

MAKTABGACHA YOSHDAGI BOLALAR BILISH JARAYONLARINI SHAKLLANTIRISHNING O'ZIGA XOS TOMONLARI

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Annotatsiya: Ushbu maqola maktabgacha 5-6 yoshdagi bolalarda bilish faolligini rivojlantirish yo'llarini takomillashtirish va ularning idrok, tasavvur, tafakkur hamda qiziqishlarini yuksaltirish orqali psixologik ongini rivojlanishini yanada oshirish va pedagogik psixologiya sohalarini ilmiy xamda amaliy materiallar bilan boyitishga xizmat qiladi. Maktabgacha yoshdagi bolalarning bilish faolligi va mustaqil faoliyatini rivojlantirish sohalari (jismoniy, ijtimoiy hissiy, nutq, muloqot, o'qish, yozish, tasavvur, tafakkur, idrok xususiyatlari, xotira jarayonlari) takomillashtirish haqida so'z yuritilgan.

Kalit so'zlar: Maktabgacha ta'lim, bolalar, bilish jarayonlari, ijtimoiy moslashish, ijtimoiy hissiy, nutq, muloqot, o'qish, yozish, tasavvur, tafakkur, idrok xususiyatlari, xotira jarayonlari, bolalar psixologiyasi, hissiy bilish, faoliyat.

Bolalarning tarbiyasiga to'g'ri yondashish, uni muvaffaqiyatli o'qitish uchun bola rivojlanishidagi turli yoshdagi davrlariga xos xususiyatlarni bilish va uni hisobga olish muhimdir. Chunki bola organizmining o'sishi ham, rivojlanishi ham, psixik taraqqiy etishi ham turli yosh davrlarida xilma-xil bo'ladi.

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va psixologik xususiyatlarini shakllanganligiga qarab muammoni echimini ushbu mavzu asosida o'rganish maqsadga muvofiq ekanligini tushunib etdik.

Maktabgacha yoshdagi bolalar bilish jarayonlarini shakllantirishga psixologik yondashuviga ko'ra Maktabgacha yoshdagi bolalardan olingan metodika natijalarining Manni- Uitni U mezonidagi ko'rsatkichlar tahlil(Jinslar farqi)qilinganda, maktabgacha yoshdagi bolalarning xotirasi, diqqati, tafakkuri va tasavvurini aniqlashga mo'ljallangan "Kunning qaysi vaqtligini aniqlash" metodikasi, diqqatni diagnostika qilish bo'yicha "Farqini top" metodikasi, bola ijodiy xotirasini diagnostika qilish uchun "Predmet" metodikasi va tafakkur jarayonini diagnostika qilish uchun zamonaviy texnologiyalardan foydalangan holda tahlil qilish "Kunning qaysi vaqtligini aniqlash" metodikasi bo'yicha maktabgacha yoshdagi bolalarning diqqati va tafakkur darajasi yuqori darajada rivojlanganligi aniqlanadi.

Olimlarning fikricha, insonning bog'cha yoshidagi davri shunday bir davrki, ana shu davr mobaynida kelgusida qanday harakter hislatlari paydo bo'lishi belgilanadi va ahloqiy sifatlarining asoslari yuzaga keladi. Bola bog'cha yoshiga etgach, uning psixik taraqqiyotida jiddiy o'zgarishlar yuzaga keladi. Chunki xuddi ana shu davrdan boshlab bolaning mustaqil faoliyati anchagina kuchaya boshlaydi. Bog'cha yoshidagi bola mustaqil faoliyatda bo'la olishi uchun zarur bo'lgan ikkita qudratli kuchga ega. Bog'cha yoshidagi bolalarning psixik jihatdan rivojlanishlarida ularda paydo bo'ladigan xilma-xil ehtiyoj va qiziqishlar bolalarni u yoki bu harakatga undovchi, ularni ishga soluvchi (omil) hisoblanadi. Bog'cha yoshidagi bolalarning o'yin faoliyatlari haqida gapirar ekanmiz, albatta ularning o'yinchog'i masalasiga ham to'xtab o'tish maqsadga muvofiq deb o'ylaymiz. Bolalarga o'yinchoqlarni berishda ularning yosh xususiyatlarini, tarqqiyot darajalarini va ayni paytda ularni ko'proq nimalar qiziqtirishini hisobga olish kerak. Olimlar orasidagi ba'zi xilma-xillik aqliy rivojlanishda bilimlarning roli qandayligi haqidagi masalani keltirib chiqaradi. M: A.N.Leontev bilimlar bilan aqliy rivojlanish, xuddi shunday rivojlanish o'rtasida aniq teng ishorasini qo'yadi. Uning fikricha insoniyat tajribasini "o'zlashtirish" butunlay bola yashayotgan va rivojlanayotgan ijtimoiy sharoitlarda qo'lga kiritilganligi bilan harakterlanadi.

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