



# MENTAL EDUCATION OF CHILDREN IN THE PROCESS OF WORK

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<b>Received:</b> 28 <sup>th</sup> April 2021 <b>Accepted:</b> 17 <sup>th</sup> May 2021 <b>Published:</b> 10 <sup>th</sup> June 2021	The content of the educational process of preschool children also includes mental education. In order to correctly approach the implementation of the tasks of mental education, it is necessary to deeply know the laws of the child's mental development.
<b>Keywords:</b> Mental activity, mental development, pedagogical science, intellectual abilities.	

## INTRODUCTION

Mental development is a set of quantitative and qualitative changes occurring in the mental activity of a child in connection with age, enrichment of experience and under the influence of educational influences. In preschool age, knowledge is accumulated at a rapid pace, speech is formed, cognitive processes are improved, the child masters the simplest ways of mental activity. Ensuring the mental development of a preschooler is of great importance for all his future activities.

## METHODS OF LITERATURE

I would like to note the interesting and unusual views of the French utopian socialist Charles Fourier (1772-1837). In his writings, a plan for a new public organization ("Harmony") was developed. Fourier revealed a complex-integral system of upbringing, covering all aspects of the soul and body. He believed that this new system of upbringing would lead the child to "the implementation of his labor upbringing", would form comprehensively developed citizens for life in "Harmony". According to the types of labor, workers are united in "series", and within them - in "groups". Accordingly, the educational process is based on the principle of self-organization of children, their attraction to certain types of work.

## RESULTS

As a result, already at preschool age, the child masters the language so much that he uses it freely as a means of communication. The mental development of a preschooler occurs in the process of activity: first in communication, object activity, play, and then in educational, labor, productive (drawing, modeling, application, design). The most effective mental development occurs under the influence of training and education.

Modern pedagogical science believes that the main indicators of mental development are the assimilation of the knowledge system, the accumulation of their fund, the development of creative thinking and the mastery of the methods of cognitive activity necessary for the acquisition of new knowledge.

The mental development of preschool children depends on a complex of social and biological factors, among which mental education and training play a guiding, enriching, systematizing role.

Mental education is, first of all, the development of active mental activity of preschoolers. A full-fledged mental education occurs only in pedagogically correct organized activity. Thus, mental education is a purposeful influence of adults on the development of active mental activity in children. It includes: communication of available knowledge about the world around them, their systematization, the formation of cognitive interests, intellectual skills and abilities, the development of cognitive abilities.

Mental education and mental development are in close interaction. Mental education largely determines mental development, contributes to it. However, this happens only if the patterns and possibilities of mental development of children in the first years of life are taken into account. The CONTENT of mental education includes the development of intellectual abilities and skills, imagination, perception, memory, thinking. Therefore, the role of mental education is especially great in preparing children for school. Mastering the stock of knowledge, developing mental activity and independence, acquiring intellectual skills and abilities are important prerequisites for successful schooling and for preparing for the upcoming work activity.

The "Kindergarten Education Program" defines the following TASKS FOR THE MIND EDUCATION of preschool children:

- the formation of correct ideas about the simplest phenomena of the surrounding life;
- development of cognitive mental processes: sensations, perceptions, memory, imagination, thinking, speech;
- development of curiosity and mental abilities;
- development of intellectual abilities and skills, the formation of the simplest ways of mental activity.

Let's take a look at each of these tasks.

Formation of correct ideas about the simplest phenomena of the surrounding life

In preschool years, every day a child encounters objects and phenomena that are new to him. However, the accumulation of knowledge and ideas without appropriate guidance goes haphazardly: they can be superficial, often erroneous. The child thinks that "the cloud is cotton wool," and "the stars are electric bulbs." Observing the surrounding life, he independently tries to draw conclusions. The task of the teacher is to consistently increase the stock of knowledge in children, to streamline them, clarify, and systematize them.

The child should get a clear idea of the surrounding objects, their purpose, some qualities (color, size, shape) and properties (beats, breaks, pours, etc.), about the materials from which they are made. In the process of observing the phenomena of inanimate nature, the development of plants, insects, animals, the educator forms in children the rudiments of materialistic ideas about the world.

The development of cognitive mental processes - sensations, perception, memory, imagination, thinking, as well as the development of speech is an important task of mental education. Cognition of the surrounding world begins with sensations and perceptions. The higher the level of their development, the richer the possibilities of cognition of the surrounding reality. Therefore, in kindergarten, a lot of attention is paid to sensory education.

A special role in preschool age belongs to the development of speech. Mastering speech gives the child the opportunity to gain knowledge about reality indirectly (through a story, a work of art, an explanation of the teacher, etc.), and not only through direct perception of objects or phenomena. In preschool age, children develop the ability to consciously memorize, the amount of memory increases; the task is to exercise voluntary memory, enrich it with useful knowledge. For the younger preschooler, visual-effective and visual-figurative thinking is characteristic. On this basis, verbal-logical, conceptual thinking develops. The educator forms analytical and synthetic thinking activity in children, which makes it possible to understand phenomena more deeply, to highlight their essential and insignificant aspects.

### **Development of curiosity and intelligence**

Curiosity is a quality inherent in a child. It is expressed in an active interest in the world around us, in the desire to examine, touch, put into action everything. Numerous questions testify to the presence of curiosity. The teacher supports the curiosity of preschoolers by organizing observations, trying to answer their questions in time, directing their thoughts to an independent search for an answer.

### **Development of intellectual abilities and skills, the formation of the simplest ways of mental activity.**

One of the tasks of mental education of preschoolers is the development of intellectual abilities and skills, i.e. the formation of the simplest methods of mental activity: examination of objects, highlighting essential and insignificant signs in them, comparison with other objects, etc. These skills and abilities are integral elements of cognitive activity, they help the child to successfully master knowledge.

## **DISCUSSION**

All of the above tasks are interrelated. Their specificity is determined by the age capabilities of children, and in a preschool institution they are clearly formulated in the Preschool Education Program, which guides the educators. Each age group corresponds to a certain level of skills, knowledge, skills, which the child must master by the end of the year. The tasks of mental education are achieved in the process of daily activities. These are mathematics, drawing, physical education, labor activity, modeling, design.

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