

**The development of cognitive of preschool children**  
**Rzaeva S.**  
**Развитие познания у детей дошкольного возраста**  
**Рзаева С. С.**

*Рзаева Саадет Сулеймановна / Rzaeva Saadet – докторант,  
кафедра педагогики,  
Бакинский государственный университет, г. Баку, Азербайджанская Республика*

**Abstract:** *the issues that characterizes the development of cognitive of preschool-age children, properties, fields, place in training program, integration with other areas, their graphics, observation and experiment results are reflected in the article of theoretical and practical point of view.*

**Аннотация:** *вопросы, которые характеризуют развитие познания у детей дошкольного возраста, свойств, полей, место в учебной программе, интеграция с другими областями, их графики, наблюдения и результаты эксперимента отражены в статье с теоретической и практической точек зрения.*

**Keywords:** *development of cognitive, basic standard, thinking, developmental areas.*

**Ключевые слова:** *развитие познания, базовый стандарт, мышления, области развития.*

The development of cognition of preschool-age children is the systematic learning process and it is the approach of individual character.

Observations show that learning way of children are different from each other according the rules of development of cognition. They can be categorized as follows.

- Child who has a mathematical intelligence – building the reason-effect relationship;
- Child who's virtual intelligence is developed – with pictures and video films;
- Child who has physical intelligence – by touching, trying;
- Child who has language intelligence - by reading;
- Child who has social intelligence - by speaking, by communicating;
- Child who has internal intelligence – they have been able to learn by working alone.

Systematic, consistency, connectivity, compliance to the life conditions is estimated as an essential condition in cognitive activity of preschool-aged child be realized in interactive form. The preschool-aged child on the cases of cognition development acquire the simple spoken language and coherent speech, communicate with others, have learned to present his views at the that training time. The diversity of children learning (with construction reason and effect relationship; pictures and video films; touching, trying; reading; speaking, communicating) related with their individual characteristics of their activities. The elements of action which lead of cognition development of preschool-age children are estimated as follows:

- ✓ formation of enthusiasm and interest to learn;
- ✓ appropriate simple spoken language and coherent speech;
- ✓ to communicate with others;
- ✓ to introduce his ideas;
- ✓ the correct express the names, signs, acts of objects,;
- ✓ logical reasoning;
- ✓ to do accurate, simple generalities;
- ✓ to demonstrate ability to come to intellectual conclusion .

Observations show that when kindergarten teachers don't understand deeply the meaning of the concepts they make mistakes in organization of cognitive activity of children.[2, p.69] In this respect, I consider it appropriate to clarify the concepts about cognitive theory which is reflecting methodological basis of learning process.

- The cognitive is a process of reflection of the world in the minds of people;
- Cognition process consist of 3 stages: the sense cognitive, logical cognitive, practice;
- To understand of the world begins from the sense cognitive: with the help of sense organs arises emotions about environment, perception and notion on the human;
- The actual materials (perception and notion) getting with sense cognitive are analyzed and summarized in logical cognitive on abstract mentality;
- Results of generalizations which are conducted in logical cognitive are formed that science as reflected in the concepts and laws;
- The sense cognitive generates figuratively view of the world;
- Logical cognitive guarantees to understand the essence of events and processes, comprehend the patterns of the environment;
- Results inferred from abstract mentality are checked in practice;

- Practice is the main criterion of authenticity of knowledge.

The training process also is a type of the cognitive, at that time it is being resolved 3 stages of scientific cognition (the sense cognitive, logical cognitive and practice). The observations show that the contradictions of children's cognitive activity is conditioned by the following factors:

- Technological preparation of kindergarten teacher with the requirements of the active training;
- Children's training preparation is on the behind from their cognitive development;
- Deficiencies training facilities and teaching materials which ensure cognitive activity of children's;
- Failure application of active training mechanisms at training lessons.

When we learn factors related controversies the weak, medium and high activity levels of children in different age groups were as follows (table 1).

Table 1. The weak, medium and high activity levels of children

| Result Groups | Weak | Medium | High | The Sum |
|---------------|------|--------|------|---------|
| Big group     | 19   | 9      | 14   | 42      |
| Medium group  | 15   | 14     | 13   | 42      |
| Little group  | 9    | 7      | 5    | 21      |

With the help of the specified project training work of kindergarten teacher about daily routine during the week and its dynamics of implementation with modern technologies is different compared to the previous year and its results are clearly visible in the following table (table 2):

Table 2. The weak, medium and high activity levels of children with implementation modern technologies

| Result Groups | Weak | Medium | High | The Sum |
|---------------|------|--------|------|---------|
| Big group     | 10   | 13     | 20   | 42      |
| Medium group  | 8    | 18     | 16   | 42      |
| Little group  | 6    | 9      | 6    | 21      |

The positive result from the development of children's cognitive activity in a short time shows that correct establishment of directed thinking motivation at the training lessons plays an important role in the elimination of contradictions. Any type of activity which caused to interest of small preschool age children has an stimulating effect to their cognitive development. In this regard, games play an important role.

The necessary tools for didactic games must distinguished for its simplicity and complexity taking into account characteristics of the age. The kindergarten teacher should have the necessary knowledge about cognitive development [4, p. 158].

Child demonstrated cognitive development should have analytical, memory, decision-making and mathematical skills.

It is important that to use things as didactic purpose at the training lessons for that children's have early cognitive skills.

