**МЕКТЕПКЕ ДЕЙІНГІ, БАСТАУЫШ БІЛІМ БЕРУ,
АРНАЙЫ ЖӘНЕ ҚОСЫМША БІЛІМ БЕРУ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ДОШКОЛЬНОГО И НАЧАЛЬНОГО,
СПЕЦИАЛЬНОГО И ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ**

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THE EFFECTIVENESS OF METHODS IN THE FORMATION OF INTELLECTUAL SKILLS OF PRESCHOOL CHILDREN

Abstract

This article is devoted to the study of the effectiveness of the methods used in the development of intellectual skills of preschool children. Modern new technologies, globalization, demographic conditions have brought new changes to society. Knowledge that was enough for previous generations is not enough to be successful at the moment. Critical thinking, communication with other people, the ability to solve various problems, intellectual skills have been recognized by employers and researchers in the field of education as the most important abilities for the XXI century. The modern education system has changed the goals of people and introduced the widest possible list of skills into educational programs.

The article emphasizes the specifics of the methods used for preschool children, revealing the importance of developing intellectual skills. The issue of attention of international researchers in the field of quality of education is the systematic updating of the content of education, methods and forms of training, assessment of educational results in accordance with the demands of time. Further continuous development of the acquired knowledge in preschool age will ensure a bright future.

The article examines the features of the experimental-empirical study and organization of the formation of intellectual skills of children of the preschool adult group, analyzes the results of the experimental study in quantitative and qualitative terms.In the upbringing and training of preschool children, the main focus is on the problem of educating a competitive generation through the development of the child's physical, communicative, cognitive, intellectual, creative skills, research abilities.

Keywords: intellectual development, older preschool children, educational games, preschool age, critical thinking.

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МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ ЗИЯТКЕРЛІК ДАҒДЫСЫН ҚАЛЫПТАСТЫРУДАҒЫ ӘДІСТЕМЕЛЕРДІҢ ТИІМДІЛІГІ

Аңдатпа

Бұл мақала мектеп жасына дейінгі балалардың зияткерлік дағдысын дамытуда қолданылатын әдістердің тиімділігін зерттеуге арналған. Қазіргі таңдағы жаңа технологиялар, жаһандану, демографиялық жағдайлар қоғамға жаңа өзгерістер әкелді. Алдыңғы ұрпақтарға жеткілікті болған білім – қазіргі уақытта табысты болу үшін жеткіліксіз. Сыни ойлауды, басқа адамдармен қарым-қатынас жасауды, әр түрлі мәселелерді шеше білуді, зияткерлік дағдыларды жұмыс берушілер мен білім беру саласының зерттеушілері XXI ғасыр үшін ең маңызды қабілеттер деп таныды. Қазіргі білім беру жүйесі адамдардың мақсаттарын өзгертті және білім беру бағдарламаларына дағдылардың барынша кең тізбесін енгізді.

Мақала зияткерлік дағдыны дамытудың маңыздылығын аша отырып, мектеп жасына дейінгі балаларға қолданылатын әдістемелердің ерекшелігін атап көрсетеді. Барлық елдердің арасында адамдардың бойында бәсекеге қабілеттілігін ұзақ уақытқа әрі тиімді қалыптастыратын стратегия – білім беру болып есептеледі. Ол

XXI ғасырда негізгі дағдыларды дамыту үшін жағдай жасауға бағытталған. Белгілі бір бағыттағы осы дағдылардың әр түрлі конфигурациясына, ғылым, технология және тағы басқа салаларда орын алған өзгерістерге қарамастан, адамзат табысты болу үшін негізгі құзіреттер жиынтығы тұрақты болып қалыптасқан. Осыған орай, кез-келген білім дағдысына аса көңіл бөлу – қазіргі күнгі міндеттер қатарын толықтыратыны анық.

