



## INTELLECTUAL DEVELOPMENT OF CHILDREN WHO LIVE IN RURAL AND URBAN AREAS

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### ABSTRACT

*The purpose of this research is analyzing intellectual development of nuclear families' 4-5 year old children in rural and urban areas. Precisely, how the child's living environment influence on intellectual development is examined in this article. According to our research, intellectual development of nuclear families children in urban area who are brought up in preschools have a higher result than nuclear families' children result in rural area. The study was conducted in the rural and urban areas of Uzbekistan. In terms of research general result, social environment and living condition can impact on the intellectual development of the children.*

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### 1. Introduction

Social environment play an important role in the child development. Particularly, parents are essential in terms of child welfare. Because, the child does not automatically adapt to the environment or environmental knowledge is not collected at once. He begins to study the world he is living as a explorer. This activity is inherent in nature. The role of the social world in the cognitive development of the child is important. It is only for its benefit that the child engages in active communication with the people around him in enriching existing schemes. Thus, the role of the family, which is indispensable in every aspect of human perfection, is unmatched. Due to family's

attention, support and influence of the family members, the cognitive development of the child raise systematically in every respect. To progress child have to step on every stage of cognitive development but social inputs continuously influence on his development. By these influences child's cognitive processes form and occur new information. So, human cognition, especially child's cognition is one of the most interesting topics in the developmental psychology. How can new knowledge happen in the brain of child? How does he learn them? And how do mental processes occur in his brain? These kinds of questions are central topic of developmental psychology. What is cognition? **Cognition**—a term psychologists use to refer to the activity of knowing and the mental processes by which human beings acquire and use knowledge to solve problems. The cognitive processes that help us to understand and to adapt

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to the environment include such activities as attending, perceiving, learning, thinking, and remembering—in short, the unobservable events and undertakings that characterize the human mind (Bjorklund, 2005). The study of **cognitive development** is the changes that occur in children's mental abilities over the course of their lives is one of the most diverse and exciting topics in all of the developmental sciences. The contribution of J. Piaget is unremarkable in the learning of cognitive development. He divided child development into four developmental stages. According to Piaget, cognition develops through the refinement and transformation of mental structures, or **schemes** (Piaget & Inhelder, 1969). Schemes are unobservable mental systems that underlie intelligence. A scheme is a pattern of thought or action and is most simply viewed as some enduring knowledge base by which children interpret their world. Schemes, in effect, are representations of reality. Children know their world through their schemes. Schemes are the means by which children interpret and organize experience. For Piaget, cognitive development is the development of schemes, or structures. Children enter the world with some reflexes by which they interpret their surroundings, and what underlies these reflexes are schemes (D. Shaffer and K. Kipp, 2010). However, the world around child influence in the first turn. Because of constant contact with the social environment, the child has the opportunity to learn new knowledge with the help of the surrounding people. The child can not find the right solution to all the problems and further broadens his or her knowledge through the constant conversations, guidelines and actions of adults. At the same time, family is the main institution in the social life that the child becomes active. We aimed to explore the child's cognitive development and the peculiarities of the process of learning, depending on the type of place they are living. That is, some of the guides in the process of learning the children of nuclear families living in urban and rural areas are seen. On the other hand, their intellectual growth is tawafulately. Because the environment in which they live does not affect their development. We have experimented to make sure that there are differences in the intellectual development of 4-5 year-olds living in urban and rural nuclear environments.

No one is born of knowledge and we are learning through our new experiences in social life. Sometimes, when certain information is taught by adults, we sometimes enrich our schemes through our active and passive observations. As a result of the social environment, our knowledge grows. The living environment also has a strong impact on development. The purpose of this article is to examine the intellect of a child being raised in rural and urban nuclear families and to distinguish between them.

