



## CHARACTERISTICS OF THE CHILD'S PERCEPTION OF THE ENVIRONMENT DURING THE PRESCHOOL AGE

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<b>Received</b> 4 <sup>th</sup> October 2022	In the article was analysed materialization of thought in the early years of childhood, formation of objective movement in the baby, development of speech.
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Starting from the first days of a baby's life, in the process of interacting with the external environment and making connections, opportunities for an independent life are born. One of the main features of the baby is its ability to absorb all the forms of behavior characteristic of the human race and the experiences of generations [9, 81 b]. Innate reflexes gradually lose their leading role in the life of the baby. In the specific conditions of daily routine and upbringing, other manifestations of need arise, including forms such as impressions, impressions, actions, and communication. As soon as the child has the need to get an impression, he establishes contact with the landmark reflex, receives the available information according to the level of readiness of the sensory organs, and in this process develops himself. A baby does not have the opportunity to perceive objects, people, and the environment as well as adults. Because perception is carried out in an inextricable connection with other mental processes of a person with their own typological characteristics. Therefore, this possibility is very limited in the baby, and the sense organs have the possibility of simple reflection.

The role of the center of the baby's communication with the outside world is played by the highly developed parts of the large hemispheres of the brain. The continuous improvement of the brain alone cannot ensure the development of the baby's sensory organs.

These organs develop as a result of the impressions the child receives. In fact, the brain itself cannot grow without impressions. In the development of the brain, an important role is played by the analyzers of sensory organs that receive stimuli and signals from the outside world. As expressed in scientific sources, if the baby falls into a sensory barrier, it will temporarily lag behind in growth due to a lack of external impressions. On the other hand, the impression that comes to the brain more quickly accelerates the development of landmark reflexes. Orientation of the visual and auditory apparatus to objects occurs, as a result of which human qualities and processes are formed. The source of impressions collected through the organs of sight and hearing and the task of ensuring the regular growth of the nervous system are performed by older people. When the child concentrates on seeing the object and hearing the sound, many changes occur in the activation of the movement. Usually, his movement is involuntarily and irregularly performed, even if it ends with glancing at objects and turning his head, it acts as a movement event: it expresses a simple appearance of behavior and connects the child with reality and the outside world.

Early childhood is considered the period when the thinking of practical movement is formed, hand operations are exchanged with various objects and devices [5,89 b]. As a result of the child mastering the methods of using social weapons, object-oriented movement skills are formed in him. When mastering various actions with bodies, the skill of distinguishing important and unchanging signs in them is formed, as a result, the process of generalization and mastering of general concepts takes place.

Such changes prepare a thorough ground for the child to acquire information, information, scientific knowledge and social skills about the environment. As a result, the psyche of three-year-olds begins to perform the complex function of reflecting news and being influenced by it. Therefore, children of this age quickly perceive and remember what they see and hear, and even try to understand them, they try to demonstrate their knowledge and show themselves as individuals. The desire and feeling of finding one's place among adults creates the "I era".

In connection with the emergence of the language of the child of the first age, there are also important changes in perception. It goes without saying that speech is a rich material for perception. By listening to the words of the people around him, the child develops his observation skills, learns to separate words that sound the same but have different meanings, and learns to distinguish between sounds that are very similar to each other. will remain. The word helps the child to understand what he perceives based on his experience, to find signs of this thing that are similar to what he has seen before. The child increases his experience by perceiving the speech of the people around him, and thus the possibilities of the child to know the reality are greatly expanded. When the language of a child of the first age comes out, his perception becomes qualitatively different from the perception of an infant. Now, when the child perceives an object, he adds to this perception what he hears about the object from the people around him.

Accordingly, perception becomes fuller and more accurate. In addition, due to the nature of generalization, the word allows to perceive a thing as a whole without separating it from other similar things, which is characteristic of a baby. A word allows a child of the first age to find representatives of a whole group of similar things in a certain thing, and thus to generalize things into simple categories. All of them contribute to the development of the child's imagination while complicating the child's perception.

A child of the first year cannot yet distinguish the important signs of an object and cannot move away from secondary signs. Experience is lacking. The process of abstraction is very slowly developed, therefore, when mastering the concept, the child often relies not on the main decisive internal connections of the object, but on its external signs, which are checked and understood in the experience. The child often tries to understand the important sign, but the external sign is still in the first place, and the child cannot get away from it yet. Because of this, the extraneous sign often obscures the important sign.

