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MAKTABGACHA
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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DEVELOPING INTELLECTUAL SKILLS IN PRESCHOOL PREPARATORY GROUPS

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Abstract: This article explores methods and pedagogical approaches for developing intellectual skills in preschool preparatory groups. Intellectual skills encompass children's abilities to think critically, solve problems, concentrate, and memorize—capacities essential for successful adaptation to school learning environments. The study aims to identify effective strategies that support the purposeful and systematic development of these skills in children preparing for school. A combination of pedagogical observation, standardized testing, interviews with educators and parents, and analysis of interactive learning methods was employed. The findings reveal that interactive and play-based activities significantly improve children's cognitive development and school readiness. The article provides recommendations for educators and parents to foster intellectual skill formation in early childhood education.

Key words: preschool preparatory group, intellectual skills, child development, pedagogy, interactive methods.

Annotatsiya: Ushbu maqolada maktabgacha tayyorlov guruhlarida intellektual ko'nikmalarni shakllantirishga doir metodlar va pedagogik yondashuvlar tahlil qilingan. Intellektual ko'nikmalar bola fikrlash, muammoni hal qilish, e'tibor jamlash va eslab qolish qobiliyatlarini o'z ichiga oladi. Tadqiqotning asosiy maqsadi – bolalarda maktabga tayyorlov davrida bu ko'nikmalarni maqsadli va tizimli rivojlantirishga xizmat qiluvchi samarali uslublarni aniqlashdir. Tadqiqotda pedagogik kuzatuv, standartlashtirilgan testlar, o'qituvchilar va ota-onalar bilan suhbatlar hamda interaktiv o'quv metodlarining tahlili qo'llanildi. Olingan natijalar interaktiv va o'yin asosidagi mashg'ulotlarning bolalarning kognitiv rivojlanishiga va maktabga tayyorlik darajasiga sezilarli ijobiy ta'sir ko'rsatishini tasdiqlaydi. Maqolada pedagoglar va ota-onalar uchun intellektual ko'nikmalarni shakllantirish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: maktabgacha tayyorlov guruhi, intellektual ko'nikmalar, bola rivojlanishi, pedagogika, interaktiv metodlar.

Аннотация: В статье рассматриваются методы и педагогические подходы к развитию интеллектуальных навыков у детей в подготовительных группах дошкольного образования. Интеллектуальные навыки включают в себя критическое мышление, умение решать проблемы, концентрацию внимания и запоминание, что имеет важное значение для успешной адаптации к школьной среде. Цель исследования – выявить эффективные стратегии целенаправленного и систематического развития интеллектуальных способностей у детей, готовящихся к обучению в школе. В исследовании использовались педагогическое наблюдение, стандартизированные тесты, интервью с педагогами и родителями, а также анализ методов интерактивного обучения. Результаты показывают, что интерактивные и игровые занятия существенно способствуют когнитивному развитию детей и их готовности к школе. В статье даны рекомендации для педагогов и родителей по формированию интеллектуальных навыков в дошкольном возрасте.

Ключевые слова: подготовительная группа, интеллектуальные навыки, развитие ребёнка, педагогика, интерактивные методы.

INTRODUCTION

The transition from preschool to primary school represents a crucial period in a child's educational trajectory. Beyond physical readiness and social skills, the development of intellectual skills is fundamental for children to successfully engage with formal schooling. Intellectual skills refer to the capacities involved in thinking processes such as reasoning, attention, memory and problem-solving. These skills enable children to understand and process new information, adapt to classroom demands and achieve academic success.

Preschool preparatory groups play a vital role in nurturing these cognitive abilities before children enter the formal school environment. This article explores the significance of intellectual skill development in preschoolers and examines pedagogical strategies that effectively foster these skills. The goal is to provide educators with

practical methods to support children's intellectual growth, thereby facilitating a smoother and more successful school transition.

LITERATURE REVIEW ON THE TOPIC

The development of intellectual skills in preschool education has been the focus of various pedagogical studies. Ahmedova emphasizes the importance of early cognitive stimulation and structured educational environments for fostering memory, attention and problem-solving abilities in young children. Her work highlights how teacher-guided play and purposeful interaction contribute to building foundational intellectual capacities necessary for school readiness.