## 2. Literature review

Piaget saw children as active agents in their own development, always constructing knowledge and changing their cognitive structures to better understand the world (D. Shaffer and K. Kipp, 20110). The family is generally regarded as a major social institution and a locus of much of a person's social activity. It is a social unit created by blood, marriage, or adoption, and can be described as nuclear (parents and children) or extended (encompassing other relatives) (Nam, 2004)\*. Thanks to the help and attention of family members, the formation of a child's speech, thinking, memorization, and similar cognitive compositions becomes accelerated. The child's cognitive development does not come automatically. Knowing the child also develops by observing the experiences, tips, and actions of people around him. So people living in the countryside and in the city are different from each other. In addition, there are differences in the development of children in nuclear and multicultural families. In many nuclear families, both parents have to work together to provide the family with economic support. As a result, the mother is returning to her place of employment by reaching her child to 2 year old. The child remains with a special caregiver or goes to a preschool educational institution. From early morning, parents can not afford enough time for their child to cover family expenditure. That's why the parents of the nuclear family are giving their children nursery in the event that their parents consider the full range of children. Because of the rapid development of the city, it also causes early childhood development. Colorful life in the city provides information that is vital to the development of the child. Life in rural areas in rural areas differs significantly from urban life. Rural life is a lot simpler and simple, and does not require high intelligence to live there. The child living in such an environment is less likely to face obstacles and new experiences on a daily basis. In the city, the stream of people is also high, and the school has a large school to increase social knowledge. The large number of surveillance objects around it leads to an increase in circuits.

People are *cognitive* beings—active information processors—who, unlike animals, think about the relationships between their behavior and its consequences. They are often more affected by what they *believe* will happen than by what they actually experience (katherin kipdan snoka quyish kk). Bandura emphasizes **observational learning** as a central developmental process. Observational learning is simply learning that results from observing the behavior of other people. Observational learning could not occur unless cognitive processes were at work. We must *attend* carefully to a model's behavior, actively digest, or *encode*, what we observe, and then *store*

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this information in memory (as an image or a verbal label) in order to imitate what we have observed.

In order to prove ideas above, we had conducted research to analyze intellectual development of kids and we wanted to learn how environment impact on intelligence.

### 3. Method

**Participant.** Research was conducted Fergana region's both urban and rural areas of Uzbekistan. 180 4-5 aged children's intellect was tested over experiment. 90 of them were chosen from medium-income family randomly in rural region and 90 of them were chosen in urban area's nuclear families in order to contrast their intellectual development. All children have not any kind of mental and physical illness. Children who were selected to research were from medium-income families.

**Material and procedure.** To check general intelligence we used Raven's progressive matrices (figure 1) A, B, C versions. Children were given one minute for every task. However during the experiment they spent less time than given. We trained with each child in a peaceful room allocated for the psychologist. To check the child's general intelligence, Raven's progressive matrices test A B C were selected and informed on how to do children. During the assignment, it was explained that they should not change their role when placing the icons, and it was set 2 minutes for the assignment. It took 5 minute for the child to rest from one method to another. A psychologist has been helping the child with additional difficulties in teaching methods. For, the child needed additional assistance to understand and fulfill the tasks. Each methodology was systematically explained to the child.

### Result and discussion

From our research result it can be clear that intellect of nuclear families' children in urban area result was higher than children of nuclear families in rural. The difference between general intellect indicators is statistically significant at 95% confidence level,  $T=-3,97$ ;  $P<0,05$ .

Every living thing does not matter where it lives, but its environment. there are differences between the rural and urban life itself, which are evident in the development of people. For example, life in the city is much more colorful than in the habitat, but the lifestyle is complex, requiring a quick decision-making, a solution to the issue, and adaptability. Based on the results of the experiment, the intellectual level of children living in the city showed a higher result. When we studied the lifestyle and the living conditions of children in rural and urban areas, we got a lot of information.

- Most children do not attend to preschools in village as much as cities
- Teachers are not well-educated in village preschool
- Preschools can not respond to standards to teach kids and they are not well-organized
- Parents do not have enough time to train with their children
- Children in urban area learn two or three language from early age and it help to improve cognitive development
- There is no children playground to play, exactly there is no adequate attention to kids' development
- Village life is not complex compare with cities, children may encounter different complex problems
- Village life is not full of social environment it is structured simply

The difference in intellect levels in rural areas was not high, and the difference was not significant. However, it is important to pay attention to the child's intellect. In the city, parents spend additional lessons in mentoring their children.

In the village, children do not have enough resources for their mental and social development because they are at home. Rural children should be able to create a sufficient environment for their intellectual development.

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