

## Developing Intellectual Skills Of Children In The School Preparation Group

**Ergaliyeva Zhanar Aitkaliyevna**, assistant teacher of the department of Preschool education, NSPI named after Azhiniyaz.

**Annotation:** This article explores the importance of developing intellectual skills in children attending school preparation groups. It highlights the cognitive, emotional, and social benefits of early intellectual development and discusses effective methods and strategies for fostering these skills. The research aims to provide practical recommendations for educators and parents to create a supportive learning environment. The findings emphasize the necessity of early intellectual engagement in preparing children for academic success and overall development.

**Keywords:** intellectual skills, preschool education, cognitive development, school readiness, early childhood education, educational strategies, school preparation group.

### INTRODUCTION

The development of intellectual skills in early childhood lays the foundation for future academic success and personal growth. School preparation groups, designed to bridge the gap between preschool and formal schooling, play a crucial role in nurturing cognitive abilities, critical thinking, problem-solving skills, and creativity. Children at this stage are naturally curious and open to learning, making it the ideal time to introduce structured educational activities that challenge and stimulate their minds.

In today's educational landscape, early intellectual development is increasingly recognized as vital for ensuring children's readiness for school. Without targeted interventions, children may face challenges in adapting to formal educational settings. This article examines various methods for enhancing intellectual skills in preschool children, evaluates their effectiveness, and provides practical recommendations for educators and parents.

### Methods

The research methodology adopted in this study is qualitative and based on observational research, interviews with educators, and the analysis of

existing literature on early childhood education.

The study involved:

1. **Observation:** Monitoring children in school preparation groups to assess how different activities influence cognitive development.
2. **Interviews:** Conducting semi-structured interviews with preschool teachers and caregivers to gather insights on effective teaching strategies.
3. **Literature Review:** Analyzing scholarly articles, educational psychology books, and previous studies on intellectual skill development.

These methods were chosen to gain a comprehensive understanding of the practical application of intellectual development strategies and their outcomes.

### Discussion

Intellectual development in early childhood encompasses various domains, including memory, attention, reasoning, and problem-solving abilities. Research indicates that children in well-structured preschool programs show significant gains in language development, logical thinking, and creativity.

1. **Cognitive Activities:** Structured play activities, such as puzzles, memory games, and storytelling, have been shown to enhance cognitive

development. These activities help children improve their memory retention, pattern recognition, and logical thinking.

2. Language Development: Language plays a central role in intellectual development. Engaging children in conversations, reading aloud, and introducing new vocabulary enhances their ability to think critically and communicate effectively.

3. Emotional and Social Intelligence: Intellectual development is closely linked with social and emotional learning. Group activities, role-playing, and collaborative tasks help children develop empathy, cooperation skills, and emotional regulation, contributing to their overall intellectual growth.

4. Creativity and Imagination: Creative tasks such as drawing, crafting, and imaginative play stimulate intellectual curiosity and innovation. Encouraging creative expression helps children develop problem-solving skills and cognitive flexibility.

### Results

The observations and interviews revealed that children who participated in structured intellectual activities demonstrated improved problem-solving skills, better memory retention, and enhanced language abilities. Educators noted that children who regularly engaged in creative tasks and group activities developed stronger social skills and higher levels of emotional intelligence.

### Key findings include:

- Improved attention spans among children exposed to regular cognitive exercises.
- Enhanced communication skills in children involved in frequent reading and storytelling activities.
- Increased creativity and imaginative thinking due to participation in art and play-based learning.

These results affirm the importance of incorporating diverse intellectual development activities into preschool programs.

### Conclusion

Developing intellectual skills in children within school preparation groups is essential for laying the groundwork for academic and personal success. The findings highlight the importance of incorporating cognitive, creative, and social-emotional learning strategies into early education programs. Educators and parents must collaborate to create stimulating learning environments that nurture children's intellectual potential.

By applying the discussed methods—structured cognitive activities, language development exercises, and creative tasks—teachers can effectively prepare children for the challenges of formal schooling. Future research should focus on long-term studies to measure the sustained impact of early intellectual development interventions on academic achievement.

---

### References

1. Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International Universities Press.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
3. Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
4. Diamond, A., & Lee, K. (2011). Interventions shown to aid executive function development in children 4 to 12 years old. *Science*, 333(6045), 959–964.
5. Berk, L. E. (2009). *Child Development* (8th ed.). Boston, MA: Pearson Education.
6. Avezovna, Ibragimova Lizakhan, and Eliubaeva Khurliman. "Exploring the Role of Technology in Early Childhood Education: Benefits and Challenges." *American Journal of Advanced Scientific Research* 1.1 (2024): 85-86.
7. Avezovna, I. L. (2023). TEACHING PRESCHOOL CHILDREN TO THINK

LOGICALLY. American Journal of Interdisciplinary Research and Development, 23, 204-208.

8.Отениязова П. Е. и др. ПЕДАГОГИЧЕСКИЕ ТРЕБОВАНИЯ ПРИ ВОСПИТАНИИ МЕНТАЛЬНОСТИ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА В УСЛОВИЯХ КАРАКАЛПАКСТАНА //НАУКА И ПРОСВЕЩЕНИЕ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ. – 2023. – С. 229-231.

9.Yesbosinovna, O. P. (2023). INNOVATION IN THE PRESCHOOL EDUCATION SYSTEM THE USE OF TECHNOLOGY AND THE STUDY OF CHILD PSYCHOANALYSIS. Academia Science Repository, 4(04), 196-200.

10.Sh O., Oteniyazova P. ADAPTATION OF YOUNG CHILDREN TO THE CONDITIONS PRESCHOOL EDUCATIONAL ORGANIZATION //Norwegian Journal of Development of the International Science. – 2021. – №. 74-2. – С. 32-34.

11.Dlimbetovna T. K. Psychological conditions for the formation of moral qualities in preschool children //ACADEMICIA: An International Multidisciplinary Research Journal. –2022. –Т. 12. –№. 11. –С. 180-183

12.Babayeva D. R., Jumasheva G. K. CHILDREN OF PRESCHOOL AGE AWAKENING INTEREST IN THE BOOK //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2022. – Т. 3. – №. 02. – С. 42-46.

13. Shimbergenovna S. V. Development of inclusive education in preschool education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 11. – С. 160-163.

14.Babayeva D. R. et al. Formation Of Patriotic Concepts In School-Aged Children //Journal of Pharmaceutical Negative Results. – 2022. – С. 1537-1541.