

FACTORS AFFECTING THE DEVELOPMENT OF CONCENTRATION ABILITY IN PRE-SCHOOL CHILDREN IN MODERN CONDITIONS

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Abstract

In this article, the need to develop the ability to concentrate in children of preschool age, the factors affecting it, in particular, the assimilation of social norms, their observation in daily life activities, pedagogical conditions for the development of intellectual and creative abilities in children, the creation of a creative environment, thoughts are given about the mutual relations and cooperative actions of educators and children.

Key words

concentration, teacher, student, ability, intellectual ability, creative ability, creative environment, cooperation, quality education, concept.

INTRODUCTION

Today, comprehensive reforms and a number of measures are being implemented to ensure that preschool education, which is the basic foundation of the education system, is organized in a high-quality and up-to-date level. As the President of the Republic of Uzbekistan noted, "...from the moment a child is born, before school age, mental activity increases, moral, aesthetic and physical qualities are formed. ... That is why our strategic goal for the development of the field of preschool education in the coming years is to create the necessary conditions for the full inclusion of every child of the age of a preschool educational institution with this educational field."

DISCUSSION AND RESULTS

The Republic of Uzbekistan plans to make contract payments for the purchase of playgrounds and their delivery and installation services for state preschool educational organizations at the expense of the World Bank's "Improving Early Childhood Development" project. Also, a cooperative activity aimed at universal coverage of preschool education, signed between UNICEF and the Preschool Education Agency, has been launched. The development of the State program "State requirements for the development of children of primary and preschool age" and "First Step" created ample opportunities for the effective implementation of preschool education in the continuous education system. Of course, such reforms, aimed at updating preschool education both in form and content, require all pedagogues, starting from parents, to approach child education and his readiness for education based on the needs of the times. Within this study, children of preschool age (ages 6 to 7) were selected as the object of research. In many studies, it has been noted that the ability to concentrate in preschool children is the basis for the development of a number of abilities in them. In one of such studies, it is mentioned that the process of developing children's social intelligence in preschool education is characterized by their mental development, various mental processes - attention, understanding of information, ability to reason, perception, memory of information, ability to think and solve problems. In preschool children, the ability to concentrate is an important condition for their cognitive development. In her research, Sh. Khojamberdieva introduced children to artistic works to enjoy communication with adults, to listen to the work being read with interest and attention; not to be distracted from the work, to be able to say the names of characters through

illustrations and toys when studying familiar works (fairy tales, stories and poems) that are repeatedly listened to; able to show the content of artistic works through words, actions, gestures; striving to be able to express in one's speech based on remembering words and lines from familiar poems; expressed interest in looking at illustrations in children's books. It should be noted that the ability of children to understand, understand and tell stories and fairy tales is inextricably linked with their ability to concentrate. In her research on improving the methodology of teaching English to school-aged children by means of didactic games, B.Kh. Isaqulova analyzes the characteristics of didactic games and identifies the following features that are important in the process of teaching English to school-aged children. In particular, didactic games activate mental processes of children's activities (intuition, perception, thinking, imagination, memory, attention, speech, movement). Therefore, the pedagogical effectiveness of didactic games is inextricably linked with the mental processes of children's activities, including the ability to concentrate. A number of factors play an important role in the development of the ability to concentrate in preschool children. Some of them are discussed below. The development of design competence in preschool children also develops in connection with their ability to concentrate. Projecting (lat. projectus - thrown forward) is a set of intellectual actions, as a result of which a new product sample and a method, method and technological sequence of its production are created. As a result of her research, D.D. Zuparova emphasized that the development of the design competence of older preschool children, teaching children to think analytically through project activities, will create conditions for their development as well-rounded people in the future.