Мақалада мектепке дейінгі ересек топ балаларының зияткерлік дағдыларын қалыптастырудың эксперименттік-эмпирикалық зерттеуі мен ұйымдастырылудың ерекшеліктері қарастырылып, эксперименттік зерттеу нәтижелері сандық және сапалық тұрғыдан талданады. Мектеп жасына дейінгі балаларды тәрбиелеу мен оқытуда баланың физикалық, коммуникативтік, танымдық, зияткерлік, шығармашылық дағдыларын, зерттеушілік қабілеттерін дамыту арқылы бәсекеге қабілетті ұрпақ тәрбиелеу мәселесі басты назарда.

Түйін сөздер: зияткерлік даму, ересек жас балалар, дамытушы ойындар, мектепке дейінгі кезең, сыни ойлау.

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ЭФФЕКТИВНОСТЬ МЕТОДИК В ФОРМИРОВАНИИ ИНТЕЛЛЕКТУАЛЬНЫХ НАВЫКОВ ДОШКОЛЬНИКОВ

Аннотация

Данная статья посвящена изучению эффективности методов, используемых в развитии интеллектуальных навыков дошкольников. Новые современные технологии, глобализация, демографические условия привели к новым изменениям в обществе. Знаний, которых было достаточно для предыдущих поколений, в настоящее время недостаточно для успеха. Критическое мышление, общение с другими людьми, умение решать различные проблемы, интеллектуальные навыки были признаны работодателями и исследователями сферы образования наиболее важными способностями для 21 века. Современная система образования изменила цели людей и ввела в образовательные программы максимально широкий перечень навыков.

В статье подчеркивается специфика методик, применяемых к дошкольникам, раскрывая важность развития интеллектуальных навыков. Стратегией, которая надолго и эффективно формирует конкурентоспособность людей среди всех стран, является образование. Он направлен на создание условий для развития базовых навыков в XXI веке. Несмотря на различную конфигурацию этих навыков в определенной области, изменения, происходящие в науке, технологиях и других областях, набор ключевых компетенций, необходимых человечеству для достижения успеха, остается стабильным. В этой связи, очевидно, что особое внимание к любым образовательным навыкам-это то, что дополняет ряд задач на сегодняшний день.

В статье рассматриваются особенности экспериментально-эмпирического исследования и организации формирования интеллектуальных навыков детей старшей группы дошкольного возраста, анализируются результаты экспериментального исследования с количественной и качественной точки зрения. В воспитании и обучении дошкольников в центре внимания проблема воспитания конкурентоспособного поколения через развитие физических, коммуникативных, познавательных, интеллектуальных, творческих навыков, исследовательских способностей ребенка.

Ключевые слова: интеллектуальное развитие, дети старшего возраста, развивающие игры, дошкольный период, критическое мышление.

Introduction. Currently, in the context of the economic development of the country, the main attention is paid to the implementation of full-fledged development and disclosure of the potential of preschool children on the basis of general human and national values, taking into account their personal interests, characteristics and needs. In accordance with this, it is necessary to create favorable conditions for the development of physical, intellectual, cognitive-speech, artistic, aesthetic, creative abilities of pupils.

In the address of the head of state K.K.Tokayev to the people of Kazakhstan in September 2023, it was noted as an important issue – the education system, and the focus should be on preschool educational work [1]. This industry plays an important role in improving the quality of the nation. In Kazakh, there is a saying: "If you want to be a country, fix your cradle." Therefore, the focus should be on preschool educational work. Preschool is the period of mastering the skills necessary for a child's life and their development. The teacher should create conditions for the maximum

disclosure and development of the potential of each child, taking into account the interests, individual characteristics and needs of children,-says in the standard curriculum of preschool education and Training [2]. In preschool age, the perception of knowledge is carried out at an accelerated pace and is even formed. Cognitive processes mature, the child learns simple methods of mental activity. That is why the formation of intellectual skills of preschool children is relevant.

Basic provisions. The standard curriculum of preschool education and training states that "the development of cognitive and intellectual skills is carried out daily in a playful way, taking into account the individual characteristics of children and through organized activities of the basics of mathematics"[3].

