

Historical Foundations Of The Formation And Development Of Cognition In Preschool Children

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Abstract. The topic of the historical foundations of the formation and development of perception in preschool children is aimed at organizing historical approaches and psychological theories in the formation of the process of cognitive development of children. Children's perception is their processes of perception, understanding and response to the environment. From a historical perspective, the study of theories, scientific views and pedagogical methods related to the development of children's perception helps to make the education and upbringing of children more effective. This topic helps to understand modern approaches in the field of child psychology by analyzing the approaches, methods and principles of various psychological and pedagogical schools.

Key words: perception, preschool age, cognitive development, psychology, pedagogy, child psychology, developmental psychology, experiences.

INTRODUCTION.

We will focus on the ancient Greek approach to the formation and development of perception in children.

Plato and the Theory of Perception. One of the most famous philosophers of ancient Greece, Platon (428-348), in his theories revealed the problems of understanding. Plato, in the Republic and other works, argued that the world of perceived objects is only a shadow of the real world of ideas that is accessible to the mind. Plato's theory of perception played a dual role: on the one hand, it was a way to obtain information from the external world, on the other hand, it was argued that if a person relies only on his senses, this is an illusion and a deception.

Plato believed that children should learn to distinguish real knowledge from sensory perception, which can only be achieved through philosophical thinking and understanding of the ideal world. For him, perception was primarily associated not with the perception of physical

objects, but with the knowledge of the inner world through reason. He also put forward the role of upbringing and education in the world, which paved the way for the further development of theoretical approaches to perception in pedagogy.

Unlike Plato, Aristotle (384-322) proposed a more empirical approach to the pleasant. He created a means of cognition in which perception played a central role. In his work "On the Soul", Aristotle argued that all knowledge begins with sensory perception - a person receives information from the external world through the senses.

Aristotle proposed five primary senses: sight, hearing, taste, touch, and smell. He believed that these organs were windows to the world through which a person perceives the things around him. However, Aristotle also emphasized that this is not perception.

For Aristotle, perception was not only a physical process, but also an important aspect of moral and intellectual development. It was argued that children should learn not only through theoretical reasoning, but also through direct interaction with the world around them. This

development was important not only for the knowledge of the external world, but also for the formation of moral and intellectual abilities.

In ancient Greek culture, special attention was paid to the upbringing of children. Plato, in his work "The Republic", writes about the importance of education, including the development of emotions, the formation of righteous citizens who can perceive the world not only through emotions, but also through reason. According to Plato, education should be not only cognitive, but also formative.

Aristotle, on the other hand, emphasized the importance of education primarily through personal experience and direct feelings. His approach to education was focused on the development of emotions.

Ancient Greek philosophical schools such as Plato's Academy and Aristotle's Lyceum trained future philosophers, scientists, and politicians. Ancient Greek pedagogy aimed at the comprehensive development of a person - physically, mentally, and morally. The upbringing of children began at an early age.

Ancient Greek philosophers, particularly Plato and Aristotle, laid the foundation for modern research into this important element of human cognition. In contrast to medieval theories that associated cognition with spiritual experience and religious context, in ancient Greece cognition was viewed as a fundamental process for understanding the world and developing intellectual abilities. Plato and Aristotle elevated the level of sensory perception, but at the same time emphasized the role of reason in the fair perception of information. These ideas informed subsequent research in psychology and education and continue to influence modern thinking. Medieval approach to the formation and development of perception in children. The medieval period in the history of psychology and pedagogy is characterized by the

fact that the issues of the development of children's perception and their psychology in general were not the subject of practical in-depth research. Medieval philosophy and pedagogy were closely connected with religious dogma, and the upbringing of children, especially in Europe, was considered as part of preparing the soul for salvation and observing the moral standards established by the church. Attention to children's perception during this period was relatively indirect, since the main emphasis was not on cognitive processes per se, but on spiritual and moral education.

