system promotes the idea of giving the child freedom to teach the child to do things independently. Finnish preschool education uses methods of individual practicality, voluntariness, and independence in teaching children. In the educational system of Uzbekistan, educators teach preschoolers to make an item suitable for the theme of the month or week, under the supervision of the educator, independently using work tools, whether it is carpentry tools, or painting materials. teaching to make things independently contributes to the child's mental, physical, ethical and aesthetic development. Often, in the preschool education system, educators do not teach the child to make things independently, first of all, they complain about cluttering the room, but if the teacher teaches the child to make and organize his own work, the child will independently learn what he has made, and his ability to work will increase. Kindergarten has the task of developing children's mental capacity. Abilities are manifested and developed in the course of relevant activities. The ability of the human mind can be distinguished by intelligence, insight, critical eye, and thoughtfulness. Development of mental skills and abilities, i.e., the simplest methods of activity, examination of objects, distinguishing important and non-important signs in them, comparison with other objects, and composition of ideas is one of the tasks of providing mental education to children of pre-primary school age. These skills and competencies are components of cognitive activity and help the child acquire knowledge successfully. For example, another center in MTT "Til va Nuq Center" teaches a child to speak fluently and clearly from a young age, and the main work tool is a book. The book teaches the child to think, children of kindergarten age mainly have educational tools for listening and writing. Kindergarten children cannot read a book by themselves, so it is necessary for the teacher to read the book to the child. When the teacher or volunteer assistant reads the book aloud, the child begins to think about the events in it, analyzes and synthesizes the process in it. This is also a sign that the child's mental development is increasing, the more the teacher tells the child a fairy tale with intonation, the more the child tries to understand the process by getting into the story. This requires the knowledge and skills of a pedagogue. For example, when telling the story of "The fox and the ant", if the child can be told that the fox is cunning, that the ant is hardworking and intelligent, and that the fox is lazy, the child's hard work will increase, and the child will try not to encounter people who are as cunning and lying as the fox. In general, it is important to

familiarize children with everything that surrounds them from the first year of their life. Mental education takes place in the process of education, play, work, solving life tasks, communicating with adults and peers, receiving and mastering information received through mass media.

## CONCLUSION.

In short, preschool education system is an important component of all-round training of a person in order to increase the level of mental development of a child. Mental education is understood as collecting knowledge, analyzing and synthesizing something, comparing things and events, classifying, abstracting, and putting them into a single system. Learning any subject for mental development, such as reading, listening, expressing one's opinion verbally, writing, working with sources, working independently, skills, as well as special skills necessary for mastering a subject (building, reading skills), and a general view of the scientific world formation, that is, explaining to children the scientific landscape of the universe, the basic laws of nature and society development, is one of the important tasks of intellectual education. It should also be noted that in order to increase the level of mental development of a child, it is necessary to receive mental education first. Mental education is the regular and planned development of cognitive abilities of children of preschool age. It consists of arming with the simplest system of knowledge defined in the kindergarten program, forming skills and abilities. Education plays a leading role in developing the mind of children of preschool age. Because all issues related to mental education are solved during the educational process. Education helps to develop such qualities as observation, curiosity and thoroughness, intelligence and criticality. In order to increase these qualities in a child, first of all, increasing the level of knowledge of the pedagogue's skills, understanding the child's psychology even if only a little, being able to use new methods and methods will help the child to become mentally mature and the child will be fully prepared for school education.

## LIST OF REFERENCES USED.

1. SH A. SODIKOVA. PRESCHOOL PEDAGOGY
2. F.R KADIROVA,SH.Q. TOSHPOLATOVA. N.M .KAYUMOVA, M.N AZAMOV, PRESCHOOL PEDAGOGY.
3. "THE FIRST STEP STATE CURRICULUM. 2022-year
4. "CONCEPT OF DEVELOPMENT OF PRE-SCHOOL EDUCATION UNTIL " HALK SOZI GAZETTE. 30.09.2024
5. SH.I. BOTIROVA, M.S. ACHILOVA. FUNDAMENTALS OF PICTURE ACTIVITY IN PRE-SCHOOL EDUCATION. BOOK TRADE 2022,
6. TASHKENT-2022 K.H.Y. NAJMIDINNOVA, PRE-SCHOOL AGE FORMATION OF MATHEMATICAL IMAGINATIONS IN CHILDREN, TEACHING-METHODICAL GUIDE.
7. A.KARIMOVA, STANDARDS OF PRE-SCHOOL EDUCATION, TEACHING GUIDE SAMARKAND 2021.
8. EGAMNAAZOROVA SH.M. PROVIDING ECOLOGICAL EDUCATION TO PRE-SCHOOL CHILDREN.-T; <<UZBEKISTAN>> 1995.-224 B.
9. BOBOYEV, D. R. INTRODUCTION TO THE ENVIRONMENT BASED ON FAIRY TALES IN THE PROCESS OF SPEECH DEVELOPMENT OF PRE-SCHOOL CHILDREN/S CIENTIFIC COLLECTION. www'ziyonet.uz
10. "State requirements for the development of children of primary and preschool age." Tashkent. Own RMTV. 2018 Wwwwpedagog.uz

11. EGAMNAAZOROVA SH.M. .PROVIDING ECOLOGICAL EDUCATION TO PRE-SCHOOL CHILDREN.-T; <<UZBEKISTAN>> 1995.-224 B.
12. BOBOYEV, D. R. INTRODUCTION TO THE ENVIRONMENT BASED ON FAIRY TALES IN THE PROCESS OF SPEECH DEVELOPMENT OF PRE-SCHOOL CHILDREN/SSCIENTIFIC COLLECTION. [www'ziyonet.uz](http://www'ziyonet.uz)
13. "State requirements for the development of children of primary and preschool age." Tashkent. Own RMTV. 2018 [Wwwpedagog.uz](http://Wwwpedagog.uz)
14. "CONCEPT OF DEVELOPMENT OF PRE-SCHOOL EDUCATION UNTIL 2030" HALK SOZI GAZETTE. 30.09.2024
15. SH.I. BOTIROVA, EGAMNAAZOROVA SH.M. .PROVIDING ECOLOGICAL EDUCATION TO PRE-SCHOOL CHILDREN.-T; <<UZBEKISTAN>> 1995.-224 B. BOBOYEV. D. R. IN THE PROCESS OF SPEECH DEVELOPMENT OF PRE-SCHOOL CHILDREN BASED ON FAIRY TALES/SCIENTIFIC COLLECTION TDPU.2000.-103-105-B.
16. [www'ziyonet.uz](http://www'ziyonet.uz)
17. "State requirements for the development of children of primary and preschool age." Tashkent. Own RMTV. 2018 [Wwwpedagog.uz](http://Wwwpedagog.uz)