The main features of the mental process in preschool children

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Abstract.
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There are several features of the mental process in preschool children. One of the main features is attention. Attention means directing and focusing mental activity on a certain object.

Attention is different from cognitive processes. Attention joins the cognitive processes of a person during the activity, creates the basis for their more temporal flow. Because all cognitive processes are selective in nature, directed at a certain object. In this sense, attention is not a reflection of objects and events, but provides a clear reflection of the object of mental activity. Therefore, the main task of attention is to ensure that a person's conscious activity has a selective character.

The increase in the continuity of attention during the preschool age is closely related to the child's deep familiarity with objects and events, and the acquisition of certain knowledge about them. In this age period, the scope of attention gradually begins to expand.

From the age of 3-4, it is possible to draw the child's attention to certain objects with word signals, and in this way it is even possible to shift attention from one object to another. Almost all 6-7-year-old children are able to easily shift their attention from one object to another after the first verbal instruction.

It is necessary for the child to develop mentally for his social development. But exceptions are also possible. For example, in our social life we sometimes come across situations where a mentally retarded person does not lag behind his peers who are typical of his social development. The question is: "If a person's social development depends on his mental development, how does this happen?" The answer to the question is very simple: a socially developed mentally retarded child was dealt with by a specialist, and the people around him understood the seriousness of the problem and tried to solve the problem quickly and jointly. Sometimes the social development of a typical or mentally retarded child is hindered by the people around him. It comes from either irresponsibility or illiteracy. Mental retardation is a functional illness of any person who has mental limitations related to their ability to verbally communicate, take care
of themselves, and maintain interactions with the people around them. These limitations cause the child with this diagnosis to develop more slowly than normal children, and his ability to learn is weaker. In children with mental retardation, the processes of talking, walking, putting on their own clothes, meeting their individual needs related to eating are slow. Even when studying at school, difficulties arise. Even if they can achieve something, it takes a lot of time. But there are children whose development is weaker when compared to normal children. It is a lack of activity of cognitive processes in children with mental retardation. Mentally retarded children are not able to receive training in mass secondary schools. Children with severe mental retardation are generally unable to master school, knowledge and skills. In the case of mental retardation, it is important to identify the underdevelopment of cognitive processes as the main factor and send the child to an auxiliary class and an auxiliary school.

Proper organization of children's activities is of great importance in the development of voluntary attention. Therefore, the activities of kindergarten-aged children should be constantly supervised and guided by adults.

During preschool age, the child's memory also develops to some extent. Purposeful memory, or what some psychologists call mnemonics, occurs thanks to motives in action, which contain mnemonic tasks. Those motives have a certain influence on the understanding and understanding of the mnemonic goal. In this regard, the characteristics of memorization and memorization were studied in the conditions of a laboratory experiment, as well as in the game process.

One of the distinguishing features of memory in the preschool period is its visual-figurative nature. Also, verbal-logical memory is developed to some extent during this period. Although voluntary memory is formed and developed in preschool children, involuntary memory is more dominant and productive. The word expands the memory and systematizes the ideas, summarizes the remembered material, allows to combine them in certain meaningful groups. Therefore, it is very necessary to use speech as a tool in the development of memorization and memorization.
In connection with the development of memory, children's imaginations, especially memory imaginations, develop. Various life experiences constantly enrich the child's cognition with new images and lead to the change of previous images.

6-7-year-old children analytically perceive the figures given to them, recognize them, and can determine the situation of each of them separately.

The role of speech is great in memorizing and recalling a familiar image, as well as in the creation of new images. Speech also gives an opportunity to describe the body in a wide way.

During the pre-school age, the child's thinking is mainly visual-practical in nature, connected with the tasks he performs, concrete objects and events he perceives. In addition to thinking on the basis of perceptual materials, as the child acquires a wide vocabulary, opportunities arise for him to move to figurative, theoretical and abstract thinking.

Research by psychologists shows that 3-4 year old children sometimes make strange, untrue judgments and draw incorrect conclusions because they cannot understand the essence of the event. The increase of the child's knowledge and experience leads to the gradual disappearance of such situations that appear in his thinking, and clarification of judgments.

