The Importance of Sensory Education in Mental Development of Preschool Children

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Abstract: This article describes the specific features of the process of sensory education of children of preschool age. It is stated that games play an important role in development of this process.

Keywords: Child, nature, event, sensorium, imagination, game.

In preschool children, sensory processes are especially important, since the ability to correctly and accurately perceive something in reality and The Shape of events, large ones, their color and other properties, develops rapidly at the same preschool age. The Sensor "sensorium" in Latin means the organs of intuition. Seeing with his eyes the state of things in different colors, shapes, sizes and space, hearing all kinds of sounds, such as music, human speech with his ear, feeling his hard-sofness, cold or heat with his hands and skin, feeling different smells and tastes, the child slowly accumulates sensory experiences and on the basis of which the circle of knowledge accumulates.

The issue of introducing preschool children to the shape, size and color of these items, as well as the development of skills for the correct perception of these properties, belongs to the sphere of sensory education. The more correctly this education is solved, the more successful not only the intellectual education of children, but also aesthetic, physical and even moral education, that is, the child develops in all respects.

The level of development of sensory movements plays an important role in the process of the formation of the child's abilities, as well as the acquisition of certain knowledge and some practical skills. When the child has developed the ability to perceive shapes and paints, he is able to comprehensively see and reflect the properties of objects around him. This allows them to develop the skills of depicting, drawing, making various objects from clay, paper and fabric, as well as visually–making.

From birth to adulthood, children strive to understand the surrounding world, taking advantage of their own feelings. They do this by holding, tasting, smelling, seeing, moving and hearing.

Children and even adults receive more complete information through their sensory organs and store it in memory. Many of our best memories are associated with one or more of our emotions. For example, the smell of summer night bonfire or a song you memorized with your childhood friend. Now, when your nose and ears sense those familiar smells and sounds, your brain excites the memory that was stored at that time.

Teaching children to actively use their senses when exploring their world through "sensory games" is very important for the development of the brain - these different centers in the brain help to create connections.

This is the child's ability to perform more complex learning tasks, cognitive growth, development of motor skills, social interaction and problem-solving slowly.

We know that he often has five senses. These are:
Taste perception is the effect that occurs when the taste receptors react with chemicals in our mouth.

Sensation is a stimulation caused by sensory receptors in relation to pressure, heat, cold or vibration on our skin.

Smell-provocation of chemical receptors in the upper airways (nose).

Vision is the activation of light receptors in our eyes, which our brain interprets images.

Hearing - the reception of sound with the help of special means in our inner ear.

But there are two more senses that we often forget about:

Appropriation - it allows our brain to receive information about the fact that our body is in space through the receptors in the muscles and the pressure receptors in the joints.

Equilibrium is the sensation that arises on the basis of stimulation of the vestibular system of the inner ear, in order to know the position of our body.

This sensation plays a key role in the process of sensory games. Sensory games involve any activity that evokes the emotions of a young child. Children in the process of sensory play, they acquire the following skills: work on independent play skills, mathematical skills, role play, life skills (casting, opening, transmission), effective learning, self-control development, etc. Children should learn to play without confusion.

With the age of children, the increase in life experiences, changes in conditions, the process of perception and the demand for it are also complicated.

In the process of educating children with sensors, the educator should give the children appropriate instructions: when taking the items from one place to another, it is necessary to feel their weight, take the item into his hands, notice its surface and determine its quality - whether it is smooth or rough, hot or cold, and so on.

Sensory education content is carried out taking into account the types of activities that occur and develop in children of different age periods throughout the entire preschool childhood. As a result of sensory experience, the child acquires emotional knowledge of the world, visually imaginative thinking methods. All kinds of activities of children are further improved, relative independence is formed in theoretical and practical activities.

As soon as the child reaches the age of three and begins to grow up, the scope of the child's activity becomes very small, his speech begins to grow rapidly. As a result of this, the child will be able to be independent and in a direct relationship with a lot of things. This change in the life of the child, in turn, does not affect his perception. They collide with a lot during their daily activities. Despite this, children of the age of senior PEO do not always know what their perception is about without the help of adults.

One of the characteristic aspects of the perception of preschool children is that they are based on their signs, which are noticeable when perceiving different things. However, when their experiences are not yet enough, that is, they do not completely understand the essence of many things, they do not reflect the most important and common signs associated with the essence of things. They are based on concrete imagination in the perception of things. Therefore, the main and important signs of things for children are their color and shape. Children under the age of PEO can therefore perfectly distinguish the form of similar things from each other.