In order to properly organize the development of intellectual skills of preschool children, it is necessary to know the laws and possibilities of their physiological development. Scientists as the basis for the development of intellectual skills, the laws of development of intuition and perception necessary for the analysis of the content and methods of sensory education are regulated; the formation of their visual motor, figurative and conceptual, logical thinking is studied; the features of the formation of cognitive abilities are revealed [4]. The concept of intelligence is the development of cognitive mental processes - intuition, perception, memory, imagination, thinking, as well as speech. Therefore, the development of intellectual skills of children of the adult group is of particular importance. However, at present, the reasons for the difficulties in implementing the development of this skill in preschool children have not been identified, and the lack of a mechanism for its implementation makes it necessary to study this problem from a theoretical and practical point of view. Intellectual skills are manifested in the ability to analyze, compare, generalize, juxtapose, synthesize and are clearly visible in the development of the child's ability to speak, focus, perceive, remember, fantasize, think. The development of intellectual skills and mental experience is closely related to the education of certain personal qualities. Conditionally, they can be divided into 4 groups:

- ✓ cognitive: initiative, curiosity, independence.
- ✓ self-esteem: self-confidence, a sense of intellectual competence.
- ✓ communicative: goodwill, the ability to take into account the point of view of another person, criticality in assessing "non-controversial" realities, the ability to intellectual dialogue.
- ✓ emotional: to describe the attitude to the phenomena of life, to the surrounding reality, to art, creativity, cognition, intellectual activity [5].

The development of intellectual skills of preschool children plays a leading role. After all, it forms the skills of easy and quick assimilation of educational activities. At this age, cognitive processes mature, new information is learned, intensive knowledge is accumulated and cognitive processes are improved and speech is formed. As can be seen from scientific research, a child with developed intellectual skills is more interested in learning, his attention is more stable, and his memory improves [6].

Creation of comfortable and safe educational conditions for the upbringing and training of preschool children in the standard curriculum of preschool education and training, the formation of age-appropriate skills and abilities, physical development of children, the development of communicative, cognitive, intellectual, creative skills, research abilities, social- he noted that the formation of emotional skills, the use of innovative methods and technologies for the development of intellectual, social skills and personality of the child, the provision of equal initial opportunities for the physical, psychological, emotional, social readiness of the child to study at school [7].

In an experimental and empirical study, the following diagnostic methods were used by us to determine the features and levels of development of intellectual skills of children of the preschool adult group [8]:

1) "Asking questions "(author: M.B.Shumakova);

2) Methodology for the study of educational motivation by M.R.Ginzburg (author's modification of I.Yu.

3)"Assessment of the use of communication tools" (methodology of E.A.Voronich based on the tasks of E.M.Mostyukova, T.B.Filichiva);

4) "Coloring" technique (author: G.R.Khuzeeva)

5) D.Weksler test (WPPSI) for the study of the intelligence of preschool children 4-6.5 years old (adapted by M.N.Ilyina);

6) Methods of studying cognitive processes (author:R.S.Nemov),

Description of methods:

1. Methodology "Asking questions "(according to M. B. Shumakova)

Purpose: to study the cognitive activity of a preschooler, the ability to ask questions.

Diagnostic indicators: curiosity, curiosity, cognitive need, cognitive interest.

Age range: adult preschool age.

Source: children

Form and conditions of the event: individual, group.

Instructions: preparation and conduct of the study. Select two images. One should be close in content to children (they can be children playing, winter entertainment, etc., the second should depict objects unfamiliar to him.

Invite the child to play the game "Ask a question". Tell him that he can ask about everything he wants to know about the objects depicted in the pictures. In the protocols, write down the name, gender, age and questions of each child.

Data processing and interpretation. The resulting materials are processed according to the following criteria:

– the breadth of objects depicted in the paintings;

- the number of questions asked by one child;

- question type.

