



THEORETICAL FOUNDATIONS OF FORMATION OF INTELLECTUAL ABILITY OF PRESCHOOL CHILDREN BASED ON PHILOSOPHICAL KNOWLEDGE

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Abstract: *The problem of development of mental abilities of preschool children attracted our attention. Development of mental abilities of children is a very urgent task in pedagogy. Scientific substantiation of the issues of determining mental ability, correcting its structure and content created the necessary conditions and created the need to develop didactic conditions and training programs for gifted children at all age stages of personality development.*

Key words: *Pre-school education, child, intellectual potential, game.*

Integral and creative ability of an effective imagination is traditionally evaluated by indicators: variability, self-definencing, development. These figures are actually an intellectual and creative ability. The ability of individuality to express individuality in full compliance with originality and creative tasks. As indicators, it is the only variability (ability to review multi-solution options and development of various solutions (ability to change sites, improvement of activities based on potential features) He is manifested in a shape. However, these parameters are compatible with the evaluation of creative products and testifies to the success of the problem (at the top of unused solutions). To rise to this stage, you need to have certain skills that provide variability, change, change, and other skills

Thus, we talk about the level of success in resolving an open problem when talking effective imaginative and thinking skills in children.

The children's intellect is a set of cognitive features that allow data processing, understanding and applying information.

These abilities include:

Memory: The ability to store and receive information.

ATTENTION: Ability to concentrate and storage.

Information processing: the ability to perceive, comment and use the information.

Language: the ability to use to understand and communicate.

Meditory: ability to solve logical thinking and problems.

The intellectual skills of children develop gradually over time. They begin to appear during childhood and continue to develop during childhood and adolescence. The development of children's intellectual skills depends on various factors, including:

Genetics: genes play an important role in determining the intellectual potential of the child.

Environment: The experience of learning and the language-rich incentives will encourage intelligence.

Health: good nutrition, sleep and general health helps cognitive development.

Cash: Interaction with parents and educators help to develop intellectual skills.

Education: quality education provides children's knowledge and development of cognitive skills.

The intellectual skills of children can be evaluated using standardized tests. These tests measure different cognitive skills and usually leads to the number of intellect coefficients (IQ).

There are different types of intelligence, including:

Academic Intellect: Ability to school activities such as reading, writing and mathematics.

Creative Intition: The ability to create original thinking, creation of ideas and solving problems.

Emotional Intention: The ability to understand and manage your own and others.

Parents and educators may support children's intellectual development by providing an incentive environment, providing interesting encouragement, learning opportunities and cooperating with teachers.

The intellectual skills of children

The intellectual skills of children develop gradually over time. They include different cognitive functions, for example:

Memory: Short-term memory, long-term memory, operating operation, selected attention, constant attention, divided, information processing

Perception: meditation, solving the problem.

Language: Speech development, understanding of language, speechalness of language.

The intellectual skills of children are usually evaluated using standardized tests. These tests measure different cognitive skills and usually leads to the number of intellect coefficients (IQ).

The second chapter of dissertation "Methods of formation of children's intellectual ability to form the intellectual ability", described the methods of forming children's intellectual ability, the methods of forming children, the methods of forming the intellectual skills of philosophical knowledge, the methods of forming the intellectual abilities of philosophical knowledge.

General criteria

Cognitive flexibility: The ability to think of thinking and movements to changing conditions. Memory: ability to store, receive and process data.

Processing speed: the speed of perception, processing and response to human information. Solution of the problem: the ability to create creative problems.

Metaakognic: The ability to be aware of their own thinking processes and the ability to manage.

Strategic thinking: The ability to plan and implement complex actions to achieve goals. Communication Skills: The ability to communicate with others in writing and oral effectively.

Special criteria

Verbal intelligence: dictionary, reading with understanding, oral and written expression, thinking of language.

Mathematical mind: digital thinking, mathematical operations, mathematical issues, spatial representation.

Logical-mathematical Intellect: Logical thinking, deductive thinking, induced thinking, information analysis.

Space Intellect: Visual Perception, Visual Views, Mental Images, Design and Collection.

Personal and social intellect: self-consciousness and self-government, interpersonal skills, emotional Intellect, social skills.

Music Intellect: Rhythm and tone sensation, creating music, and interpretation of music

Kinestackical Intellect: physical coordination, agility and balance, use of physical instruments.

Other criteria

Creativity: the ability to create original and innovative ideas.

Sensation: the ability to decide without unconscious understanding or intuition.

Motivation: an internal driving force that encourages a person to engage in mental activities.

Interest: The desire to learn and discover new things.

Perseverance: The ability to concentrate and maintain motivation as well as obstacles.

One of the most common models of intellectual skills is J.P.Gilford's intellect model. This model represents the intelligence as a three-dimensional structure consisting of the following components:

Operations

Perception: Get passive information from the environment.

Memory: Save and receive data.

Divergent thinking: Creating multiple possible solutions.

Convergent thinking: focus on finding the only right solution.

Evaluation: The verdict of the value or correctness of the data.

Content

Pictorial: information provided in a clear or visual form.

Symbolic: information provided in an abstract or symbolic form.

Semantic: information provided in the form of ideas or concepts.

Behavior: information provided in the form of actions or actions.

Products

Units: allocated parts of the data.

Groups: Similar information elements groups.

Contacts: Relations between data fragments.

Systems: organized structures of information elements.

Transformations: Change or change information elements.

Output: new information from original elements.

The Guilford model shows that the mind is not a measure, but a collection of different abilities that can be combined in various combinations to perform various cognitives.

Other models of intellectual abilities

Gardner of Howard Gardner is a Model

Robert Sternberg's Triarchik The Prory of

Daniel Goleman's emotional intellectual model

Regina Fixter's Pass Intellodka Model

Each of these models emphasizes the different aspects of cognitive ability and provides a specific view of the nature of the mind.

Intellectual abilities are complex and multifaceted cognitive features, which allows us to understand, process, store and receive and receive problems, as well as decisions and vital conditions. There are many models of intellectual abilities, each of which invites a specific point of view of the nature of the nature of the mind

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J. P. Guilford's model is a widespread model, which is characterized as a three-dimensional structure consisting of intelligence, content and products. Other models such as the most intelligence model of Howard Gardner and Robert Sternberg are also emphasizing various aspects of cognitive ability.

Intellectual abilities develop throughout lives and can be improved through education, experience and targeted training. Sineness plays an important role in academic achievements, career and general well-being.

Understanding and assessing intellectual abilities is very important for relevant education and professional assistance. Intellectual abilities continues to expand our understanding of the nature and significance of intellectual functions for human knowledge and behavior.

In conclusion, intellectual abilities are the basis of human knowledge and behavior. They allow us to learn, adapt and develop in a complex and dynamically world.

The intellectual skills of preschool children are the basis for their successful study and development. Philosophical knowledge can be a precinct to develop these skills, as it develops critical thinking, curiosity and ability to ask questions.

The purpose of the experimental proceedings is the development and implementation of methods for the development of the intellectual skills of pre-school children based on philosophical knowledge.

Development of methods for conducting philosophy for preschool children.

Introduction of developed methods in preschool education.

Evaluate efficiency of methods and develop recommendations for their improvement.

The experimental work is carried out in several stages, using the following methods:

Analysis of literature and philosophical concepts.

Development of methods for conducting philosophy for preschool children.

Introduction of developed methods in preschool education institutions.

Methods of monitoring and analysis of pre-young children's products.

Statistical analysis methods to assess the efficiency of technical implementation.

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