

FEATURES OF THE DEVELOPMENT OF COGNITIVE PROCESSES IN PRESCHOOL CHILDREN

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Abstract

In this scientific article, the characteristics of the development of cognitive processes in preschool children, the role of the game in enhancing cognitive development is highlighted.

Key words

cognitive ability, game, preschool education.

The Role of Play in Enhancing Cognitive Development in Preschool Children
Play is a crucial component of a preschool child's cognitive development. According (1978), play provides children with the opportunity to engage in tasks that are beyond their current level of cognitive functioning, thereby promoting the development of higher- order thinking skills. Along similar lines, Piaget (1951) argued that play allows children to construct knowledge and make sense of the world around them through exploration and experimentation. Additionally, research has shown that play enhances problem- solving skills, memory, attention, and creativity (Bjorklund, 2018). These findings suggest that play serves as a foundation for cognitive development by fostering critical thinking, abstract reasoning, and the ability to regulate one's own behavior. Therefore, play must be considered an integral aspect of a preschool curriculum, as it not only provides enjoyment but also facilitates cognitive growth in young children.

The Impact of Language Development on Cognitive Processes in Preschool Children
Language development plays a crucial role in shaping cognitive processes in preschool children. According to Vygotsky's sociocultural theory, language serves as a tool for thinking and enables children to communicate and understand the world around them (Gredler, 2019). As children acquire language skills, their cognitive abilities enhance, facilitating the formation of concepts, problem- solving, and reasoning. (Gredler, 2019). Moreover, language development supports the development of metacognition, enabling children to reflect on and monitor their own thoughts and actions (Flavell, 2011). For instance, as children learn to use language to discuss their experiences and thoughts, they gain a deeper

understanding of their own mental processes, which promotes higher-order thinking (Flavell, 2011). Therefore, language development and cognitive processes are deeply intertwined and mutually supporting, highlighting the significance of linguistic skills in preschool children's cognitive growth and development.

The Influence of Social Interactions on Cognitive Development in Preschool Children One of the key factors that contribute to cognitive development in preschool children is social interaction. Through social interactions, children have the opportunity to learn from others and expand their cognitive skills. According to Piaget's theory of cognitive development, children progress from the sensorimotor stage to the preoperational stage, where they begin to develop symbolic thinking and engage in pretend play (Bailey et al., 2016). Social interactions provide children with the opportunity to engage in symbolic play, where they can act out scenarios and take on different roles. This type of play allows children to use their imagination, problem-solve, and develop their cognitive abilities. Additionally, social interactions promote language development in children. Through conversations and discussions with peers and adults, preschoolers learn new vocabulary, syntax, and grammar (Nelson, 2017). These language skills are crucial for improving cognitive processes such as memory, attention, and problem-solving. Therefore, social interactions have a profound influence on the cognitive development of preschool children.

Executive functions refer to a set of cognitive processes that are responsible for goal-directed behaviors, including attentional control, working memory, and inhibitory control (Ponitz, McClelland, Matthews, & Morrison, 2009). These processes play a crucial role in the development of cognitive skills in preschool children.

Working memory involves the temporary storage and manipulation of information, which is essential for problem-solving and learning complex tasks (Diamond, 2013). Inhibitory control regulates impulsive behaviors and enables children to inhibit irrelevant or inappropriate responses, promoting adaptive and goal-directed actions (Ponitz et al., 2009). The development of executive functions has significant implications for preschool children's cognitive processes, as it facilitates their ability to engage in higher-order thinking and efficient information processing (Diamond, 2013).

The Role of Attention and Memory in Cognitive Development in Preschool Children Attention and memory play crucial roles in the cognitive development of preschool children. According to Diamond (2013), attention refers to the ability to focus on relevant stimuli while ignoring distractions, and it plays a central role in

the learning process. Preschool children have limited attention spans, often getting easily distracted by their environment. As they grow older, they learn to control and sustain their attention, which enhances their ability to learn and remember information (Diamond, 2013). Furthermore, memory is another critical cognitive process that aids in the acquisition and retention of knowledge. The ability to remember information allows children to transfer learned concepts to new situations, contributing to cognitive growth (Monsell, 2019). Preschool children's memory abilities gradually improve as their encoding and retrieval processes mature. They become better at retaining information, processing it later, and applying it to new situations, thus facilitating their cognitive development (Monsell, 2019). Overall, attention and memory are essential components in the cognitive development of preschool children, enabling them to process and retain information necessary for learning and problem-solving.

The Emergence of Problem-Solving Skills in Preschool Children: A Cognitive Perspective One important aspect of cognitive development in preschool children is the emergence of problem-solving skills. From a cognitive perspective, problem solving involves the ability to use logic and reasoning to find a solution to a problem (Levine, 2003). Research has shown that preschool children gradually develop problem-solving skills through their interactions with the environment and their own experiences (Keen, 2011). For example, experimental studies have demonstrated that preschoolers are able to use deductive reasoning to solve simple problems, such as figuring out the location of a hidden object based on verbal instructions (Keen, 2011). Additionally, longitudinal studies have revealed that problem-solving abilities continue to improve throughout the preschool years, as children gain more experience and develop more advanced cognitive abilities (Levine, 2003). Overall, the emergence of problem-solving skills in preschool children can be understood as a cognitive process that is influenced by both biological factors and environmental experiences (Keen, 2011).

The Development of Metacognition in Preschool Children: Understanding Cognitive Processes In order to promote the development of metacognition in preschool children, it is important to understand the cognitive processes involved. According to Morrison (2008), metacognition refers to the ability to think about one's own thinking and to monitor and regulate cognitive processes. Metacognition involves various cognitive processes, including attention, memory, problem-solving, and self-reflection (Perone et al., 2013). These processes develop gradually throughout the preschool years, with significant improvements observed between the ages of 3 and 5 (Diamond & Taylor, 2016). As preschoolers engage in various

activities and experiences, they begin to develop a better understanding of their own cognitive abilities and limitations (Perone et al., 2013). They learn to direct their attention to relevant stimuli, use strategies to enhance memory, and solve problems more effectively.

Cultural factors play a crucial role in shaping and influencing the cognitive development of preschool children. Cultural beliefs, values, and practices lay the foundation for children's cognitive processes by providing them with a framework for understanding the world around them (Fernandez, 2003). For instance, in collectivist cultures, where the emphasis is on interdependence and cooperation, children may prioritize social interaction and group harmony over individual achievement, which can impact their cognitive development (Vygotsky, 1978). Additionally, cultural variations in language, storytelling, and educational practices can have a profound impact on children's cognitive development (Miller, 2011). For example, studies have shown that children from cultures that utilize a rich narrative tradition tend to have more advanced narrative skills, which in turn enhance their memory, vocabulary, and problem- solving abilities (heath, 1983).

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