The development of children's ability to concentrate has a strong influence on their mastery of social norms. In her research, G.A. Ruzieva studied the issues of social intelligence development in preschool children. Children's "social intelligence is a unique form of organization of individual knowledge experience that provides an opportunity for effective perception and understanding of the surrounding world, the world. Social intellectual education includes understanding the interaction of existing knowledge about the surrounding world, their systematization, interests, skills, memory, perception, thinking, that is, the formation and development of all mental abilities. Pedagogical observations show that children who deviate from the norms of social etiquette have a lack of attention and are unable to concentrate. The ability to concentrate in preschool children is also reflected in their observation in daily life activities. In her research on the communication of preschool children, A. Isaboeva concluded that "by imitating others, children pick up not only the correct pronunciation, the secrets of using words and phrases, but also the speech imperfections found in adults." caused by The development of concentration skills in preschool children includes the concept of attention. This calls for a scientific study of the concept of attention. A condition for the formation of attention is, of course, the existence of an activity goal. First, involuntary attention is formed in children, and then, in the process of children's development, voluntary, focused attention begins to appear. The four stages of the genesis of voluntary attention are described as follows:

The first stage is related to the situation where other children, often adults, control the behavior and mind of the child, using the specified means, to implement his direct, voluntary actions, including involuntary attention.

In the second stage, the child himself has subjectivity and uses attention as a psychological tool to control the actions and mind of another person.

In the third stage, the child tries to use the methods of control of consciousness and actions previously used by other people in relation to him and repeats them in relation to them. It should be noted that in the third stage, the internalization of the act of controlling attention takes place, and it takes its final form in the fourth stage.

The act of controlling one's own attention in a child is carried out through interrelationship with internal images and internal speech and becomes an internal action. Educator and psychologist L.S. Vygotsky emphasizes that the transformation of attention into a higher psychological function takes place based on the law of development of higher psychological functions. External and internal attention are conventionally distinguished, but these forms of attention have their own characteristics, and these characteristics should be taken into account in the organization and management of human education, labor and physical activity. External attention is of leading importance in observing the surrounding objects and events, their reflection in the human mind. External attention is manifested in the active orientation of sensory organs to the object of perception and observation, attention to body organs, including hands, feet, and their tension. External attention (sensing, moving (motor)) is clearly manifested in the eyes, head movements, facial expressions, mime and pantomime movements, standing in a ready position to perform one or another educational, work, physical task.

Focusing on the objects and phenomena of real existence leads to increased sensitivity, that is, the static and kinesthetic state of the sense organs - sight, hearing, smell, taste, touch and temperament, the body and its organs. helps in sensitization. Sensitization of the senses helps to clearly perceive objects and events, their elements. Attention is focused on expected objects and events in the external environment - signals for action, such as in work and sports activities. Attention to expected objects and events is called presensory and premotoric. Intellectual attention is focused on the activity of mental processes (perception, memory, imagination, thinking) and the analysis of mental organs and experiences. Internal attention, for example, is clearly manifested in working on imaginary problems, in memory, in imaginative thinking. The ability to focus on internal mental activity is of great practical importance. Such concentration is related to the ability to imagine objects and the process of actions, to analyze them imaginatively. Self-awareness is impossible without paying attention to the internal, subjective states and individual characteristics of mental activity. At the time of inner attention, the perception level of the senses decreases, a person may not see familiar people, may not hear when people address him, and may be distracted from his work. 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. 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. At present, the feeling of lack of oxygen in people is increasing day by day. As a result, people's memory and thinking ability decrease, and people become nervous. The human body is not adapted to it. Many diseases are caused by lack of oxygen, immunity decreases. Even in pre-school educational organizations, the organization of activities in the courtyard, in the heart of nature, rather than in rooms, raises the mood of children and

develops their ability to concentrate. Children's bodies are saturated with oxygen, and as a result, their brain functions are normalized. As a result of scientific research, it was noted that the following factors affect children's ability to concentrate:

- emotional state. If children are in a positive emotional state, it is easier to focus and concentrate. Otherwise, concentration decreases during depression, negative mood;
- physical condition;
- motor activity;
- environmental conditions (for example, media influence);
- eating;
- sleep.

The mentioned factors are interconnected, and all factors together ensure the normal development of children's ability to concentrate.

CONCLUSION

In general, many factors affect the development of the ability to concentrate in children of preschool age. This requires methodical competence, creativity and creativity from the educator-pedagogue in pedagogical practice. Also, in addition to pedagogical knowledge, educators should continuously develop psychological knowledge.

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