

**CONCENTRATION ABILITY - AS THE BASIS OF ALL-ASPECT DEVELOPMENT OF
PRESCHOOL CHILDREN**

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Abstract: In this article, the development of the ability to concentrate in preschool children is an urgent issue, the factors affecting it, the pedagogical conditions for the development of the ability to concentrate, the creation of a creative environment, the joint relations and cooperative actions of educators and children.

Key words: Concentration, educator, student, ability, intellectual ability, creative ability, creative environment, cooperation, quality education, concept.

INTRODUCTION

The special role of the preschool period in the further development of human development, in preparing a child for school education, defining the purpose of preschool education, developing the specific content of methods and organizational forms of teaching preschool children, the role of teaching children to reach maturity in all aspects stipulated the need for research. This led to the creation of the field of preschool education didactics. Didactics of preschool education is a field of general didactics.

The pedagogical need to develop the ability to concentrate in preschool children is explained by the wide and consistent introduction of new approaches and technologies in the pedagogical practice of preschool education. Z.M. Ashurova's research is related to the application of STEAM technology in preschool education, and she emphasizes that the main goal is to develop research skills in children. At the heart of STEAM technology is a problematic situation. Scientifically substantiated that an important pedagogical condition for the development of intellectual and creative abilities of preschool children is the creation of a free creative environment in the course of educational activities, the establishment of a teaching process based on the joint relations and cooperative actions of educators and children.

Researcher F.Shermonova indirectly drew attention to the fact that children consume a lot of information in the current era of globalization compared to the previous one, "the child learns the level of his knowledge and capabilities in the process of education, receives, sorts and processes information. , to be able to analyze the positive results and consequences from them in the focus of attention, to perceive the ideas of others, to have their own stable point of view, to learn to compare their ideas with other ideas in the current electronic age "It has become a requirement of the 21st century," he said. It was also shown in this research that excessive information consumption in children has a negative effect on their ability to concentrate. Determining the state of development of concentration ability in preschool children requires pedagogical skills. Pedagogical skills are the basis for achieving pedagogical skills. Pedagogical skills include pedagogical observation, pedagogical imagination, distribution of attention, organizational skills and pedagogical behavior. Daily-practical activities of children are characterized by the acquisition of many knowledge, skills and abilities. Childhood is a period of intensive learning. Learning during this period is characterized by observation, experimentation and experience. The intensity and effectiveness of these processes are closely related to children's ability to concentrate

A concentrated person directs all his mental abilities to the required or necessary activity at the same time. Concentration is used in many scientific literature as "concentration ability". Concentration refers to how effectively and long a person can concentrate on a specific activity or goal.

Anyone with a high level of concentration can concentrate without spending a lot of time and without feeling overwhelmed.

It takes time and experience to develop concentration skills in children. At first, children have the ability to concentrate for short periods of time. As they age, this ability develops. The following table shows the ratio of concentration ability in children and adolescents to the time interval:

Table 1

Ratio of concentration ability to time interval in children and adolescents

Age of youth	Active period of concentration ability
5-7 years old	15 minutes
7-10 years old	20 minutes
10-12 years old	25 minutes
12-16 years old	30 minutes
adults	90 minutes

Healthy eating and exercise are important in the development of children's ability to concentrate. Children who are less active may not be able to sit still or focus on something. Physical activity is important in the development of concentration in children. Going on a trip to nature with children has a positive effect on them and improves their ability to concentrate. Children who do not eat enough food or do not consume products with enough calories cause their ability to concentrate to deteriorate. Eating fruits and vegetables has a positive effect, while sugar and fatty products have a negative effect. In the scientific literature, there are various descriptions of the types of concentration ability in children. The following table lists the types of concentration abilities (see Table 2):

Table 2

Types of concentration ability

Types of concentration ability	DESCRIPTION
Selective concentration	The ability to consciously focus attention on a specific activity, information, or stimulus and block out distracting stimuli
Distributed concentration	Ability to focus on multiple activities or information simultaneously. Attention is divided between different tasks or information
Stable concentration	The ability to focus on a specific task or activity for a long period of time without distraction
Variable concentration	Concentration The ability to flexibly switch between different tasks or information and focus on each
Selective-distribution concentration	Attention is consciously focused on a few selected activities or information, resulting in a combination of selective and distributed concentration
Target concentration	A form of deep and intense concentration in which attention is focused entirely on one activity or activity without distraction or interruption
External concentration	The ability to focus on external stimuli in the environment, such as visual or auditory signals
Internal concentration	The ability to focus on internal stimuli or mental processes, such as thoughts, ideas, or concepts
Sensory concentration	The ability to focus attention on specific sensory stimuli, such as visual, auditory, or tactile stimuli
Cognitive concentration	Ability to focus on complex cognitive processes such as problem solving, planning, or analytical thinking

Concentration measurement has also been studied as an object of many scientific and pedagogical studies. Concentration is measured using standardized tests (attention and load tests), which

reflect the ability to perform specific tasks over a period of time. Grading is based on the number of tasks completed and errors made.

The medical aspects of the development of the ability to concentrate have also been studied in many medical and pedagogical studies. In her research, N.A. Avdeeva summarized the medical aspects of concentration development as follows:

- Food products that satisfy the need for omega-3 fatty acids and vitamins, especially vitamin B;
- exercises that develop the ability to concentrate: meditation, concentration games (alone or in a group);
- daytime sleep (up to 10-30 minutes);
- relaxation methods (autogenic training, meditation, yoga, plenty of sleep);
- sports games requiring moderate physical activity;
- normal amount of glucose in the body. A low level of glucose has a negative effect on the ability to concentrate in children.

If 3-4-year-old children focus on concrete facts about nature and people during the education process, the main attention in teaching 5-6-year-old children is focused on important connections and relationships, forming simple concepts in them.

An educator must undergo special training to engage in activities. A number of types of activities include "being able to arouse interest in children's activities in order to fulfill the task assigned to them, attract their attention and increase their activity, and be able to honestly evaluate children's behavior and behavior." In general, in the activities of preschool children: focus on activities; critical thinking; able to express one's opinion independently and clearly; ability to work cooperatively; thinking in space; skills related to construction activities; love nature and understand the interconnectedness of its phenomena; formation of aesthetic taste; warming up to technical activity; the skills of understanding logical operations are formed.

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