At the age of kindergarten, the child's knowledge shows its own characteristics. Another strong need of the child's nature is the need to know everything. The reason for this is his lack of life experience. Everything is new for the child and therefore the child tries to learn it in every way. That's why he always asks countless questions. We reflect things and events in the external environment deeper and more fully, not only by feeling, but also by perception. In perception, we reflect things and events as a whole. Therefore, perception is a more complex and higher mental process than perception.

As the phenomenon of perception of things in the external environment is related to the life experience of a person, it means that no matter how fast the sensory organs of young children develop, it still cannot give them the opportunity for full and clear perception. A person (including a child) is affected by several different things in one minute. In order to perceive a certain thing, a child must first be able to distinguish it from other things. For this, the child must have encountered this thing repeatedly during his life. The spheres of movement and activity of children of the first age are very narrow. They interact almost exclusively with things and people within their home. Therefore, their perception skills are still very, very simple

Due to the lack of life experience, children cannot yet reflect the most important and general signs related to the essence of things. In other words, they don't have a full understanding of things yet. They are based on concrete ideas in their perception of things. Therefore, for children of kindergarten age (especially of small kindergarten age), the main signs of things are their color and shape.

So, the pre-school period has its own psychological characteristics in understanding the surrounding world. Because promoting the social-historical aspect of the development of mental abilities and mastering knowledge is the process of participating in the culture created in the historical development of humanity. Abilities are not only the acquisition of social experiences, but also thoughts and knowledge about the active activity of an individual and his psychological aspect, his relationship with a person [6,15 b]. As we mentioned above, mental phenomena arise on the basis of cognitive actions of a person in understanding the world around him. These actions depend on cognitive processes. Each mental process provides a certain aspect of a person's understanding of the world.)

In the first half of the preschool period, a significant shift occurs in the child's perception of the environment. They are the first to master the generally accepted means of performing actions, visual-image thinking-sensor standard and visual model. We know that the child is first armed with ideas about the external characteristics of objects, and secondly, they reflect and separate the relations and connections between objects in a visual form. By the big stage of the preschool age, the child acquires general knowledge about objects and events, which becomes the source of the child's creativity.

In our previous studies, we focused on studying the problem of children's understanding of personal qualities based on their perception of fairy-tale heroes of different nations during the development process [2, 325 b], and in our next studies, we will focus on the psychological characteristics of the child's understanding of the surrounding world. as we set the goal of learning, we planned to conduct our research including studying the stages of understanding the world around children of different ages of the preschool age: perception, imagination, thinking and memory processes. In conducting our research, we selected 30 middle, senior, preparatory group children and 15 4, 5, 6-year-old children from Uzbek families who are being educated in preschool education organization No. 4 belonging to MTB of Toshloq district. Since our research is aimed at studying the young characteristics of a child's understanding of the world around him, we included children who are raised in the same conditions in families from different regions. In our research, we studied with 4, 5, 6-year-old children their perceptions of the environment. For this, we used the "Kids on a Walk" methodology and the "What is it like" methodology compiled by L.A. Wenger, O.M. Dyachenko [1, 26 b]

Cards with pictures of 5 children are prepared. Each child in the picture is shown holding a part of an object that is not fully drawn.



Each picture is shown to the child one by one, and the child is asked which object is in his hand, saying that he is going for a walk. The methodology is carried out individually with each child. One child's answers should not be heard by other children. 1 point is given for each correct answer of the child and the number of mistakes is counted. Each child's answers are reported. At the same time, attention is paid to the child's ability to compare one image to several objects, that is, the variety and richness of imagination, the amount of instructions given by the experimenter, and the number of errors is counted. Each child's answers are reported. At the same time, attention is paid to the fact that the child was able to show how many missing objects in one picture, that is, the variety and richness of imagination, the amount of instructions given by the experimenter, and the number of errors and corrected answers are counted. Each child's answers are reported. At the same time, attention is paid to the fact that the child can compare one image to several objects, that is, to the variety and richness of imagination, and to the amount of instructions given by the experimenter. If the child names several objects that are not drawn at the end of the picture, 1 additional point will be given and this will be shown separately.

In this way, we will analyze the results of studying the development of Imagination of 4, 5, 6-year-old children using the "Children on a Walk" methodology.