1st type. Questioning is questions aimed at identifying and defining the object of study ("Who is this?", "What are books for?»).

2nd type. Determining questions-related to highlighting all the features and properties of objects, determining time and spatial characteristics ("Does a camel love bread?", "What is the hat made of?", "And the water is cold?»).

Type 3. Causal questions-relate to the knowledge of the relationship of objects, the identification of causes, patterns, the essence of phenomena ("Why does the child frown?", "Why does a girl need a bag?", "What are they frozen?»).

4th type. Questions are asked in the form of expressions of assumptions ("does the child not go to school because he did not do lessons?", "Is the girl crying because she is lost?»).

10 points-the child asked 4 questions and more than all types; 8-9 points the child asked 3-4 questions of all types; 4-7 points the child asks 2 to 3 questions; 2-3 points the child asks 1 question; 0-1 points the child could not ask a single question.

Transfer points to a level:

10 points – very high level;

8-9 points-high level;

4-7 points-average level;

2-3 points-low level;

0-1 points is a very low level.

They draw conclusions about the level of cognitive activity of children, the ability to ask questions. Children who do not know how to ask questions are given special attention in the future

The game "ask questions" can be used to teach children to ask questions.

2. Methodology of the study of educational motivation by M.R.Ginzburg (author's modification of I. Yu.

Purpose: to determine the motivation of learning in children of preschool adulthood.

Form of holding: individual, group.

Equipment: stimulating material for the technique, sheets of paper depicting three squares, a set of pencils by the number of children (red, blue, green, yellow, orange, brown).

Warning. When diagnosing in a group, children should be seated at the table one at a time.

Teacher-psychologist's Guide: now I will read you (you) a story. In one city there were boys and girls like you (you). They were like you 6-7 years old. And they, like you, were about to go to school. Now I will introduce you to them. Here they are.

The first child said: "I go to school because my mother forces me. If it weren't for my mother, I wouldn't have gone to school." (On a table or magnetic board in front of the child, the educator-psychologist puts a card with a portfolio in his hands [external motif], with the image of a woman and a child with a Red Square in the corner.)

The first girl said: "I go to school because I like to conduct classes. If there was no school, I would study anyway." (The teacher-psychologist places in the corner a card of a child sitting at a desk with a blue square [reading motif].)

The second child said:" I go to school because there are a lot of guys who have fun and can play." (The teacher-psychologist places a card in the corner with two children playing a ball with a yellow square [game motif].)

The third child said: "I go to school because I want to be big. At school, I will become an adult, and now I am small. (The teacher-psychologist places a card with the image of two people standing with their backs to each other: higher, with a portfolio in hand, lower – a toy car [positional motif], with a Green Square in the corner.)

The second girl said: "I go to school, because it is necessary to study. Without teaching, you can do nothing, and when you learn, you can become who you want. (The teacher-psychologist places a map of a person with a portfolio in his hands, going to a building [social motive], with a brown rectangle in the corner.)

The fourth child said," I'm going to school to get an A." (The teacher-psychologist places a card with an orange rectangle in the corner, with a picture of a child holding an open notebook [sign] in his hands.)

Look, guys, every boy and every girl has their own color.

Now I'll spread the leaves for you. Three empty windows are inserted into them. I will ask you questions, and you will answer and paint the window in the color of your choice.

Which of the guys do you think is right? Select and paint the first window with the color of your choice. (Pause.)

Which of them would you like to play with? Select and paint the second window with the color of your choice. (Pause.)

Which of them would you like to study with? Select and paint the third window with the color of your choice. (Pause.)

Children constantly make choices. If the child's answer does not contain enough content, you need to ask a control question: "What did this child (this girl) say (said)?"This is necessary in order to be sure that the child made his choice based on the content of the story, and not accidentally showing one of the six pictures.

Processing results. The predominant motivation for learning is diagnosed with the highest number of points. In addition, the child can be guided by other motives. The lack of formation of motivation for learning is evidenced by the lack of benefits (different approaches in all cases).