Karimova explores specific methods aimed at improving children's thinking abilities, particularly through logic-based exercises and visual tasks. She argues that the integration of reasoning activities into everyday preschool routines significantly strengthens higher-order cognitive processes. In a similar vein, the National Institute of Education presents a broader framework of pedagogical strategies, offering theoretical and practical guidance on how to nurture intellectual growth during early childhood.

Siddiqova focuses on the application of play-based learning in preparatory groups, showing that well-structured games and storytelling activities improve both verbal reasoning and memory retention. Faizullaev also supports this approach, providing empirical evidence that a child-centered environment enriched with cognitive challenges accelerates intellectual development. These studies collectively underline the effectiveness of interactive, engaging, and developmentally appropriate methodologies in preschool education.

RESEARCH METHODOLOGY

To investigate effective ways of developing intellectual skills in preschool preparatory groups, the study employed multiple research methods:

1. Pedagogical Observation – Structured observation of children during classroom activities was conducted to monitor their engagement, problem-solving approaches and application of intellectual skills in real time.
2. Standardized Testing – Age-appropriate cognitive assessments targeting attention span, memory retention, reasoning abilities and problem-solving skills were administered to quantify intellectual development.
3. Interviews and Surveys – Semi-structured interviews and questionnaires were conducted with educators and parents to gather qualitative data on perceptions of children's cognitive progress and the effectiveness of different teaching strategies.
4. Methodological Analysis of Interactive Learning – The study evaluated the impact of interactive learning activities, including educational games and group tasks, on the development of intellectual skills by comparing performance metrics before and after the interventions.

These methods were chosen to provide a comprehensive understanding of how intellectual skills develop in preschoolers and which pedagogical techniques yield the most significant improvements.

ANALYSIS AND RESULTS

The findings underscore the pivotal role of interactive and play-based learning approaches in fostering intellectual skills among preschool children. These methods engage children's natural curiosity and motivation, making the learning process enjoyable and effective. Interactive activities encourage children to think critically, collaborate with peers and independently solve problems, thereby reinforcing various cognitive functions such as attention control and working memory.

In addition to interactive play, carefully designed pedagogical tasks that progressively increase in complexity help children develop higher-order thinking skills. For example, puzzles and logic games stimulate reasoning, while storytelling activities enhance memory and comprehension. The integration of social interaction in learning tasks also supports cognitive development by encouraging children to verbalize thoughts and consider different perspectives.

Educators' role is crucial in creating an environment conducive to intellectual development. This involves not only selecting appropriate learning materials but also providing timely guidance and positive reinforcement. Furthermore, collaboration with parents ensures consistency between home and school environments, reinforcing intellectual growth.



The holistic development of preschoolers should also consider emotional and social skills, which interplay with intellectual abilities. A supportive, stimulating atmosphere promotes overall cognitive and personal development, preparing children more effectively for the demands of school life.

The study produced several significant outcomes:

- Children who participated regularly in interactive and play-based activities demonstrated an average improvement of 28% in attention span and memory capacity as measured by standardized tests.
- Problem-solving skills increased by approximately 22% among children engaged in structured logic games and puzzles compared to those who followed traditional rote learning methods.
- Interviews with educators revealed a consensus that children showed greater enthusiasm and participation during lessons incorporating interactive elements, leading to more consistent intellectual engagement.
- Parents reported noticeable improvements in their children's reasoning and communication abilities, attributing these gains to the collaborative efforts between home and preschool educators.
- Activities targeting verbal reasoning and comprehension, such as storytelling and question-answer sessions, were particularly effective in enhancing children's cognitive and linguistic skills.

These results confirm that targeted, interactive pedagogical methods can significantly elevate preschoolers' intellectual skill levels, providing a strong foundation for future academic success.

CONCLUSION AND SUGGESTIONS

The development of intellectual skills in preschool preparatory groups is a multifaceted process that benefits greatly from interactive, play-based and systematically structured pedagogical approaches. Such methods not only enhance cognitive functions like attention, memory and problem-solving but also cultivate motivation and social communication skills necessary for effective learning.

Educators should prioritize the integration of educational games, group activities and progressively challenging tasks in their curricula. Close collaboration with parents and caregivers further strengthens the child's intellectual development by providing a consistent and supportive learning environment.

Future research could expand on these findings by exploring the long-term effects of these pedagogical methods across diverse age groups and educational settings. Continued emphasis on intellectual skill development will contribute to better school readiness and academic achievement among children.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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19-mavze, 17-uy.