

SENSOREDUCTION IN CHILDREN OF PRESCHOOL AGE

Annotation: the article shows the sensor development and characteristics of preschool children, its age-related, cases, the development of sensor mesh and games are given in the article. In addition, the scientific work carried out on the development of sensors and the opinions of scientists are described.

Key words: age, period, sensor, development, feature, scientific work, exercise, game, circumstance.

The national program of Personnel Training, aimed at radical reform of the educational system, provides for the elimination of urgent tasks associated with the human factor at any stage of Education. One of the tasks envisaged by the national program on the content of the human factor is the measurement and evaluation of human perception, intelligence on the problems of its cultivation, development of the abilities and human qualities of the reader, as well as the implementation of psychological and pedagogical research on the problems of the individual's becoming a mature

In this regard, the preparation for the education of the child should be carried out from the pre-school age of the child and the children should be considered in a more mature way. The basis of educating the educated intellectual potential lies in initially the development of the child's sensory and its formation.

Due to the fact that the preschool age is an important period in the physical physiological and psychological development of the child, several scientific studies have been conducted on the study of the psychological development of the child during this period.

Russian scientist L.A.Hungarian in the field of sensory development of a child of preschool age studies conducted. He psychologically enlightened the connection of sensory culture with the mental development of the child. Because it

shows that knowledge of the universe is associated with perception. At the same time, he tried to shed light on the features of the child's sensory development at every age.

Sensor development has shown the ways of implementation, these have developed sensor development exercises and games.

The scientist, who conducted significant research in the field of foreign psychology, M.Montessori is also worth noting the research conducted by the child in the field of sensor development. He brought the concept of "Sensor culture" into the field of preschool education. He recommends training the members of the intuition in learning to distinguish between form, color, large-small.

From foreign scientists F.Frebel, A.Decrem shows that giving a sensory education to a child is an activity aimed at ensuring sensory development in children, emphasizing that this is one of the main aspects of educating a child at preschool age.

Russian scientist A.V.Zaporozhes emphasized the concept of "Sensor ethalon" in the upbringing of sensors to the child. He draws attention to dressing reflections on sensory ethalones in children, emphasizing that sensor ethalones are generally accepted samples according to the external characteristics of this universe.

From Russian psychologists. E.I.Tixeeva, A.B.Usova, N.T.Sakulina also conducted research on the child's sensory development and its role in mental development. While conducting scientific research on the development of the child in preschool age and the formation of the personality, the child's sensory development, sensory and cognitive characteristics and theoretically interpreted his position in the cognition of the universe. At the very first age, T.A.Kisilyuk studied the characteristics of the perception of the child, the perception of which is characteristic of perception and perception of objects. Those that indicated that the child will learn to connect a certain thing with details that are not clear.

One, for example, drawing a round shape, called "this girl", the second child emphasized that "this is a potato". They show that the same round shape is the

basis of the child's fantastic thoughts. At the same time, studies of the perception characteristics of adult children have shown that they develop at different age periods.

All members of the intuition will have achieved the moment of the infancy of the mother yet. Therefore, starting from the birth of a child, all his intuition has the ability to reflect the effects that come from outside and from the internal environment. For example, a ten-day child will be able to stop his eye shadow on a light source (electric light bulb). A month-old baby will be able to hold his mother's face for a long time, looking at her bending (bringing her face closer), his eyelid. Vision the baby develops very quickly in children. A two-month-old child will be able to observe with a pupil what is moving slowly, and a four-month-old child will remain able to actively look at things that are not only visually. What he is looking at creates different traits. The acquaintance of what they see in children appears in the period of 5-6 months. The child first recognizes the person who will most often be in a relationship with him, that is, his mother. Slowly he will recognize other close people around him. We know this from the fact that small children sew and lie on it for a long time when a stranger comes to the House.

In young children of childbearing age, it seems too early to notice the colors. For example, according to professor N.I.Krasnogorsky's experiments, color differentiation begins to be seen in children from the age of 3-4 months. The child was fed from bottles of different colors. But there was only milk in red bottles. A little later the child just put the red bottle in his mouth, indifferent to other dishes. This experience shows that the perception and differentiation of colors in children is very early dressing. In this way, vision perception, which has a great importance for psychological development, has developed rapidly in the process of active activity of children of small kindergarten age. Hearing in children of childbearing age also began to be seen very early, but it is difficult to determine from what day the child begins to hear after birth. In any case, a newborn child does not hear for 4-5 days. This is due to the fact that the middle ears of a newborn child will be filled with a liquid substance during maternal winter. These same fluid waves of

air until the end of the substance do not go to the mucous membrane of the child's ears, 10-15 days the child begins to react to severe noises. We know this from the fact that when a hard sound comes out, for example, a sound near the ears of a child, we hear it from the child's choking. Children 2-3 months old begin to knock on the ears, for example, if the child in front of the crying shakes the tickle, the child stops crying and begins to listen. 3-4 months old children turn their heads not only with hearing, but also to the side where the sound comes out. Since the period, differentiating different sounds in children also occurs begins to come, a child of 4-5 months will be able to distinguish the sound of his mother from other people's sounds. The ability to distinguish sounds will be the basis for mastering the sounds of speech and some words after it.

Normal development of auditory intuition the acquisition of speech by children of small kindergarten age (the output of their language is of great importance) the auditory intuition develops intensively with the child, especially when they are in a relationship with an adult. Therefore, daycare educators need to have more relationships with small children. Smell, taste and skin sensations in children of infancy also begin to develop rapidly from infancy. It is determined that if a child 2-3 months knows the taste. The importance of action intuition for the psychological development of small children is very important. The baby boy is very much the variety of movements plays a huge role in learning how to catch his hand movements with a hand. After the child learns to catch something with his hands, he will be very trembling. But in order for the child to catch something, it must first distinguish it from all other things in the environment. To do this, the child can not immediately master the movements of the hands and eyes. Conducted experiments have shown that the child acquires complex hand movements in a small kindergarten at several stages of age.

The newborn cannot manage his actions because the sense of movement in children develops better than other senses. For the development of sense of movement in a timely manner and in moderation, it is necessary to train the organs of movement. Sensations of movement may develop slowly while remaining

absent. The child begins a relationship with the surrounding objects, mainly through his active actions. And the fact that the child's hand movements affect things becomes his body of cognition. Because the child is affected by things and their character grows. The period of infancy strengthens the conditional reflexes of all analyzers. As a result of the occurrence of conditional reflexes, which some senses connect as a whole, the child becomes able to perceive things without integrity. He begins to perceive everything around him. So, from the day the child is born, feels the touch of his mother's hand, feels the touch of his mother. These images gradually merge into one whole image, and the image of the mother appears before the eyes of the child. At first, the child does not perceive the image so clearly.

The connection between the child's sensory development and his movements is increasingly strengthened. As the child moves actively, with his very different movements, the learns about the surrounding things. Appears to be interested in what is around.

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