Analyzing the results of 4-year-old children, we showed 34 points for the task, 0 additional points, 34 points in total, 14 errors, 14 additional instructions, and 6 unanswered points. The results show that children's thinking relies on concrete images. Due to this, their perceptions are shown in a visual and figurative way. A child can imagine only the image he perceives in his concepts. This indicates that children's imaginations are not so developed in their understanding of the world around them. More guidance was required for children to imagine unfinished images.

Analyzing the results of 5-year-old children, we found 50 points for the task, 4 additional points, 54 points in total, 7 errors, 8 additional instructions, and 2 unanswered. As it can be seen from the results, children's imagination has developed dramatically by this time. Those who began to abstract images in their thinking, that is, those who were able to create images of objects in their imaginations. This happens as a result of the child's life experience and understanding of the surrounding world, and at the same time, by this time, they also begin to perceive the important features of things and events.

Analyzing the results of 6-year-old children, 56 points for the task, 5 additional points, 61 points in total, 4 errors, 5 additional instructions, and 0 points left unanswered were shown. As can be seen from the results, children's imagination has developed by this time. When a child thinks about things and events around them, they can associate their images with their imagination based on their previous understanding of them. This is manifested in the fact that children almost did not make mistakes when creating images of unfinished objects in their imaginations and did not need additional guidance. The increase in life experience is manifested in various areas of his imaginary ideas about things and events, and it shows that his understanding of the world around him has increased.

Now let's compare the indicators of 4, 5, 6-year-old children's understanding of the world around them.

General indicators of 4, 5, 6-year-old children according to the "Children on a walk" method Table 1

	Age of children	Scores for the assignment	Extra points	Total score	Errors the number	Additional instructions	Left unanswered
1	4 Age	34	0	34	14	14	6
2	5 Age	50	4	54	7	8	2
3	6 Age	56	5	61	4	5	0

It can be seen that between the ages of 4 and 5, a sharp change has occurred in the child's imagination. With the age of the child, the range of thinking has expanded. This can be seen in the increase in additional responses. The development of children's understanding of surrounding things and events based on perception and memory can be seen in the decrease in the number of mistakes and the number of assignments left unanswered. So, with the increase in age and life experience, the imaginative imagination of preschool children shows that the perceived images increase in quantity and quality, which is related to the increase in understanding of the things and events around them. This was shown when the children's scores on the task increased, they were able to collect additional points, the number of errors decreased, and there was no need for additional instructions. From this it can be concluded that children's imaginations are formed in connection with the increase of their age and life experience, the quantity and quality of perceived images, and this is the main stage in understanding the world around them. The formation of a child's knowledge about the world around him also depends on his ability to imagine things and events

in imaginary images.

In order to determine the level of development of the child's perception of the surroundings, we analyzed the age-dependent development of the child using the Pearson method.

Analysis of the results obtained at all ages according to the children's walking method.

X	y	X <sup>2</sup>	y <sup>2</sup>	Xy
4	34	16	1156	136
5	64	25	2916	270
6	61	36	3721	366
Σx=45	Σy =149	Σx <sup>2</sup> =77	Σy <sup>2</sup> =7793	Σxy=772

Here X is the age of the child

U is the total score for the assignment.

$$D_x = \sum x^2 - \frac{(\sum x)^2}{n} = 77 - \frac{(15)^2}{3} = 77 - 75 = 2$$

$$D_y = \sum y^2 - \frac{(\sum y)^2}{n} = 7793 - \frac{149^2}{3} = 7793 - 7400 = 393$$

$$y = \frac{\sum xy - \frac{\sum x \cdot \sum y}{n}}{\sqrt{D_x \cdot D_y}} = \frac{772 - \frac{15 \cdot 149}{3}}{\sqrt{2 \cdot 393}} = \frac{772 - 745}{28} = 0,96$$

The level of reliability of this result was determined as follows.

$$S_n = \frac{1 - y^2}{\sqrt{n}} = \frac{1 - 0,96^2}{1,7} = \frac{1 - 0,92}{1,7} = 0,04$$

$$S_y = \sqrt{\frac{\frac{1 - y^2}{n - 2}}{n - 2}} = \sqrt{\frac{\frac{1 - 0,96^2}{3 - 2}}{3 - 2}} = \sqrt{\frac{\frac{1 - 0,92}{1}}{1}} = \sqrt{\frac{0,28}{1}} = 0,53$$

So, the confidence level is 0.53.

1. During the preschool age, the child's understanding of the environment progresses proportionally to the age.
2. The emergence and development of the process of understanding the surrounding world at each age has individual psychological characteristics.

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