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METHODOLOGY FOR DEVELOPMENT OF RESEARCH ACTIVITY IN CHILDREN OF PRESCHOOL AGE (6-7 YEARS OLD)

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Abstract:
The independent research abilities of preschool children are considered necessary for their further successful studies at school, which is the next stage of education. The purpose of the research conducted with preschool children is to develop the ability to work in a team, to set goals for the key stage of activity, and to develop cognitive interests. The article discusses the principles of organizing, conducting and achieving results of educational and research activities for preschool children (6-7 years old).

Keywords: preschool age, skill development, research activity, experience, activity of centers

Introduction:

Research and search activity is a child's natural state. It is research activity that creates conditions for intellectual development, self-development, work on oneself, and then this situation turns into self-realization. From the age of 3-5, the child's desire to act independently in the chosen field increases. In any type of preschool children's activities (play, communication, work, etc.), the main goal of research behavior is the basis for the development of the child's ability to creatively master the world around him. By this age, the need for elementary research changes and subjectively manifests itself in the independent formulation of questions and problems to learn new things, and by the age of 5, children try to find answers independently. At the age of 5-6, a preschool child begins to ask questions or discover conflicts, thus the child begins to understand the cognitive need. The first type of activity creates various stereotypes of behavior, skills, habits - that is, everything that is accepted as a standard, behavior in the activity, flexible types of activity develop.

Laws of Training:

At the primary stage - repetition of these exercises - control [18, p. 12].

The skills we are considering refer to the second type of activity, in which the formation of ideas about the surrounding world occurs in the process of practical, transformative activity [2, p. 23].

Here, the child's initiative develops his cognitive needs, activities aimed at discovering interesting, fascinating things embodied in the form of research, exploration of the surrounding world [48, p. 13] and is the stage of forming the child's subjective position.

Literature analysis and methodology Modern requirements of the state educational standard set a number of requirements for the level of research skills in preschool children. Accordingly, school preparation should include the development of such skills at the age of 6-7 (in preschool children) [4, p. 21]. This is the relevance of the presented research topic. The main task of teaching children the basics of educational and research activities is to form the skills of independent search for the necessary information. It helps to develop critical thinking, teaches the child to clearly formulate the results of his activity and increases creativity. The need to develop educational and research activities is related to the fact that the child has especially solidly mastered the knowledge acquired in the process of independent activity that arouses interest and positive emotions. We can determine the following indicators as criteria of research activity

- the child's ability to determine the nature of the problem and form his own hypothesis;
- the ability to observe, analyze and draw conclusions;
- the ability to plan and conduct experiments [5, p.36].

The most convenient way to organize the educational and research activities of preschool (6-7)-year-old children is to divide children into teams of five children each. Work on determining the effectiveness of the development of scientific and research activities of preschool children is divided into three stages:

detection stage;

the stage of work on the development of research activities among children of preschool age;

stage of diagnosis of the dynamics of development of research activity in preschool children [2, p.5].

Discussion Preschoolers are natural explorers[27]. And this is confirmed by their curiosity, the desire to constantly experiment, the desire to independently find a solution to a problematic situation. The task of the teacher is not only to conduct this

activity, but rather to actively help. Forming children's knowledge about the properties and qualities of inanimate objects such as the sun, soil, water, air, sand, mud, stone, etc. while conducting research activities;

- develop the skills of conducting basic experiments with inanimate natural objects;
- develop children's speech, ability to think logically, make hypotheses and draw conclusions;
- develop the ability to observe;
- development of interest in experimental activities in children;

the emergence of a desire to help others
to cultivate the ability to negotiate
with each other to solve common problems.

Confirmatory experiments were conducted to diagnose the level of research activity development in preschool children. At this stage, research was conducted to determine the current level of information seeking research skills in the experimental group. A total of 20 children were examined[28]. The first diagnostic task is to ask the teacher "What did I want?" was the assignment. By asking questions, the children had to find out what the teacher wanted to bring to the group.

Results: To determine the level of children's ability to formulate questions about the object of knowledge, as well as to determine the ability of children to find the most effective answers. The course of the experiment: the teacher told the children that he planned to bring something useful for all children to the group. To carry out the plan, the children should use questions to find out as much information as possible about the plan.

