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OPPORTUNITIES FOR THE FORMATION OF INTELLECTUAL SKILLS OF PRESCHOOL CHILDREN THROUGH DEVELOPMENTAL GAMES

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Abstract. In this article, the theories of the formation of intellectual skills of preschool children are substantiated and presented from a practical point of view through the results of practice. In the preschool period, they revealed the possibilities of developing intellectual skills of the child through developing games. The concept of intelligence and intelligence is currently in widespread use and is becoming one of the most relevant topics. In accordance with the period of technological rapid development and globalization of our time, in accordance with demographic growth, new changes are observed in our society. In this regard, the types of skills and abilities that should be present in the younger generation are increasing. In the upbringing and training of preschool children, the 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. In the period from four to five years, the child experiences an important stage, perception and desire to learn the new, the author notes the scientifically sustained theories, the features of the experimental research are analyzed quantitatively and qualitively.

The article presented a list of developmental games as effective tools for the development of intellectual skills of children of the adult group. It is written on the basis of the state program for the development of educational system Republic of Kazakhstan and the concept, and for the correct organization of intellectual skills, it is necessary

To know the laws and possibilities of physiological development in a child. As noted in the article, the analysis of the content and methods of sensory education scientifically substantiated the development of perception and institution, the sequence of formation of logical thinking, revealed the psychological and pedagogical features of developing games in the formation of intellectual skills of children of preschool age group.

Key words: intellectual development, older preschool children, educational games, preschool children, preschool age, mental education, attention, memory capacity, intelligence

Introduction

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. 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 an accelerated pace and is even formed. Cognitive

processes mature, the learns simple methods of mental activity. That is why the formation of intellectual skills of preschool children is relevant.

Currently, the organization of psychological training of preschoolers through innovative technologies, the development of intellectual, cognitive skills in an innovative way, the formation of safe and age-appropriate skills and abilities for upbringing and education is becoming an urgent problem. 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 are studying the patterns of development of intuition and perception necessary for the analysis of the content and methods of sensory education as the basis for the development of intellectual skills; the formation of their visual motor, figurative and conceptual, logical thinking is studied; the features of the formation 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 implementation makes it necessary to study this problem from a theoretical and practical point of view [3].

Kant considered the term intellectual as the ability to form a concept, and reason as the ability to generate in German classical philosophy and was clarified in Hegel`s concept of reason and reason.

At the end of the XIX century in experimental psychology, methods for assessing intelligence as a degree of development of reason appear, which determine the system of its statistical processing with the help of many special tests and factor analyzes [4].

In a broad sense, intelligence is the mental abilities of a person, the totality of all cognitive processes. In a narrow sense-mind, thinking. In the structure of human intelligence, the leading components include thinking, memory and the ability to behave intellectually in problem situations. While ancient Greek philosophers and thinkers pointed out the importance of the intellectual development of a child at an early age, it is continued in modern works and is studied more deeply [5].

The definition of intelligence as a set of general abilities is associated with the works of S.L.Rubinstein and B.M.Teplov. We can say that the intellectual characteristics of the individual play a huge role in the overall success of the activity. Abilities are considered as regulators of action/ and intellectual activity is distinguished as a unit in which mental abilities and the motivational structure of the personality are synthesized [6]. The stage of intellectual development according to Piaget:

- Sensorimotor intelligence (from 0 to 2 years)
- Preoperative thinking (from 2 to 7-8years)
- Stage of actual operations (from 7-8 to 11-12 years).
- Formal operations (from 12 years and up)

In preschool age, the perception of knowledge is carried out 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.

Materials and methods

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 and empirical 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 [7]. 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 psych diagnostic techniques suitable for studying the main aspects of the intellectual skills of children of the preschool adult group [8].

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 component. The methods should be aimed at revealing and reflecting the features of the field of cognitive motivation and should be accessible to ordinary and preschoolers [9]. 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 effect the intellectual abilities of preschoolers.

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.

