BASES OF FORMATION OF INTELLECTUAL THINKING AT CHILDREN OF PRESCHOOL AGE BY MEANS OF DOLLS

M. Normurodova
Jizzakh State Pedagogical Institute, 4, Rashidov Str., Jizzakh 130100 Uzbekistan
jdpiok@intel.uz

Abstract. Development of mental capacities of children of early age – one of actual problems of preschool education. In this article value of formation of intellectual thinking of children of 3-5 years means of dolls reveals, mind, "thinking" are given an explanation of concepts , tasks of parents and tutors of preschool educational institutions of formation of thinking of children are designated. The author proved use of dolls in development of children's thinking as symbol of real people, their identity, the relations to the world. In this regard requirements to selection of dolls and the content of games with them cognitive character are formulated, is indicated the need of a support on the theoretical, methodical and practical bases developed by specialists in the field of preschool training and education.

Key words: preschool education, personality, intellectual thinking, developing, knowledge, formation of thinking, creative skills.

The period of preschool education – very important step in development of the personality. It is especially important to develop thinking of children at 3-5 ages.

"Mind" (understanding) is a property of a human brain to reflect reality and to operate activity and the relations of the personality (Dost, Musurmonova and Risqiev, 2000). Reflection and the relation take an important place in human life. "Thinking" is a process realized on the high standard of knowledge, full and concrete reflection of reality (Yoldosheva, 2001). And the knowledge is considered primary sign. In this sense "the reasonable thinking" means reality reflection in consciousness of the person by means of (or with participation) knowledge. Formation of intellectual thinking is included into structure of intellectual education which is carried out by means of different means, forms and receptions. One of such means of formation of thinking at children of 3-5 years – dolls.

Dolls represent figurative reflection of events, situations, processes. Dolls appeared together with a human civilization therefore they bear in themselves national and universal features and values. Their "figurativeness" can be used effectively for formation of reasonable thinking of children of preschool age. It is necessary to emphasize that the intellectual thinking differs from cognitive, emotional and conceptual thinking.

Preschool education in Uzbekistan is carried out in preschool educational institutions, in a family and the kindergartens which have passed accreditation (Karimov, 2008).

One of the main objectives of preschool education is intellectual education of children. Scientists, teachers of our country among problems of intellectual education of children defined development of memory, thinking, representations and creative skills (Zimnyaya, 2002).

In intellectual education of children scientists allocate an orientation for knowledge and the world and recommend to keep an eye on the following aspects (Halpern, 2000):

– formation of strong-willed qualities, memory and cognitative potential in the process of knowledge and training;
– development of skills educational and brainwork;
– education of interest to work with various cognitive means;
– development of qualities of independence, reflection, creativity.

The special attention in the process of intellectual education (in the conditions of a family, preschool institutions, specialized kindergartens) is given to questions of formation of intellectual thinking. Usually at life of children of this age (3-5 years) there are elements of physical, moral, esthetic training (it is closer to natural development of children) more. But we speak about formation of intellectual thinking because it is
primary incentive to knowledge of the personality and the real world. And in this process use of dolls yields positive result. It is possible to explain this fact with the following reasons:

– first, children of 3-5 years always is interested in dolls and create with them certain relations;
– secondly, dolls is a troupe of idea, thought and approaches;
– thirdly, means of game with dolls it is possible to direct the child on perception of any idea, on reflection and an exchange of thoughts.

Therefore it is expedient to parents, tutors of preschool institutions to use dolls in the process of intellectual development of children, but thus they have to lean on pedagogical bases which, in our opinion, consist in the following:

1. Right choice of dolls. It is necessary to approach to the matter consciously because in the conditions of market economy and the competition (and it for anybody not a secret) dolls with violation of requirements of an esthetics, moral, design are made. In this regard it is recommended to take into account:

– dolls have to correspond to age, sex and physical features of the child, dolls has to be much and various;
– dolls have to answer esthetic to moral, natural and design requirements;
– dolls can be changed depending on age of the child, it is necessary that dolls corresponded to national and universal criteria and expressed a certain idea or thought.

2. Explanation of a role and value of a doll.

Usually parents or the tutors who are engaged with children, are limited to that name a doll. Meanwhile, it is necessary to explain completely meaning, put in a toy. We will provide the approximate list of data on a doll:

– that the doll whom represents designates;
– the maintenance of appearance of a doll and why it so looks;
– what matter blossoming dolls (clothes, a hair, an eye and B'day);
– as it is necessary to treat a doll (as to the daughter, the little sister, the girlfriend);
– when it is best of all to play with a doll;
– as it is necessary to protect a doll, to look after it.

The correct explanation of value of dolls – an important step of occurrence into work on formation of intellectual thinking of the child. And in this question it is recommended to use the help of specialists.


Supervision show that preschool children often play with dolls individually, that is it is possible to tell that dolls for them means of calm. But dolls it is possible to turn over and in means of intellectual education. For this purpose parents, tutors and those who is engaged with children, have to organize cognitive, developing games. It is necessary to provide the following actions:

– introduction in consciousness of the child of a certain idea;
– the organization of the game, interesting the child;
– active participation in game of the child with dolls;
– active participation in game of the child with dolls;
– the address to the child with questions during game;
– moral encouragement (praise) of the child for "progress" in game;
– individual recommendations for the child after game.

The organization of cognitive, substantial games with dolls, promotes development of imagination of children induces them to reasoning. Children have many questions in the process of game. As children gain skills of participation in cognitive games, they develop independence, an initiative.


In effect dolls it is the figurative sketch of a real and material world. In order that they served as means of formation of intellectual thinking of children of 3-5 years, it is expedient in game with dolls to provide the solution of didactic tasks:

– to teach the child to appreciate dolls;
– to direct children on "conversation" with dolls;
– to impart interest not only to new, but also to "old" dolls;
– to turn a doll in constant "companion" of the child;
– to bring up careful attitude to a doll at the child;
to form a conscientious attitude to a doll.

Methods of formation of intellectual thinking of children of preschool age are various. The choice of the most effective method is carried out taking into account real conditions, opportunities, specific features of children.

5. Support to the aid specialists

In the field of preschool education today there are a lot of the specialists owning theoretical knowledge and methods of training – teachers, psychologists, physiologists. Their debt to give help in questions of education and training of children. Use of consultations, councils of scientists, scientists can be carried out in the following directions:

- choice of the professional – the consultant;
- continuous communication with specialists;
- discussion of achievements and shortcomings of educational activity;
- studying of new ideas, games, methods and the recommendations offered by specialists;
- selection of data on the scientific, practical and methodical literature prepared by specialists – specialists in the field of preschool education.

Different aspects of use of scientific, theoretical and methodical bases will help tutors – to practices successfully to realize problems of formation of intellectual thinking of children 3-5 ages.

When using dolls as development tools of cogitative activity of preschool children it is necessary to rely on new creative approaches to educational process, in the conditions of occurrence of computer technologies and mobile communication on mentality of the child intellectual development of the child becomes more and more actual problem. We face the facts when on a threshold to school there are children with the undeveloped mental capacities, not able to argue and independently to think. It is of immense hobby for computer games in result (5, 256). And in this sense of a doll there are the development tool of thought invariable and checked by eyelids, memories and reasoning with children. Intellectual development personifies ideological, esthetic, creative thinking, formation of the emotional sphere of the child (Yoldosheva, 2001). Purposeful use of dolls in formation of intellectual thinking of children of preschool age promotes:

- to development of cogitative activity;
- to strengthening of memory and formation of representations;
- to education of creative activity of children.

References