Materials and methods. In this section, the features of experimental and empirical research and organization of the formation of intellectual skills of children of the preschool adult group through developing games are considered, the results of experimental research are analyzed in quantitative and qualitative terms.

The task of this unit is to present the results of the initial state of development of intellectual skills of children of the preschool adult group using extensive diagnostic tools and an author's questionnaire.

Before verifying and verifying the effectiveness of the proposed system of formative activities for the development of intellectual skills of children of a modern preschool adult group, a determining experiment forms the most important stage of experimental work.

It consists in conducting procedures for determining the general picture and level of development of intellectual skills of children of the preschool adult group.

The methods used at the diagnostic stage were selected in order to identify the structural components of intellectual abilities (motivational-cognitive, emotional-intellectual and activity).

Based on the purpose and objectives of the study, and it was necessary to select a set of psychodiagnstic techniques suitable for studying the main aspects of the intellectual skills of children of the preschool adult group.

The first component of the formation of intellectual skills of children of the preschool adult group consisted in the need to study the level of intellectual motivation of children in order to identify their cognitive motives associated with satisfying the motivation of intellectual and cognitive activity in determining the motivational and cognitive component. The methods should be aimed at revealing and reflecting the features of the field of cognitive motivation and be accessible to ordinary and preschoolers. In the course of the study of intellectual motivation, we set the task to study the level of cognitive motivation of a preschooler, the level of development of their main cognitive processes, various components of intellectual skills that affect the intellectual abilities of preschoolers.

It should be noted that in this framework

In addition, the methodological complex included a wide range of the following methods:

As one of the methods of empirical research, it is known that experimental experimentation is carried out in such conditions that the studied mental phenomena and processes are fully controlled and controlled.

And the main method that allows you to identify the patterns and mechanisms of formation of the studied phenomena and processes is a pedagogical experiment. It is understood as the practice of scientific cognition, which is based on observation in accordance with a specific research goal and is aimed at a purposeful and planned study of a psychological and pedagogical phenomenon in pedagogical conditions.

Experimental work is the main way to test the scientific forecast and theoretical foundations on the research problem.

In an experimental and empirical study, the following diagnostic methods were used by us to determine the features and levels of development of intellectual skills of children of the preschool adult group:

- ✓ "Coloring" technique (author: G. R. Khuzeeva)
- ✓ D. Weksler test (WPPSI) for the study of the intelligence of preschool children 4-6.5 years old (adapted by M. N. Ilyina);
- ✓ Methods of studying cognitive processes (author: R. S. Nemov)

In particular, the adult preschool group in the experimental group the level of development of cognitive needs and interests of their children; the formation of motivation for learning at school, the level of cognitive activity, ability to ask different questions, desire to study at school, cognitive

increased needs and interests, i.e. cognitive motivation noticed. Their emotional and communicative spheres are also significantly increased –for example, the ability to exchange two-way information in interpersonal communication, communication-emotional perception of the relationship partner and positive with peers be able to establish an emotional relationship, overcome communication barriers ability to recognize the emotions of another person, adults and show respect for loved ones; be able to express their emotional state, social ability to understand the demands that adults make in interaction we notice an increase.

Results and discussion. The experimental work was carried out with the children of the adult group (in the groups "Kulynshak", "Tolagai", "Balausa", "Karlygash") in the "nursery-kindergartens" of state municipal state-owned enterprises of Almaty №105, №179, №147.

The number of subjects in the sample group. A total of 106 children took part in the experimental-empirical study. Of these, there were 54 children in the experimental group and 52 in the control group. The mental and intellectual development of a preschooler is the most important area of his general mental development and is an important component of preparation for school and for his entire future life.

But mental development itself is a complex process: it is the formation of cognitive interests, the accumulation of various knowledge and skills, the acquisition of speech. The "core" of mental development, the main content of which is the development of mental abilities, that is, psychological qualities that determine the ease and speed of acquiring new knowledge and skills, the ability to use them to solve various problems.