It is understood as the practice of scientific cognition, which is based on observation in accordance with a specific research goal and aimed at a purposeful and planned study of a psychological and pedagogical phenomenon in pedagogical conditions [10]. Experimental work is the main way to test the scientific forecast and theoretical foundations on the research problem. Intellectual skill functions by connecting with the brain and anatomical physiological features of the personality, formed on the basis of heredity, which is considered a dynamic structure [11]. In our research work for features and levels of development of intellectual skills of children of the adult group we used the following diagnostic methods:

1. M.R.Giznburg "Study of learning motivation"
2. "Assesment of the use of communication tools"
3. "Asking questions"
4. "Coloring"

We take the game as a basis as the main tool in mental education. Through game activity, we form an active mental activity of the child and increase the desire to learn. The main features of child play and work it is known that a child cannot create real materials and spiritual wealth during the game, and work is the main way to produce such good. But even so, the game plays a very special role in the growth and development of the child. After all, the game forms the corresponding qualitative qualities and habits, skills of the future working person.

Results

We note that as a result of the analysis and research, the level of development and activity of children who participated in the development activities carried out increased well. Also demonstrated the effectiveness of our research work and the methods used on the basis of quantitative and qualitative analysis. In our experimental work we used developmental games as an effective means of developing the child`s mental qualities and communicating with other people. By solving the situations that arise, the child`s thinking, imagination, memory mature, children notice the mistakes of others and learn from them, learns to behave, be restrained, and norm of behavior.

Table 1 - percantage indicators of children according to the methodology of M.R.Giznburg "Study of learning motivation" at the stage of the determining experiment

Level	Experimental group (54 children)	Control group (52 children)
High	11 (20,4%)	9 (17,3%)
Average	25 (46,3%)	26 (50%)
Low	18 (33,3%)	17 (32,6%)

The results obtained by this methodology were also shown in Figure 2.

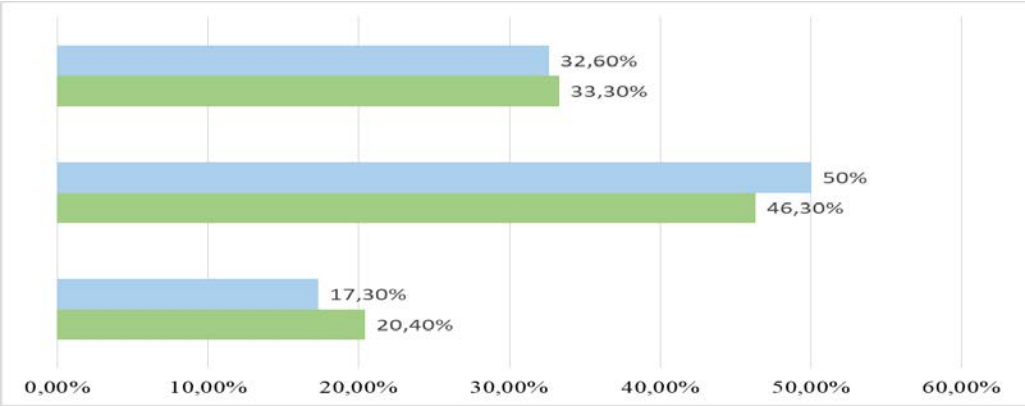

Figure1 - in the determinant experiment.

Levels of development of educational and cognitive motivation of children according to the methodology of the study of educational motivation by M.R.Giznburg.

Thus, as can be seen from the tables and diagrams above, it shows that the cognitive-motivational levels of the children under study were not yet sufficiently

formed at the determining stage. Now, according to Voronich`s methodology for assessing the use of Communication Speech tools, which allows diagnosing the social intelligence of children used in the social intelligence of children used in the determining experiment, the percentage of children is given in Table 2.

Table 2 - percentage indicators of children according to the methodology for assessing the use of Voronich's means of communicating speech in the determining experiment

Level	Experimental group (54 children)	Control group (52 children)
High	9 (16,70%)	10 (19,20%)
Average	28 (51,20%)	26 (50%)
Low	17 (31,50%)	16 (30,80%)

The results presented in Table 2 above were reflected in Figure 2.