However, during the Middle Ages, important ideas and approaches emerged that could influence the development of perception and other mental processes in children, although they were mainly directly related to the religious context of upbringing.

In the Christian tradition, medieval education was primarily aimed not at the development of cognitive processes, but at preparing the soul for eternal life. Education was considered an important part of the spiritual formation of a person, and the idea of the upbringing of the soul was based on the teachings of the holy fathers of the Church. Perception, from the point of view of Christian philosophy, was perceived as a gift from God, through which a person could perceive the world around him.

Thus, attention to perception as a cognitive process was limited, since the main emphasis was on the development of moral and spiritual qualities. Perception of the world was usually considered in the context of divine revelation and understanding of God's plan. Natural perception and the ability to perceive objects were under strict control, especially in monastic schools, where children were taught sacred texts, as well as the basics of morality and theology.

In the Middle Ages, education was largely provided in monasteries and church schools, where

children of the clergy and noble families were educated. These schools typically imposed strict religious disciplines and emphasized the development of the intellect, as well as the teaching of spiritual truths and moral lessons.

Monastic schools taught through a rigid structure, including rhythmic religious practices such as chanting, which developed auditory perception. Activities related to the study of sacred texts may also have influenced the development of visual perception, as children had to memorize and interpret religious symbols and images.

Despite the limited pedagogical methods, monastic schools were still centering of knowledge and learning, where basic forms of cognition such as attention, concentration, and memory were developed. However, the perceptual approach was greatly influenced by the religious orientation of teaching, and little attention was paid to the cognitive and emotional development of children.

Thomas Aquinas (1225–1274) was one of the great philosophers of the Middle Ages, whose ideas had a significant impact on the development of Western thought. In his philosophical system, he substantiated the importance of perception as the main method of knowing the external world. Aquinas argued that sensory perception is an important tool for understanding the world around us and conveying this information to the mind. He divided knowledge into two levels: sensory perception and rational knowledge, while all true knowledge begins with sensory perception.

Although Aquinas's philosophy was not specifically focused on the study of the psychology of child development, his ideas about perception as a process of interaction between the senses and the mind may have had an indirect influence on approaches to the upbringing and education of children in the medieval Christian tradition.

In the Middle Ages, the education of children was more about mentoring. Teachers were usually

elderly or monastic teachers who educated children through religious teachings and moral standards. In this context, perceptual education is concerned with teaching children to perceive the world around them as a manifestation of a divine plan.

Within this educational system, attitudes toward perception were closely linked to the development of a "correct" view of the world. This, in turn, influenced children's perception not only of physical objects, but also of abstract concepts such as virtue and sin, light and darkness, good and evil.

The limitations of approaches to cognition in the Middle Ages. Compared to later periods when scientific and experimental approaches to the study of psychology began to develop, approaches to cognition in the Middle Ages were limited. Much attention was paid to spiritual cognition, and the development of emotional perception and cognitive processes was not considered as an independent field of study.

Teachers of the time focused not on developing perception as a process of knowledge, but on moral education and adherence to religious laws. Sensory perception was important, but primarily in the context of knowledge of the divine world and moral consciousness.

In the Middle Ages, the approach to the upbringing and perception of children was closely connected with the religious and moral orientation of society. Perception was viewed not as an independent process of cognition of the surrounding world, but as one of the aspects of spiritual and moral development. Children in this context were perceived through the lens of divine revelation, and attention to the emotional aspects of development was limited. Education in medieval schools was aimed at instilling in children religious truths, moral norms, and a spiritual perception of the world, which left its mark on the educational traditions of that time.

Particular attention was paid to the upbringing of children and their perception of the manifestation in the works of enlightened philosophers. For example, Jean-Jacques Rousseau in his work "Emile, or On Education" adheres to the principles of the natural development of the child, including the perception of the world around him through the senses. Rousseau believed that perception and sensations play a decisive role in the perception of the world, and proper education should be aimed at the development of these skills, taking into account the developmental characteristics of children.

