

**PSYCHOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF COGNITIVE
PROCESSES OF PRESCHOOL CHILDREN**

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Abstract: The article discusses the role of interests in the development of cognitive activity of preschoolers, the use of different types of settings and the use of various projects in the practice of modern preschool organizations.

Key words: Cognitive activity, cognitive attitude, interest, curiosity, research projects, creative projects, information and practical projects.

The problem of the development and formation of cognitive activity of children is one of the most pressing issues in children's psychology. Currently, the concept of "cognitive activity" is widely used in pedagogy and psychology. Scientists have cited various opinions on the meaning of the concept of "cognitive activity". In Particular, M.A. Danilov, A.A. Lyublinskaya, V.K. Buryak, T.I. Shamovas consider cognitive activity as a type or quality of mental activity

The term "cognitive activity" is characterized by the selective orientation of a person to the objects and phenomena of the surrounding world, that is, the child has a more complete and deeper constant desire for knowledge. Such an aspiration can be felt in the child even in the preschool period. Efforts to know, understand and learn about the environment will make the child more active. With the pace and intensification of activity development, selective orientation becomes a support for cognitive activity. To do this, it will be necessary to constantly apply the child's actions, stimulate and take into account his desires. Children are innate researchers. The inexhaustible thirst for new experiences, curiosity, constant observation and desire to experiment, the search for new information about the world independently are traditionally perceived as the most important characteristics of children's behavior. Each acquired action of the child, the words learned are news for him, discovery.

Active cognitive research Currently, the relevance of the problem of improving the quality of preschool education has increased the emphasis on the upbringing and development of preschool children. In MTTS, the work of ensuring the comprehensive formation and development of the child is much more accelerated. It is established that the development of the cognitive sphere of the child is carried out through various types of activities. All types of activities form and develop the following aspects of the child.

- These are: - develops curiosity;
- develops the cognitive motivational field;
- forms cognitive actions;
- forms the child's mind;
- expands the child's imagination;
- increases creative activity;
- forms ideas about the environment, environment, people, things.

This has a good effect of involving children in all types of activities. It is only advisable that every movement of the child is constantly controlled by adults. The new quality of children's cognitive development is an increase in cognitive interest, an increase in stability, expressed by cognitive motives. Cognitive interest helps a preschool child to important relationships, contacts. The ability to curiosity ensures that the environment is more fully aware of the items. At the same time, cognitive motives, that is, the needs, inclinations, desires inherent in the child, also motivate, activate the child to any action. The source of cognitive activity is cognitive need, and the process of satisfying this need is carried out as a search aimed at identifying, opening up and assimilating something unknown. The needs of the child will be directed to different things and at the same

time to have what is needed. Such a variety is also encouraged to know, learn different things. By entering into a relationship with objects, they master their place in space, their all-round structure and significance. Cognitive development

The real method of cognitive development of preschool children is experiment. The natural type of research that is conducted ensures that the child is free. The researcher enters into a relaxed relationship with the child in natural conditions, and as a result, the attitude towards knowledge in the child is further elevated. An expert is viewed as a practical activity of a research nature aimed at understanding the properties, qualities, relationships and dependencies of objects and materials. In the experiment, a preschool child works as a researcher who independently and actively studies the world around him, using various forms of influence on him. In the process of experience, the child occupies the position of the subject of cognition and activity. As a result, independent activity increases. Effective methods of cognitive development of preschool children include the development of cognitive interests of children, the independent construction of their own knowledge and information.

Research projects (they require a well-thought-out structure, are fully subject to the logic of research, involve advancing the assumption to solve the specified problem, developing ways to solve it, including experimental ones. Children conduct experiments, discuss. (making results, conclusions, drawing up research results); Creative projects (as a rule, projects of this type do not have a detailed structure of the joint activities of the participants, it is characterized and further developed only by subordination to the genre of the final result, it can be developed as a script for a video (can be dramatized, Holiday Program, Video, sports game, entertainment); Game (role-playing) projects (the structure of these projects is also described only and remains open until the end of work).

Children take on certain roles that are determined by the nature and content of the project. It is advisable to use cognitive research activities as the main formative activity for the cognitive development of an older preschool child. Especially it is necessary to support the initiative, ingenuity, resourcefulness, criticality, independence of children. Listening to the child, taking his mind into account, activates him and motivates him to the next activity. As a result, the child independently enters any activity, freely explains what he understands, the child develops openness and freedom. Enjoys his actions, his resourcefulness. In place of the conclusion, it can be said that the use of various studies, cognitive tasks and various projects in solving the problem of cognitive development of preschool children is the basis for the development of cognitive activity of the child. In the implementation of this, the role of educators is great, and in the process of working with the child in a pedagogical continuous way, it becomes necessary to work with the cognitive activity of the child.

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