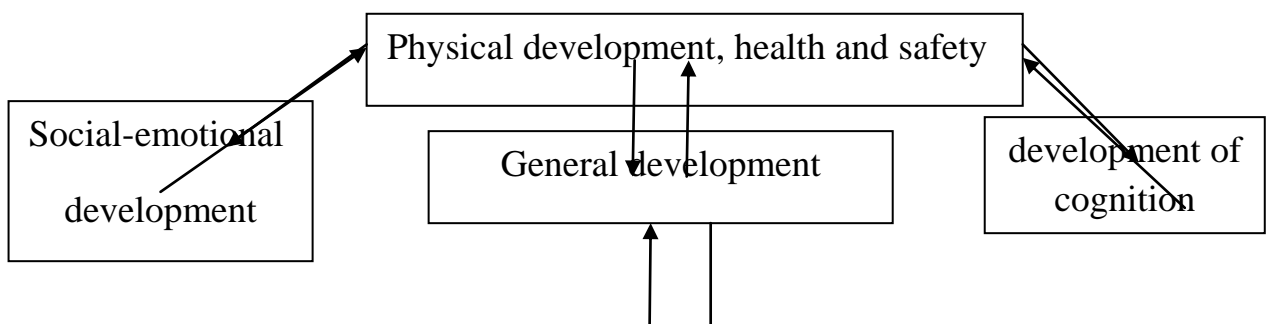
For example: put the things on each other, to collect them together, when talk about "one" or "two" things to understand and to react to them as simple mathematical concepts and as well as to use things for their compatible appointment should be assessed that initial cognitive development of children.

Experience shows that 3 years old children in addition to collect simple mosaics, matching the colors and forms, as well as they understand concepts that "low" or "very" and respond properly. The average age children get basic knowledge about simple numbers, addition and subtraction, recognize letters and can to read.

The Azerbaijan Republic preschool education program (curriculum) provided the development of 3-6 years children for 4 positions:

- Physical development, health and safety;
- Cognitive development;
- Aesthetic and creative development;
- Social-emotional development.

The above-mentioned development areas must provide child's comprehensive formation affecting union. We may describe as following this process which moving the integrative character (picture 1).



*Pict. 1. The above-mentioned development areas*

The educator must be able to provide the functions of each component which provides harmonious development of preschool-aged children in interact at the learning process. For this purpose, each area of development outcomes must be found real solution.

- Physical development, health and safety (perform exercises to strengthen health; follows the rules nutrition and sanitation-hygiene; coordinates large, small and sense (touch) -motor actions, follows the rules of the security).
- cognition development (listening and understanding speech, speaks coherently and uses speech etiquette; perform simple arithmetic and logical operations; have the initial ideas about objects and events and explain the concepts, define the cause-effect relationships and put forward assumptions; do simple presentations).
- aesthetic and creative development (demonstrate simple artistic creative skills; have the cultural-aesthetic ideas, demonstrate creative skills; demonstrate simple labor skills).
- Social-emotional development (responds his attitude to social and moral values, demonstrates tolerance, respect to people; communicate with younger children than him, peers and adults; being aware of the social norms and follow it in his behavior; demonstrates the ability of self-consciousness).

The above-mentioned general development and learning outcomes regulated with standards expressed at the proper level in each age group (middle age -3 - 4 years, senior 4 - 5 years, preschool age – 5 - 6 years). The realization objectives of the training on the basis of standards provides opportunities of knowledge and activities for children age levels. For example: The main standard - “2.1. listen and understand the speech, speaks coherent and uses speech etiquettes” about child's “cognitive development” on the middle age (3 - 4 years) finds its fullest expression on the following sub-standards [1, p. 83].

- 2.1.1. Regulates actions according opinion what he heard and responds.
- 2.1.2. Uses simple sentences consisting with 2-4 words in speech.
- 2.1.3. Uses simple speech etiquettes ("yes", "no", "hello", "thanks" "thank you").
- 2.1.4. Correct pronunciation the speaking voices on different language units (syllable, word, sentence).
- 2.1.5. Uses words about sign, feeling in his speech.

Basic standards intended for the middle group does not change. They are equally important in big and preschool age groups. There are changes only a sub-standards. To prove our point, pay attention - "2.2. perform simple mathematical thinking operations" main standard's sub-standardon the different age groups.

- Middle group: 2.2.1. Do operations counting within three constituencies, computing operations.
- Big group: 2.2.1. Do counting within five constituencies, calculation and measurement operations.
- Preschool group: 2.2.1. Do counting within ten, calculation and measurement operations.

From simple analysis it seems that how changes dynamics according to the standard in implementation simple mathematical thinking operations depending on the age groups of children.

We can say the following conclusions about theme.

- Cognition development of preschool-aged children is complex educational process.
- Cognition development children becomes effective with implementation cognition integration with other development fields
- The cognition development of children for age levels should be implemented on defined standards at the pre-school education program.
- The cognition development of children is based on the algorithmic solution sense and logical sequence of cognitive and practical activity (practice).

### **References**

1. The Pre-school program of Azerbaijan Republic (3-6 years), Baku, 2015.

2. The National Strategy for the Development of Education in the Republic of Azerbaijan.
3. Veysova Z. Active (interactive) learning: resource for teachers, UNICEF -2007.
4. Hasanov M., Agayev Sh. The organization of the game and labor activity of preschool-aged children. "Nasser". Baku, 2001.
5. Agayev Sh.. The organization methods of installation work of pre-school age children. "Nasser". Baku, 2005.