

## STUDY OF SENSORY DEVELOPMENT OF CHILDREN IN THE PRESCHOOL PERIOD

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**Annotation:** *The article shows the sensory development and characteristics of children of preschool age, its age-related conditions, and the fact that mental development depends on sensory development, the ways to implement sensory development, and information about exercises and games that develop sensory development. In addition, the scientific research conducted on sensory development works and opinions of scientists are stated.*

**Key words:** *Age, period, sensor, development, feature, intelligence, scientific work, exercise, game, condition*

Due to the fact that the pre-school period is an important period in the physical, physiological and psychological development of a child, several scientific studies have been conducted to study the mental development of a child in this period. The Russian scientist L.A. Wenger conducted research on the sensory development of the preschool child. He explained psychologically the connection of sensory culture with the mental development of the child. Because it shows that knowledge of the world is connected with perception. At the same time, he tried to clarify the characteristics of the child's sensory development at each age. The sensor showed the tricks of making progress. These sensors developed exercises and games. M. Montessori, a scientist who conducted significant research in the field of foreign psychology, is also noteworthy for his research in the field of sensory development of the child. He brought the concept of "sensory culture" to the field of preschool education. He recommends training the senses in learning to distinguish between shapes, colors, and big and small. Foreign scientists F. Frebel, O. Dekram show that sensory education is an activity aimed at ensuring children's sensory development, and emphasize that this is one of the main aspects of educating a child in preschool age. Russian scientist A.V. Zaporozhes emphasized the concept of "sensory standard" in sensory education of a child. Paying attention to the formation of children's imaginations about sensory standards, he emphasizes that sensory standards are generally accepted samples according to the external characteristics of this world. Russian psychologists E.I. Tikhiva, A.B. Usova, N.T. Sakumena also conducted research on the role of the child's sensory development and his mental development. While conducting scientific research on the child's development and personality formation during the preschool age, the child's sensory development, intuition and perception characteristics were interpreted from a theoretical state instead of knowing the

world. T.A. Kisilyuk and L.A. Tenevisky, who organized the specific features of the child's perception of noticing and receiving objects at an early age, showed that the child learns by associating a certain thing with unclear details. For example, one child draws a round shape and calls it "this little girl", while the second child says "this is a potato". They show that this round shape is the basis of the child's fantastic thoughts. At the same time, they have shown that the perceptual characteristics of older children are organized and progressed at different ages. N.S. Safiyev, one of the Uzbek psychologists, conducted research on sensory system phenomena and the problem of a systematic approach to them. R.A. Tursunov, who revealed the unique features of hearing and sight perception in his work, tried to clarify the issue of perception and artistic image in his researches. It can be seen that scientific research on the problem of sensor development has not been carried out sufficiently. All the sensory organs of the baby have been developed since the time when it was still in the mother's womb. Therefore, from the moment a child is born, all his sensory organs have the ability to reflect the effects of the external and internal environment. For example, a ten-day-old child can stop his pupil on a light source (elector bulb). A one-month-old baby can stare at his mother's face for a long time while bending down (bringing his face close to him). The sense of sight develops very quickly in babies. A two-month-old child can follow a slow-moving object with the pupil, while a one-month-old child can actively look at objects that are not only visible. What he looks at brings out different emotions. Godak appears in children at the age of 5-6 months. A child first gets to know the person he interacts with the most, that is, his mother. He gradually recognizes other close people around him. We know this from the fact that small children stare at a stranger for a long time when he comes to the house and lie down. Color perception is seen very early in young children of Godak age. For example, according to the experiments conducted by Professor N.I. Krasnogorsky, color discrimination begins to appear in children from the age of 3-4 months. For example, a child is fed from different colored bottles. But only red bottles had milk. After some time, the boy put only the red bottle in his mouth and looked indifferently at the other bottles. This experiment shows that children can perceive and distinguish colors very early. Thus, visual perception, which is of great importance for psychological development, develops rapidly during the active activities of young children. Children of toddler age begin to hear very early, but it is difficult to determine how many days a child begins to hear. Increasing children's hearing sensitivity from a young age is of great importance in developing their aesthetic sense, as well as helping their mental development. It is known that the ability to enjoy great modern music does not suddenly appear in a person. We conducted a preschool study to study sensory development during the preschool years. We conducted a method with children on color perception and differentiation among 15 children studying in kindergarten. The initial indicators and the results

after working with the children are recorded in the table below: Analyzing these results, we saw that the difference between the results of the control group of children was 4.5 and was 0.2. Such a small difference in the result can be considered as an effect of connecting the child with the skills developed in the child as a result of repeating the task and getting to know the colors first. The difference from the experimental group is 1.1. It can be considered a developmental factor that affects the child's ability to perceive colors for a short period of time. It follows from this that in order to improve the sensory development of children studying in a preschool educational institution, it is necessary to regularly engage with them.

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