The purpose of teaching in kindergarten is for the child to master a certain circle of knowledge and skills established by the program. In this case, the development of mental abilities is achieved indirectly: in the process of mastering knowledge. This is where the essence of the widespread concept of" developmental learning " lies. The developing effect of learning depends on what kind of education is given to children and what teaching methods are used. The comprehensive development of preschool children can be carried out only on the basis of game activity, during which children form the imagination and symbolic function of consciousness, acquire the experience of communication with peers, understand moral values and rules of behavior in society. The process of teaching preschool children using didactic or educational games occurs in an accessible and attractive way

Conclusion. The analysis of the relevance of the problem revealed that there are contradictions in pedagogical science in the implementation of the formation of intellectual skills of children of preschool age groups, between its theoretical and practical justification, as well as the lack of study of the theoretical foundations of practical implementation of the use of developmental games for the development of intellectual skills of children of preschool adulthood, formation of intellectual skills the need for inclusion in the pedagogical process organized in preschool organizations on the basis of game activities and the lack of a special methodological complex for its implementation. These contradictions determined the problem of our research work, which is determined by the need to identify the theoretical foundations of the formation of intellectual skills of children of preschool adulthood through developing games and to propose and implement in practice its effective methodological complex.

The level of development of intellectual abilities of children in groups will increase if the development of a methodological system for the formation of intellectual skills of children of a preschool adult group and its experimental testing are carried out taking into account the methods we have noted above.

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МЕКТЕП ЖАСЫНА ДЕЙІНГІ ЕРЕСЕК БАЛАЛАРДЫҢ КИБЕРМӘДЕНИЕТІН ДАМЫТУДЫҢ ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа

Мектеп жасына дейінгі ересек балалардың кибермәдениетін дамыту мәселесі соңғы онжылдықта жанданып, өзекті мәселелердің біріне айналуда. Қазіргі қоғам - ақпараттық технологияларды дамыту және әртараптандыру қоғамы.

Бұл мақалада авторлар отбасындағы қазіргі мектеп жасына дейінгі балалардың ақпараттық қауіпсіздігін қамтамасыз ету мәселесінің жай-күйіне талдау жасаған. Айта кету керек, XXI ғасыр балаларының цифрлық бұқаралық ақпарат құралдары мен коммуникацияларды пайдаланумен байланысты дағдыларын әлемдік ғылыми, қоғамдық және ата-аналар қауымдастықтары белсенді зерттеп, талқылауда. Мектеп жасына дейінгі балалар әртүрлі ақпараттық ағынның қақтығыстарына ұшырайды, олар пайдалы және қажеттіліктен ашық агрессивті, манипуляцияға дейін өзгереді. Себебі, мектеп жасына дейінгі бала ақпараттар легін пайдалы, пайдасыз деп іріктей алмайды. Сондықтан, мектеп жасына дейінгі балалардың кибермәдениетін дамытуда ересектердің, тәрбиешілер мен ата-аналардың атқаратын рөлі орасан зор.

Мақалада сонымен қатар, мектеп жасына дейінгі ересек балалардың кибермәдениетін дамытудың педагогикалық аспектілері жан-жақты қарастырылған. Сонымен қатар мақалада авторлар кибермәдениетті дамытудың педагогикалық мәнін анықтауда бірнеше заманауи ғылыми-педагогикалық тәсілдерге сүйеніп, дамыту жолдарын «Киберкеңістік» бағдарламасы арқылы ұтымды дәлелдей алған.

Сондай ақ, мақалада ғылыми әдебиеттер талданып, мектеп жасына дейінгі ересек балаларда кибермәдениетті дамытудың әдістемелік мәселелері шешімін тапқан.

Түйін сөздер: мектеп жасына дейінгі бала, мектеп жасына дейінгі ересек бала, мектепке дейінгі оқыту, мектепке дейінгі тәрбие, мектепке дейінгі ұйым, педагог-тәрбиеші.