Children under the age of PEO are unable to analyze things in depth during perception. This deficiency in the perception of children is evident in their perception of various images. Children are completely indifferent to the state and spatial relations of what is depicted in the picture. They will not even watch with pleasure, holding the pictures in reverse. The main reason for this is the inability of children in an analytical relationship to perceive the picture. Children tend to perceive everything described in the picture not in a certain relationship with each other, but in
the totality of all that is described. It turns out that the features of analysis in them have not yet developed well. Therefore, in the lessons with pictures, the educator should ask children questions of orientation and teach them to analyze. Since the perception of images is established in such a way that it is possible to develop the ability of children to perceive, as well as the observational nature.

In children of the age of PEO, it can be seen clearly in their drawing that the spatial imagination is not clear enough. For example, children of small and medium groups do not pay much attention to the voluminous relationship of things when drawing. In their drawing, the height of the house can be doubled with the height of the car, and the height of the person with the height of the Poplar. This absolutely does not surprise the children. The correct perception of spatial relationships and, consequently, the correct perception of spatial relationships gradually increase during the middle of the children’s life experiences.

The perception of time by children at the age of PEO is also not an excellent character. Correct and conscious perception of time in children is more difficult than perception of space. For children, one of the difficult aspects of perception of time is that they can not understand the continuous passing of time (that is, the passage of time unstoppable) and, consequently, they can not even perceive it. This thing can not be shown to them on the basis of visual perception. As a result, children seek to perceive the concepts of time by concretizing them through certain things and phenomena. The same thing is noticeable in the perception of time by children of PEO at a young age, they hardly absorb the measurements of time, which they quickly exchange with each other.

At the age of PEO, some features of attention in children, that is, the strength and stability of attention, also find content and begin to rise. We can see this from the fact that children (especially middle and older children) die for a long time on one job, from the fact that some games can be played for hours without boredom, from the fact that they die with endurance in educational classes.

At the age of PEO, the scale (volume) of attention in children is also much higher than in previous periods. The scope of children's attention is still very narrow compared to older people. For example, if the scale of the attention of older people can simultaneously accommodate 5-6 things (letters or Numbers that are not morally connected with each other), the scale of the attention of children of PEO age can simultaneously accommodate 1-2 thinks (children of small groups are one, and children of medium and large groups are two). Children of small groups can not get out of this even if they try to divide their attention into two things. For example, if a 3-year-old child is prescribed to bring a bowl of water, then he will definitely drain the water and bring a towel. This is not because of his illiteracy, lethargy or anxiety, but because his attention can not be divided into two things at the same time. With the fact that the child walks his attention, the water in the bowl can not be poured, and the splinter can not be brought. Therefore, in such cases, it is naughty to make children's panties.

The attention of children at the age of PEO will be concentrated(collected), that is, focused on one thing, because of the fact that it is often associated with their interest and feelings. That is why in children of this age, the divisibility feature of attention becomes almost undeveloped. Children of the age of PEO due to the weakness of the feature of distrustibility and the narrowing of the scale, they try to perceive some things over and over again and take it in their memory.

The child does not yet have a system in what he remembered, so the child will speak from what he first left a deep impression, that is, from what he deeply settled in memory. So, from this it is possible to draw such a conclusion: if a child of kindergarten age is shown a lot of extremes at the same time, they will confuse everything with each other and will not be able to remember each other thoroughly.

It should also be noted that during the following years there was an opinion that in children of PEO age it would be superior to mechanical memorization in relation to logical, that is, to
understand the meaning and remember, and at the same time it was logical to take a mechanical memorization and put it against logical memorization. As the results of the experimental tests conducted in recent years show, even in children of the age of PEO, it is important to understand the meaning of things and words and to remember them in a great place. But the logical memorization of children of the age of PEO is evident when they are given a material from which they are understood.

The study of the development of sensomotorism in a child shows that the system of sensory education not only introduces children to recognizable qualities, but also provides for the transfer of order in their perception design actions that allow them to distinguish and repeat these verbs. The importance of such movements for the improvement of sensory culture, for better mastering the activity of the subject, which is the leader for the development of children from preschool age, and for general mental perfection is beyond doubt.

In conclusion, it can be said that if the work in the field of finding the content of sensor movements is carried out classically, it is possible for children to achieve not only a general silencing in the development of sensors, but also the development of intelligent processes.

**Used literature:**

1. State requirements for the education of preschool children. Tashkent 2018 year