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### Development of Intellectual Abilities of Preschool Children

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#### Annotation:

The problem of the full development of the intellectual abilities of preschool children remains relevant in our time, since one of the criteria for preschool preparation of children is intellectual development. Working in the senior group of compensatory assignment, I was convinced that one of the most important areas in the work of the educator is the development of the cognitive processes of children, as a means of a successful transition to schooling.

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The game is the main activity of the child in preschool age, playing, he learns the world of people, playing, the child develops. In modern pedagogy, there are a huge number of games that can develop the sensory, motor, and intellectual abilities of a child. The concept of "development of the intellect" includes the development of memory, perception, thinking, i.e., all mental abilities. With the help of the game, you can attract interest in learning, cognitive and creative activities, reveal the artistic abilities of preschoolers. A didactic game is a game form of exercises, without which it is impossible to do in training. In order for children to acquire knowledge, skills, skills, they must be exercised in this. Exercise as a simple repetition does not arouse interest, children are quickly distracted and tired. The exercise, carried out in a playful way, is perceived by children in a completely different way. They repeat the necessary actions and words with interest. The game is an effective means of shaping the personality of a preschooler, his moral and volitional qualities; the need to influence the world is realized in the game. The most famous teacher in our country, A. S. Makarenko, characterized the role of children's games in this way: "The game is important in the life of a child, it has the same meaning

as work, service in an adult. What a child is at play, so in many respects he will be at work. Therefore, the upbringing of the future figure takes place primarily in the game ... "In the first seven years, the child goes through a long and difficult path of development. This is clearly reflected in games that year by year become richer in content, more complex in organization, more diverse in character. In the first two years of life, when the child's imagination is not yet developed, there is no play in the true sense of the word. At this age, we can talk about the preparatory period of the game, which is often called "objective activity". By the age of two, children's games show those features that are clearly manifested at a later age: imitation of adults, the creation of imaginary images, the desire to act actively. In the third year of life, the child begins to develop imagination, a simple plot appears in games. The play actions of a child of 3-4 years of age are based on actions with toys. At this age, the baby is characterized by a special interest in the objective world. Children aged 4-5 years have greater attention span. At this age, tactile, visual, auditory perception is improved, the process of memorization and recall develops. Children 4-5 years old are interested in games that combine movement with solving mental problems. For the fifth year of a child's life, it is advisable to use word games more often, and not only for the purpose of developing speech, but also for solving mental problems. An important criterion for assessing the development of a child of 6-7 years old is his ability to assimilate new information. The more the child shows interest in reasoning, the better he learns new concepts. For the development of a 6-7 year old child, visual-figurative thinking is characteristic.

In the program of education and training in kindergarten, the following classification of preschool games is given:

- plot-role-playing;
- theatrical;
- mobile;
- didactic

Didactic games occupy a large place in the work of preschool institutions. They are used in the classroom and in independent activities of children. The didactic game helps to assimilate, consolidate knowledge, master the methods of cognitive activity. Children master the signs of objects, learn to classify, generalize, compare. The use of a didactic game as a teaching method increases interest in classes, develops concentration, and provides better assimilation of program material. In kindergarten, each age group should have a variety of didactic games. Each didactic game includes several elements, namely: a didactic task, content, rules and game actions. The main element of the didactic game is the didactic task. It is closely related to the curriculum. All other elements are subordinate to this task and ensure its implementation. Didactic tasks are varied. This may be familiarization with the outside world, the development of speech. Didactic tasks can be associated with the consolidation of elementary mathematical concepts, etc. The content of the didactic game is the surrounding reality (nature, people, their relationships, life, work, events of social life, etc.) A large role in the didactic game belongs to the rules. They determine what and how each child should do in the game. Rules teach children the ability to restrain themselves, to control their behavior. An important role in didactic games belongs to the game action. Game action is a manifestation of children's activity for game purposes. Due to the presence of game actions, didactic games used in the classroom make learning entertaining, emotional. Choosing a game for a teacher is a serious matter. The game should give the child the opportunity to put into practice what is familiar to him and encourage him to learn new things. The didactic material selected for the game should be outwardly attractive, the purpose of the

objects and the meaning of the questions should be clear and understandable to the children.

Classification of didactic games:

### 1. Didactic games with objects.

During games with objects (toys), children get acquainted with their properties and features, compare, classify them. Gradually, their playing activity becomes more complicated, they begin to single out, combine objects according to one attribute, which contributes to the development of logical thinking. Children are increasingly attracted to tasks that require conscious memorization, oblige to search for the missing toy. In a didactic game, it is necessary to make the subject of attention and content of children's speech exactly what meets the goal set by the educator. If we fix the names of certain objects, then it is necessary to select these objects. If we fix the names of qualities, then these qualities should be clearly visible to children. For example, the teacher fixes the exact name of the color in children. He selects several similar objects of different colors for the didactic game "Guess what you hid". There are six flags on the table: blue, white, red, yellow, green, orange. The teacher hides the blue flag. The leading child must name the sign of the object. Children really like such games as "Find and bring", "Magic bag", "What is superfluous", "Guess what has changed". In this game, the teacher combines the arrangement of objects so that the children have to use the words: left, right, front, side, top, bottom.

### 2. Board games

Board games involve actions not with objects, but with their images. Most often, they are focused on solving such game tasks: selecting pictures, card-pictures during the next move ("Domino", composing a whole from parts (cut pictures, cubes, puzzles). Thanks to such actions, children clarify their ideas, systematize knowledge about the environment world, develop thought processes, spatial orientations, ingenuity, attention.

### 3 Word didactic games

Verbal didactic games are of great importance in the speech development of children. They form auditory attention, the ability to listen to the sounds of speech, repeat sound combinations and words. Verbal didactic games are the most difficult, because they make you operate with ideas, think about the things with which they act at that time. Preschoolers have to describe objects, guess them according to the description, reason. This type of games is especially important if the child still does not speak well.

Word didactic games:

- travel games (they are designed to enhance the impression, give cognitive content, draw the attention of children to what exists nearby, but they do not notice it)
- games-assignments ("Collect cubes of such and such a color in a basket", "Get round objects from the bag" Encourage children to comprehend the next action, which requires the ability to compare knowledge with circumstances or proposed conditions, establish causal relationships, active work of the imagination.
- riddle games (develop the ability to analyze)

- games-conversations (the basis is the communication of the educator with the children, the children among themselves, which appears as a game learning and game activity)

Didactic games should develop curiosity, the ability to independently solve mental problems, contribute to the creation of stable gaming teams united by common interests, mutual sympathy, and comradely relationships.

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