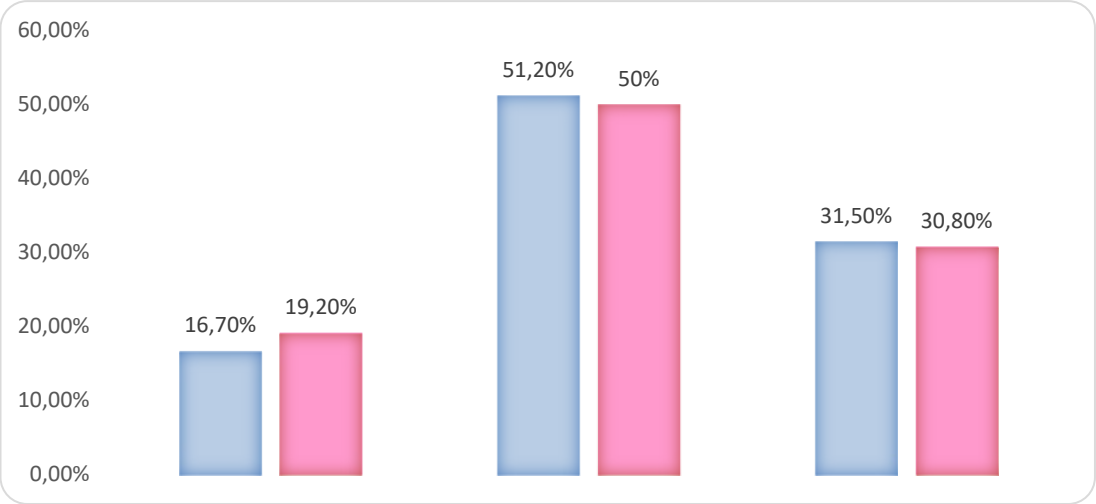

Figure 2 - percentage indicators of children according to Voronich's methodology for assessing the use of communication means of speech in the determining experiment

As can be seen from the results in Table 2 and Figure 2, it was found that the children of the subject in both groups had a low to moderate level of ability to use the means of communicating speech. These results show that children brought up in the pre-school group of older age who participated in the study are still characterized by non-compliance with the semantic integrity of the narrative, insufficient lexical and grammatical design, and inability to independently perform tasks correctly.

Conclusion

Summing up the results of the practical and pedagogical experiment, we can draw the following conclusion: the program consisting of developing games developed by us gave a positive result, so we can note that during the creation and implementation of a system for the development of intellectual skills of children of the preschool group

the level of emotional intelligence, social intelligence and intelligence significantly increased, which determines the formation of their intellectual skills.

In particular, it was noted that the level of development of cognitive needs and interests of children of the preschool adult group in the experimental group; the formation of motivation for learning at school, the level of cognitive activity/ the ability to ask various questions, the desire to learn at school, cognitive needs and interests, that is cognitive activity, the ability to ask various questions, the desire to learn at school, cognitive activity, the formation of motivation for learning at school, the level of cognitive activity, the ability to ask various questions, the desire to learn at school cognitive needs and interests, that is, cognitive motivation increased. Their emotional and communicative skills are also significantly increased-for example, the ability to exchange bilateral information in interpersonal communication, the ability to emotionally perceive a communication partner and establish a positive emotional relationship with peers, the ability to overcome communication barriers, the ability to recognize the emotions of another person, express respect for adults and loved ones; the ability to express their emotional state, understand the requirements imposed by adults in social interaction.

In conclusion, the quantitative and qualitative data of the study characterize the clarity of the experimental results. Therefore, the above data obtained as a result of the experimental work made it possible to conclude that there is a positive dynamics in the process of developing intellectual skills of children of the preschool adult group.

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МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАЛАРДЫҢ ДАМЫТУШЫ ОЙЫНДАР АРҚЫЛЫ ЗИЯТКЕРЛІК ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУДЫҢ МҮМКІНДІКТЕРІ

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Аңдатпа. Бұл мақалада мектеп жасына дейінгі балалардың зияткерлік дағдысын қалыптастырудың теориялары негізделіп, практикалық тұрғысынан тәжірбие нәтижесі арқылы көрсетілген. Мектепке дейінгі кезеңде баланың зияткерлік дағдыларының қалыптасуы мен дамытушы ойындар арқылы арттыра түсудің мүмкіндіктерін ашып көрсеткен. Зият пен зияткерлік ұғымы қазіргі таңда кеңінен қолданыста және өзекті тақырыптардың біріне айналуда. Заманның технологиялық қарқынды дамуы мен жаһандану кезеңіне сай, демографиялық өсуге сәйкес біздің қоғамда жаңадан өзгерістер байқалуда. Соған орай өскелең ұрпақ бойында болуға тиіс білік пен дағды түрлері де арта түсуде. 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.