A rating scale was developed: 3 points (high level) - the child independently asks questions about various areas of human activity; 2 points (middle level) - the child creates questions with the help of adults; 1 point (low level) - the child makes only simple questions of definition [1, p.86]. After the diagnosis, the following were found: 40% of children demonstrated a high level of ability to formulate questions. Another 40% of children have an average level of this skill. 20% of children had low ability to ask questions. Basically, these questions were the following ("Is this a ball?", "Is this a car?")[29]. Another diagnostic task was developed to more accurately diagnose the level of research activity development in older preschool children: "Tell me about the animal world of your native land." Purpose: to determine the level of children's ability to answer various questions that comprehensively cover the subject of study, as well as the level of development of practical skills in finding the necessary information - using books or using a computer. Materials used: children's books about animals,

computer. Procedure: the teacher invited the children to compile a mini-encyclopedia about the animals of their homeland. For this, it was suggested to use children's books about animals, as well as a computer. Materials used: children's books about animals, computer. In the process, the teacher invited the children to compile a mini-encyclopedia about the animals of their homeland. For this, pictures from children's books about animals are presented. Results criteria: 3 points (high level) - a child who has difficulties in independent work turns to the teacher with clarifying questions. He independently searches for information in books or through pictures; 2 points (average level) - a child who has difficulties during work, at the request of the teacher, turns to him with specific questions. He uses the help of adults, looks for the necessary information in books or pictures; 1 point (low level) - a child who has difficulties at work does not ask him clarifying questions, even if he receives advice from the teacher. He refuses to complete the task or passively waits for help. Has no skills in working with books or pictures. Emphasizes that he does not know how to do this [1, p. 87]. Diagnostic results: 30% of children showed a high level of research activity. 40% of children showed an average level of proficiency in practical methods of working with books or pictures. 30% of children had a low level of research activity. Thus, approximately one-third of the children in the experimental group were in dire need of developing research skills [29, 3-b]. Second stage: development of research skills in 6-7-year-old children during cognitive and research activities. Purpose: to develop the skills of searching for the necessary information by identifying its sources in older preschool children [28, 3-b].

Summary: The tasks of working with children are teaching children to search for and use various sources of information; teaching children how to record and transmit information (drawing pictures, memorizing, etc.); teaching children to summarize the information and draw conclusions [3, p. 42]. The theoretical part of the training. Work on the development of scientific research activities began with teaching children to use various sources of information. The problem interview technique was chosen as the main tool [30, 3-b]. In such conversations, children gained an understanding of the existence of various sources of information that can be replaced or selected depending on the assigned task. The main focus was not on how well the children worked with books or pictures, but on their correct understanding of algorithms for working with resources. In other words, the children also received clear instructions with a sequence of actions for working with books and pictures. Another feature of research development work was teaching the skills of asking for help from more qualified people [31, 3-b]. The teacher created a situation where the children did not know and could not independently find answers to the questions. There, they were

shown how to use new resources and remember information. The purpose of this part of the experiment was to form the skills of using acquired theoretical knowledge in solving practical problems. For this purpose, a problematic situation was created: "They gave me a goldfish, but I don't know how to take care of it?" Search task: "Formulation of rules for the care of goldfish." During the task, the children put forward different hypotheses to plan their information search. Some children, in their opinion, suggested turning to more capable people - their parents, educators. Some children turned to books or pictures for help. At the end of the task, the children were asked to make conclusions about the work done. The third stage: to determine the dynamics of the level of development of research skills in 6-7-year-old children after training. To diagnose work results, the two methods used in the stage of diagnosing the initial level of research skills were again used. The difference was in the questions asked: the diagnostic task "Find information about the birds of your homeland"; diagnostic task "What did I bring to the group?" The diagnostic process was similar to the first part of the study. Results: 45% of the children who participated in the experiment showed a high level. This is 15% more than the initial indicators. Such children began to show high abilities to build the logic of work and form final conclusions. The average level was determined in 40% of children. These children made some mistakes in constructing a logical story, but with the help of adults, they corrected their mistakes. 15 percent of the children showed a low level, which is actually half the initial rate.Decision PQ 4312 of the President of the Republic of Uzbekistan dated May 8, 2019 "On the development plan of preschool education of the Republic of Uzbekistan until 2030".

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