The development of cognitive psychology in the 19th century. With the development of psychology as a science in the 19th century, its in-depth study and formation in children began. The psychology of that time was based on philosophical teachings, but with the introduction of the experimental method, new approaches to learning emerged.

One of the first psychologists to systematically study perception was Wilhelm Wundt. He represents the laboratory of experimental psychology and general understanding as an important part of the mental process. Wundt examined the results of the work of the sensory organs and nervous systems interacting with external stimuli. However, his research focused more on the perception of adults.

In the late 19th century, a deeper understanding of the development of cognition in children began, based on the work of Wundt and others. The main focus was on the relationship between cognition and the development of the nervous system and organs.

The 20th century was a time of rapid development in child psychology. One of the key milestones in the history of cognitive psychology was the contribution of Jean Piaget, which allowed

for significant cognitive development in children, including the study of their perception.

Conclusion

The historical development presented about perception in preschool children allows us to trace the evolution of approaches to understanding this important mental process, from ancient philosophers to modern research. Throughout history, observation has been observed as a controlling part of perceiving the world, and with each new stage of scientific development, deeper and more modern understandings of how children

Early experimental research in 20th-century psychology, based on philosophical and psychological considerations about perception, established that thinking in children is not a stable and unchanging process. It develops depending on age, cognitive and neuropsychological factors, as well as the social and cultural environment. The work of scientists such as Jean Piaget and LS Vygotsky had a decisive influence on the understanding of perception as a dynamic process that is inextricably linked to the development of thinking.

Recommendations

1. **It is necessary to take into account age-related characteristics of perception:** It is important for preschool educators and teachers to take into account the age-related characteristics of children's perception. Preschool children are at an early stage of cognitive development, and their perception of the world is not yet stable. Therefore, teaching and development tasks should be adapted to their level of perception. It is important to provide children with the opportunity to learn about the world through sensory perception (sight, hearing, touch, taste and smell), as well as through active interaction with objects and the environment.

2. **Sensory development is important:** It is recommended to conduct special exercises and games aimed at developing children's sensory

perception. These can be activities that stimulate different senses: playing with colors, sounds, textures, smells, etc. Such activities help to develop a deeper perception and understanding of the world around us, as well as strengthen the connections between sensory systems.

3. Create a nurturing environment: For full cognitive development, a stimulating and rich sensory environment should be created. This includes a variety of toys, materials, textures, and active interactions with nature. It is important for children to have opportunities to explore and experiment with the objects and phenomena around them.

4. Active parental involvement is essential: Parents play a crucial role in the development of preschool children. It is recommended that parents be educated about the importance of sensory and cognitive play, as well as encourage them to actively participate in the learning process and create opportunities for developmental activities at home.

5. Individual approach is essential: Each child is unique and their perception of the world may develop at different rates. It is important to take into account individual differences in perceptual development and adapt teaching methods to the needs of each child. A differentiated approach stimulates cognitive development most effectively.

6. Integrate social interactions: Cognition is closely linked to social context, and children learn to perceive the world not only through their senses, but also through interactions with the people around them. It is recommended to actively incorporate social interaction elements into the teaching and learning process, such as group games, team projects, and discussions, which promote more complex forms of cognition and understanding.

7. Developing Metacognition: Preschool age is a time for developing the initial skills of

metacognition, that is, awareness of perceptual and cognitive processes. It is important for children to develop self-control, attention, and introspection, which helps them to perceive the world around them more consciously.

8. Using innovative technologies: Virtual games, educational programs, and other media in modern conditions It is useful to use digital and interactive technologies that help develop cognition through their resources. However, it is important to combine them with traditional activities and use them in moderation.

In general, the effective development of cognition in preschool children requires an integrated approach, combining theoretical knowledge and practical actions, on the part of teachers, parents, and adults.

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