Бала төрт пен бес жас аралығында маңызды кезеңді басынан өткізетінін, қабылдауы мен жаңаны үйренуге деген құлшынысын автор ғылыми түрде негізделіп көрсетілген теорияларын атап, бала бойында зияткерлік дағдыларын қалыптастырудың эксперименттік-эмпирикалық зерттеуі мен ұйымдастырылудың ерекшеліктері қарастырылып, эксперименттік зерттеу нәтижелері сандық және сапалық тұрғыдан талданады.

Мақалада ересек топ балаларының зияткерлік дағдысының дамуына тиімді құралдар ретінде дамытушы ойындардың тізімі көрсетілген. Қазақстан Республикасынын білім беруді дамытудың мемлекеттік бағдарламасы мен тұжырымдама негізінде жазылған және зияткерлік дағдының дұрыс ұйымдастырылуы үшін бала бойында физиологиялық дамудың заңдылықтары мен мүмкіндіктерін білу қажет. Мақалада атап өткендей, сенсорлық тәрбие мазмұны мен әдістерін талдауға керекті қабылдау мен түйсіктің дамуын, логикалық ойлауының қалыптасу реттілігін ғылыми тұрғыда дәлелдеп, мектепке дейінгі ересек топ балаларының зияткерлік дағдысын қалыптастыруда дамытушы ойындардың психологиялық-педагогикалық ерекшеліктерін анықтаған.

Тірек сөздер: зияткерлік даму, ересек жас балалар, дамытушы ойындар, мектепке дейінгі кезең, мектеп жасына дейінгі балалар, ақыл ой тәрбиесі, зейін, есте сақтау қабілеті, зияткерлік

ВОЗМОЖНОСТИ ФОРМИРОВАНИЯ ИНТЕЛЛЕКТУАЛЬНЫХ НАВЫКОВ ДОШКОЛЬНИКОВ ЧЕРЕЗ РАЗВИВАЮЩИЕ ИГРЫ

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Аннотация. В данной статье обоснованы теории формирования интеллектуальных навыков детей дошкольного возраста и отражены результаты практики с практической точки зрения. В дошкольном периоде выявлены возможности развития интеллектуальных навыков ребенка через развивающие игры. Понятие интеллигентности и интеллектуальности в настоящее время широко используется и становится одной из актуальных тем. В соответствии с технологически быстрым развитием времени и периодом глобализации, в соответствии с

демографическим ростом в нашем обществе наблюдаются новые изменения. В связи с этим растет количество навыков и умений, которые должны быть у подрастающего поколения. В воспитании и обучении дошкольников в центре внимания проблема воспитания конкурентоспособного поколения через развитие физических, коммуникативных, познавательных, интеллектуальных, творческих навыков, исследовательских способностей ребенка.

Отмечая, что ребенок переживает важный этап в возрасте от четырех до пяти лет, восприятие и желание учиться новому, автор выделяет научно обоснованные теории, рассматриваются особенности экспериментально-эмпирического исследования и организации формирования у ребенка интеллектуальных навыков, анализируются результаты экспериментального исследования количественно и качественно.

В статье представлен перечень развивающих игр как эффективных средств развития интеллектуальных навыков детей старшей группы. Для правильной организации интеллектуальных навыков, написанных на основе государственной программы развития образования Республики Казахстан и концепции, необходимо знать закономерности и возможности физиологического развития ребенка. Как отмечается в статье, анализ содержания и методов сенсорного воспитания позволил научно доказать развитие восприятия и интуиции, последовательность формирования логического мышления, выявить психолого-педагогические особенности развивающих игр в формировании интеллектуальных навыков детей старшей дошкольной группы.

Ключевые слова: интеллектуальное развитие, дети старшего возраста, развивающие игры, дошкольный период, дети дошкольного возраста, умственное воспитание, внимательность, память, интеллект

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