In the preschool period, the child's thinking mainly develops in the direction of visual-practical, visual-figurative and verbal-logical (abstract) thinking.

Preschool children gradually begin to make judgments about objects and events. The judgment of 4-5-year-old children is complex. They draw certain general conclusions based on several similar facts and, when appropriate, use them to solve another problem.

The judgment of 6-7-year-old children is more complex and sophisticated. At this stage, the child not only makes generalizations, but also glorifies and improves them. In the pre-school period, children are not satisfied with sensory perception, they also use the verbal descriptions and explanations given by adults about nature and society, enriching their cognitive activities. As the child grows up and becomes richer, as his needs increase, abstract thinking...
begins to develop in him based on visual-figurative thinking. This high level of thinking develops in the process of education and social activity and, in turn, provides an opportunity to acquire knowledge and master the system of concepts.

In the preschool period, speech, especially oral speech, develops and enriches faster, vocabulary increases, he begins to speak based on the grammatical laws of his native language. In general, during this period, children's speech develops mainly in 3 directions:

1. Increasing the child's vocabulary
2. Phonetic development of speech, that is, the child's ability to hear and pronounce sounds correctly.
3. Grammatical development of the child's speech.

In the preschool period, children's speech develops as a means of communication, and this happens in the family, in the garden, during communication with close people and those around him. This form of speech communication is called situational speech. The child uses it when a question comes to him, when he encounters new objects and events.

As the child's range of communication and interest expands, the context acquires speech (meaningful completion of a specific text). This speech is acquired (develops) in kindergarten classes, in the regular training process. Explanatory speech is one of the forms of speech acquired by the child in the preschool period. With this speech, the child explains the content of the game to his friends. Explanatory speech, which is a form of communicative speech, is of great importance in the child's life activity. In the preschool period, this speech is just beginning to form and develop. During this period, there are also some phonetic defects in the child's speech. In special literature, the child's incorrect pronunciation of the "R" sound is called rotatism. To eliminate this defect, it is necessary to sit the child in front of the mirror and suggest him to open his mouth wide, bring the tip of his tongue closer to the base of his teeth and in this case express the sound "z". At this time, the child's tongue is raised from the bottom with a teaspoon and instructed to pronounce the sound "r". At this time, a sound similar to the "r" sound appears. The incorrect pronunciation
of the "l" sound is called lambdatism. For the correct pronunciation of this sound, it is necessary to instruct the child to insert the tongue between the incisors while flattened, then gently bite the tip of the tongue and in this case express the sound "l". In order to pronounce the sound "sh" correctly, it is necessary to instruct the child that when pronouncing the sound "s", he should bring the tip of his tongue closer to the base of the upper teeth, not the tip of the teeth.

In many cases, even if there is no defect in the speech organs, the child speaks with a defect. The reason for this is the child's inability to create a proper physiological mechanism for sound, negative educational influences, slurring and local accents. If these are not prevented early, they will take place in the child's speech for a long time. Sometimes such defects are considered cute and cannot be prevented, and in old age it becomes difficult to prevent them. In the II and III stages of speech development, along with the child's pronunciation, his vocabulary also develops rapidly. Along with the development and improvement of dialogic speech in preschool age, monologic speech, which is a more complex and independent type of speech, also begins to develop. During the III stage of speech development — enrichment of oral speech, the vocabulary increases rapidly: a 3-year-old child has 1000-1500 words, a 4-year-old child has 1600-1926 words, and a 5-6-year-old child has a vocabulary of up to 2500-3000 words.

Imagination is formed rapidly in preschool age. The child listens to the explanation of the adults and the teacher about the game and its course, and tries to recreate the course of the game in his imagination based on this explanation. In the pre-school age, the child's restorative imagination is still pale, the child cannot create accurate and rich images in accordance with the set goal. Along with restorative imagination, creative imagination also develops during preschool age. Many studies show that the first signs of creative imagination appear from the age of 3. When creating unusual copies, children refer to the materials of fairy tales and works of art. The realistic tendency is more noticeable in the imagination of high school seniors.
References: