

# THE REPUBLIC OF AZERBAIJAN

*On the rights of the manuscript*

## ABSTRACT

Of the dissertation submitted for the degree of Doctor of Philosophy

### SYSTEM OF WORK ON INTELLECTUAL DEVELOPMENT OF PRESCHOOL CHILDREN

Specialty: 5804.01 - general pedagogy, history of pedagogy and  
education

Field of science: Pedagogy

Applicant: **Salahat Shovket Musayeva**

**Baku - 2 0 2 1**

The dissertation work was carried out in the department of Theory and History of Education of the Institute of Education of the Republic of Azerbaijan.

**Supervisor:**

*d.sc., prof*

**Yahya Shafi Karimov**

**Official opponents:**

*d.sc., prof*

**Farahim Balakishi Sadıqov**

*d.sc., prof*

**Humeyir Huseyn Ahmadov**

*ph.d., assoc prof.*

**Sevinc Sardar Aliyeva**

FD 2.15 Dissertation Council acting at the Higher Attestation Commission Azerbaijan State Pedagogical University under the President of the Republic of Azerbaijan

**Chairman of the Dissertation Council:**

*d. h. sc., prof.*

**Jafar Mammad Jafarov**

**Scientific Secretary of the Dissertation Council:** *ph.d., assoc prof.*

**Malak Aliislam Zamanova**

**Chairman of the scientific seminar:**

*d.sc., prof*

**Farrukh Abbas Rustamov**

## GENERAL CHARACTERISTICS OF THE RESEACH WORK

### **Relevance of the topic and degree of elaboration.**

The development of pre-school education is in many respects determined by the current socio-economic situation and development trends of pedagogy. Changes in the goals and objectives of preschool education, updating the content are characterized by the effective use of personality-oriented technologies in its implementation. Depending on the needs of society, such system changes allow the application of new conceptual approaches. In this regard, the capacities of children of different ages are being investigated and the level of their general and specific knowledge, skills and abilities are identified.

Our national leader Heydar Aliyev wrote: *“Children are our future!... Their comprehensive development, raising their intellectual level, mastering our national and moral values, the formation of a sense of patriotism is the dream of our society... ”*<sup>1</sup>

As the number of highly intelligent people in society increases, the society is also developing. Intellectual development is the manifestation of the growing generation's ability to comprehend in all areas. This wise idea is relevant in today's globalized world, which is experiencing the highest stage of scientific and technological progress. Therefore, it is important to modernize preschool education in Azerbaijan, as at all levels of education. In this regard, it is necessary to clarify the level of development of intellectual knowledge and skills of children of different ages in preschool. Ensuring the interests of the child is very important for his intellectual development. By creative approach to all types of activities and giving the child independence and free choice, conditions should be created for the development of various abilities. The most important of these abilities are perception and intellectual development.

Intellectual development means that children master mental operations such as analysis-composition, comparison, grouping,

---

<sup>1</sup> Aliyev, H.A. Children are our future! Speech at the International Children's Music Festival dedicated to June 1, Children's Day // Azerbaijan teacher. 1997, 14 October.

generalization, and the ability to provide cause-and-effect relationships between objects and events in the process of learning activities.

Our research is based on researching the ways of children's intellectual development from infancy, to ensure that they are successfully educated in the first grade. In this regard, our research is dedicated to the intellectual development of children in preschool institutions and families. The problem involved in the study has been reflected in the legal and normative state documents on the development of pre-school education since the beginning of the XXI century.

The Resolution of the Cabinet of Ministers of the Republic of Azerbaijan dated January 8, 2010 No. 004 “On the rules of organization of school readiness” states: “*The identification of talented children, the development of their potential opportunities, and the preparation of a child for school education, first of all, his physical, personality, intellectual and social preparation of the child, which includes the following...*”<sup>2</sup>.

In the “State Standard and the Preschool Education Program”, approved by the Resolution of the Cabinet of Ministers of the Republic of Azerbaijan dated July 16, 2010 No. 137, such intellectual development indicators of children as, analysis-composition, generalization, establishment of cause-and-effect relations and others are brought to the centre of attention<sup>3</sup>.

Work on the intellectual development of the child is carried out at all stages of the preschool period. This training is not aimed at imparting specific knowledge and skills to children at once, but primarily at the development of their mental abilities and cognitive interests (observation, analysis, comparison, generalization, mental conclusion).

Adults understand the child's readiness for school as a set of

---

<sup>2</sup> Decision of the Cabinet of Ministers of the Republic of Azerbaijan on approval of “Rules of organization of school preparation”. <https://baku.edu.gov.az/en/page/234/707>

<sup>3</sup> Decision of the Cabinet of Ministers of the Republic of Azerbaijan on approval of the “State standard and program of preschool education”. <http://eqanun.az/framework/43192>

knowledge given to them, so

they try to give him a basic reading, writing and arithmetic skills. They want to give the child as

much “smart” information as possible. However, this alone does not determine the success of education. The most important thing is to prepare the child for training work. The school expects not only "educated" children but also physically and psychologically healthy, tolerant and prepared children.

In the history of pedagogical thought in Azerbaijan there are a number of studies on different areas of development of preschool children. Thus, Y.Sh. Karimov, R.N. Mursaqulova, X.I. Salimkhanova, Z.I. Valiyeva, L.K. Jafarova, Z.A. Zeynalova, M.A. Ibadova, T.B. Sadigova, A.M. Mammedova, Sh.A. Bakhisheva, S.A. Amirova, Sh.Q. Aliyeva, S.M. Sadigova, C.A. Orucova and other conducted research on different areas of preschool education. X.I. Salimkhanova “Influence of oral folk art on the formation of moral qualities in preschool children”, L.K. Jafarova "The system of work on introducing children to social life events in the preschool group", T.B. Sadigova “Opportunities and ways of using didactic games in the process of preparing children for schooling”, Sh.Q. Aliyeva "Scientific and pedagogical bases of moral education of preschool children", A.M. Mamedova "System of work on preparation of schoolchildren for school", S.A. Rahimova “Theoretical-pedagogical bases of coordination of different activities of preschool children”, etc. defended dissertations on the topic.

Till nowadays the general intellectual abilities of preschool children have not been the main research object. Our idea is to create a system of work on the intellectual development of preschool children, to define a model of intellectual development at this age. The idea of the research necessitated the solution of the following contradictory problems: 1) incompatibility between the requirements of the primary school and the state of development of preschool children and their readiness for regular training; 2) the contradiction between the need to ensure the intellectual development of preschool children and insufficient development of the problem of their formation; 3) the theoretical level of formation of intellectual skills and the problem of

its current state in preschool educational institutions.

Taking into account the urgency of the problem, we considered it expedient to work on a dissertation on “The system of work on intellectual development of preschool children.”

**The object of research is the process of intellectual development of preschool children.**

**The subject of the research is the intellectual development of children in preschool institutions.**

**The aim of the research** is to develop a perfect system of work on the intellectual development of preschool children.

**Research objectives:**

The following tasks were proposed, based on the purpose of the study and the working hypothesis,:

-To conduct research on methodological, pedagogical and psychological literature related to the intellectual development of preschool children;

- to clarify the essence of intellectual development of preschool children;

-to analyze programs and teaching aids in terms of intellectual development;

-to determine the principles, forms, means, methods and techniques of intellectual development of preschool children;

-to study the possibilities of the developmental environment as a means of ensuring cognitive activity of children in preschool institutions;

-to reveal the impact of children's intellectual development on the learning process at school;

-to determine the prospects of intellectual development of preschool children in modern times.

**The methodological basis of the research** is the views of prominent scholars of pedagogy and psychology on the development and education of personality, the theory of children's cognition and development, a set of theoretical provisions describing man as a subject of action and communication, the content of normative and legal state documents on preschool education, examples of folk pedagogy contained.

The following **research methods** were used: theoretical analysis, study of documents, pedagogical observation, interview, questionnaire, experiment, analysis of different types of activities.

**The main scientific provisions proposed for defense:**

1. Intellectual development of pre-school aged children provides the development of their logical thinking and communicative speech.

2. The fundamentals of the intellectual preparation of pre-school aged children comprise the extension of speech, communication, comprehension and basis of knowledge and the improvement of their general abilities.

3. Development of the cognitive process in pre-school aged children provides the improvement of their physical, socio-emotional, aesthetic and creative abilities.

4. Family environment plays a significant role in the formation of pre-school aged children as a personality and for their intellectual development.

5. Personal sample of the tutor-teacher plays significant role in the formation of pre-school aged children as a personality and for their intellectual development.

**Scientific novelty of the research:**

-The essence of intellectual development and pedagogical conditions of preschool children has been clarified;

-The technology of the educational process, ensuring the intellectual development of children in preschool institutions has been developed;

-The importance of a developing environment for enhancing the thinking of children has been substantiated;

-The possibilities, volume, content, forms and ways of intellectual development in the preschool period have been determined.

**The theoretical significance of the research** is that the proposed theoretical ideas and obtained provisions are intended to create a system of intellectual development of children in preschool institutions and directing educators to work in a planned manner. It can be used in pedagogical higher and secondary special schools.

**Practical significance of the research:**

1. The results of the research and the ideas put forward will

allow for the organization of the intellectual development of preschool children.

2. The system of work, principles, aids, methods and techniques mentioned in the dissertation will be used by leaders of preschool educational institutions, methodologists and educators, teachers and students of higher and secondary special schools and parents and there will be opportunities for working in different age groups according to the proposed methodology.

### **Approbation and application of the study:**

The proposed methodology was presented to educators in advanced courses.

**13 articles** have been published in journals recommended by the Higher Attestation Commission under the President of the Republic of Azerbaijan, and **an article** in a foreign country. The applicant presented papers at international and national scientific conferences, published reports, 3 conference materials (including 2 abroad). In addition, together with co-authors, the applicant has prepared the following methodical manuals: “Organization of walks in kindergartens” (Baku: Apostrof, 2011), “Desktop book of the head of the kindergarten” (Baku: Apostrof, 2011), “Development of logical thinking” (Baku: Didactics, 2014), Muntakhabat (for large groups) Baku: Baku Children's Publishing House.

**Structure of the dissertation.** The dissertation consists of an introduction, two chapters with 10 paragraphs, a conclusion and a list of references.

Introduction 10 pages 17312 characters, chapter I 76 pages 125007 characters., chapter II 68 pages 125244 characters, conclusion 3 pages 4521 characters, references 15 pages 20875 characters, in generally dissertation consisits of 260220 characters.

## **MAIN CONTENT OF RESEARCH**

**The introduction** substantiates the relevance of the research, explains the goals and objectives, as well as provides brief information about the research methods, scientific novelty, theoretical and practical significance of the research, its provisions to



be defended and results.

**Chapter I** is entitled “**General Issues of the Problem**”. This chapter consists of five paragraphs.

The first paragraph entitled "*The essence and content of the problem*," shows that the innovations in the life of society lead to the conclusion that there is a need to raise the concept of intellectual development. Intellectuality can be acquired as a result of intellectual education and development. The comprehensive development of a child creates intelligence. Intellect is individual.

Intelligence is a characteristic of intellect. Intellectual qualities are the product of comprehension ability. It is gained in the course of one's life through one's interest in the environment. This event begins on the first day of life. There are different views on the meaning of the word intelligence. Intellect is derived from the Latin word “intellectus” which means “understanding”. This word is a relatively perfect structure of mental capacity and the development of the individual.

Similar and different opinions about the intelligence have been expressed in various sources. The famous psychologist of the 20th century Y.V. Piaget said: “Intelligence is equal to the general ability of morality and is its ruler.”<sup>4</sup>

Children's intellectual preparation includes a specific knowledge base, a certain outlook, an understanding of the basic laws. Children's interest in learning includes a fairly high level of sensory development, as well as the development of figurative thinking, imagination, memory, imagination, speech, in short, all mental processes.

During our research, it became clear that many foreign experts highlighted two aspects in the development of intelligence ontogeny: 1) expansion of the scope of the intellect, the child's mastery of new actions and qualitative changes in the child's behavior; 2) change of stages of thinking ability.

---

<sup>4</sup> Piaget, J.W. Selected Psychological Work: Psychology of Intellect. Genesis was among the child. Logic of psychology / Zh.V. Piaget. -Moscow: Enlightenment, -1969. p.110

The intellectual development of preschool children is very important. At this time, habits are formed for successful learning activities. Intellectually developed preschool children acquire the ability to quickly learn and memorize new material. Experience has shown that they are more motivated to read.

So intellectual development is the development of logical thinking and speech. To achieve this, first of all, the child must develop a desire to learn. At this age, the child gradually acquires the basics of scientific knowledge.

The intellectual development of a preschool child is based on differential perception, development of visual-motor and visual-figurative thinking, correct understanding of the world. The essence of intellectual development must be understood as the development of children's cognitive processes, intellectual abilities, understanding the underlying regularities, the formation of outlook, expanding their knowledge base, and achieving high performance in school.

The second paragraph of the chapter is entitled ***“Pedagogical and Psychological Bases of the Problem”***.

The intellectual development of a child is an inexhaustible process. Many psychologists believe that children think differently than adults. Adults usually overlook the remarkable intellectual abilities of infants and young children. Modern researchers have proved that infants constantly thinking and learning about the world around them. According to them, newborns also actively learn about the world around them by receiving information. From the earliest days, a newborn baby begins to progress towards mental development. The following should be considered for children's intellectual development: comparative perception; analytical thinking; to imagine and apply the example; reduction of the role of fantasy during an effective approach to the environment; logical memory; interest in knowledge, desire to acquire new knowledge through additional efforts; effect of speech on hearing, to understand the symbol of the ability to comprehend and apply; to develop the small muscles of the hand and eye coordination.

Thus, the pedagogical and psychological basis of the intellectual preparation of preschool children is the development of

children's speech, communication, comprehension, general abilities and the expansion of the knowledge base. If the child acquires these qualities, he will be psychologically ready for school. This will create a compromise between the requirements of the primary grades and the learning process of the preschool.

The third paragraph of the chapter is entitled ***“Problem statement in pedagogical, psychological and methodological literature”***. Examining the problem in the methodological literature, it became clear that the knowledge and skills acquired by children in preschool age contribute to their intellectual development. The methodical recommendation “New content features of preschool education” prepared by L. Jafarova and K. Mammadova requires that children who have reached intellectual development and are ready for school training acquire the following knowledge and skills: analysis of cause-and-effect relationships between events by conducting comparative analysis; formation of voluntary and continuous attention; development of large, small and sensory motor movements; observance of sanitary and hygienic rules; implementation of behavioral etiquette; formation of aesthetic skills, fine arts, musical sense, application work, etc.; ability to build social relationships; letter recognition (in print and cut alphabet); expressive and clear speech ability; ability to solve simple logical problems; acquisition of knowledge based on thinking; accurate and logical expression of ideas.

From the above, it is possible to conclude that a child's intellectual abilities arise depending on both planned and purposeful development. New directions of social development in modern times require a new perspective on the education of talented preschool children. As a result of our research, we come to the conclusion that in order to carry out the intellectual development of children in a planned way, its means must be clearly defined.

Based on the opinions of the scientists we refer to, we conclude that as preschoolers become interested in objects and events in the world around them, they acquire new knowledge about them, resulting in the development of their thinking and speech. They begin to understand things and events. At this time, their internal as well as external speech is activated, cognitive processes are activated. As a

result, children's mental and intellectual level develops.

The fourth paragraph of the chapter is entitled “***Problem statement in the programs and teaching aids.***” The key issues in this paragraph are as follows:

One of the advantages of the preschool education program (curriculum) is that it is result-oriented. The content in the curriculum is presented in the form of results. This allows the educator to anticipate the outcome. Although both documents talk about raising the intellectual level of children, in the traditional program it was a bit superficial and incomplete. This is due to the authoritarian role of the educator in the organization of training.

The new program shows the means and ways of children's intellectual development. It consists of national standards set at the state level. While the traditional program does not focus on imparting ICT knowledge to preschool children, the curriculum incorporates these innovations. “The Aladdin-1” computer device currently used in many preschools and produced by the company “Chashoglu”, directly serves the intellectual development of children. At the same time, the technical aids for enriching ICT knowledge for children are being improved day by day.

The general content of programs and training materials aimed at the development of children in the XXI century is aimed at the humanization and humanitarization of education, the formation of a new pedagogical thinking. An educator using these aids will be able to correctly determine the purpose and content of the learning process increase his scientific-theoretical level, methodological knowledge and skills. This will affect the cooperation between the educator and the child, will allow children to develop thinking skills, personal qualities, life skills, intellectual abilities.

The fifth paragraph of the chapter is entitled “***The situation in preschools due to the problem***”. This paragraph states the following: Observations and individual interviews with children were widely used in order to study the situation more accurately in terms of the problem. Research was conducted in preschools No. 199 and 236 of Baku, in the specialized nursery-kindergarten No. 235, in private kindergartens “Nargiz” and “Ilk Addım” (The first step), in the

nursery-kindergarten No. 10 and 19 in the city of Mingachevir, in the nursery-kindergarten No. 4 in the city of Goychay.

Advanced and creative educators of the same level were involved in the study. Observations were made during classes and in extracurricular activities, in order to determine the system of work on the formation of intellectual skills in children in preschool education institutions and to study the situation in this area.

Analysis of the observation and questionnaire leads to the following conclusions: children's intellectual development is not satisfactory in terms of control and guidance of methodological work in terms of modern requirements; children's intellectual development, control and management of methodical work is not satisfactory in terms of modern requirements; the majority of educators work on the problem mainly unsystematically, do not take care of its development, have difficulty in correctly defining the purpose and content of the learning process; the given knowledge has informative character, is not often associated with children's activities; if a healthy learning environment is created in the family where the child grows up, if parents pay attention to the harmonious development of the child, if a coordinated work is organized between the kindergarten and the family - school, then there will be an opportunity for the intellectual development of children; if all means that stimulate the intellectual development of the child are used according to age, if there is a close cooperation between the child and the educator-teacher, the kindergarten and the family, then it is possible to achieve the intellectual development of the child.

According to the paragraph, the following conclusions can be drawn:

If the learning process for the intellectual development of children in preschool education institutions is effective, the completeness of the pedagogical process is properly organized, if the material and technical base of the preschool institution is enriched, the theoretical and methodological level of human resources is increased, the content of education is updated, if the favorable conditions are created for the development of the growing generation, if there is a close connection between the kindergarten

and the family, the intellectual development of children, the level of education will increase.

The second chapter of the dissertation is entitled **“Opportunities and ways of intellectual development of preschool children.”** The first paragraph of the chapter is entitled ***“Principles of intellectual development of preschool children.”***

As is known, the psychological development of the baby depends on the activity of the sense organs. Through sight, hearing, smell, taste and touch the child becomes interested in objects and events. Learning simple events develops a child's brain. The development of cognitive processes also affects the development of other areas (physical, socio-emotional, aesthetic and creative).

Taking into account the dynamics of children's development, it is necessary to help them, to determine the principles of the sequence of adulthood:

1. The development of the child takes place in a certain sequence continues with the laying of the foundation of knowledge, skills and abilities.

2. Development takes place unequally in each child.

3. Development is a complex process that feeds on nature and occurs as a result of the influence of society.

4. Development manifests itself more clearly in the games of young children. Games play an important role not only in the creation of the actions, but also in the formation of socio-emotional connections, as well as in the development of cognition.

5. Development also affects the social and cultural spheres. Children seek to understand the world based on both physical and social experiences. Children strive to understand the world based on their both physical and social experiences. This gives them the opportunity to be in closer contact with the world around them and to learn something new every day.

For the intellectual development of children, it is proposed to follow the principles of learning, such as science, consciousness and activity, systematization and consistency, relevance, visibility, robustness of learning, individual approach, connecting of training to life, cooperation:

When it comes to the intellectual development of preschool children, it is expedient to use such auxiliary principles as the formation of the whole world, activity, psychological comfort, mini-maxi, creativity, continuity, variability, communication, overcoming one's own disadvantages by taking advantage of others.

In addition to the above principles, there are many principles in the organization of training, which are mainly applied in the process of working with children with disabilities: the principle of systematization; principle of complexity; development principle; the relationship of speech disorders with other aspects of the child, research; active approach; ontogenic principle; etio-pathogenic principle (principle of registration of etiology and mechanism); the structure of the speech defect and the symptoms of the disorder registration, the principle of indirect way.

The second paragraph of the chapter is entitled ***"Models, methods and techniques of intellectual development of preschool children."***

From the point of view of the problem considered in the dissertation, in order to ensure the intellectual development of preschool children, first of all, it is important to provide pedagogical-psychological training of educators.

Because of this, the psychological and didactic training of each educator must be studied. Their individual theoretical and practical characteristics have a very strong impact on children. Managers and researchers who study these characteristics can easily overcome the disadvantages in the characteristics of educators. This prevents the negative impact of defects in their characteristics on the upbringing and intellectual development of children. An educator can have a positive effect on children by overcoming psychological deficiencies in his work.

Teaching methods are also understood as a way of orderly, systematized learning that the educator gives to the learners during the interrelated activities. Each teaching method consists of separate elements. These elements are called techniques (style). The educator should use the teaching methods correctly. Experience shows that the same use of any method does not give good results everywhere.

In addition to the methods, the educator must learn how to use the techniques. For this he must be able to distinguish the types and nature of the method and technique. The method is mainly used during the classes, and the technique lasts 2-3 minutes. 3-4 techniques can be used during the classes.

Scientists talk about the existence of different classifications of teaching methods in modern didactics. Prof. A.Kh. Pashayev and F.A. Rustamov mainly preferred the following 5 types of teaching methods: practical methods; visual methods; word methods; methods of working with books; videomethods.

The research shows that the involvement of students in such lively discussions in the learning process increases their activity, cognitive independence, cognitive creativity, as well as enriches their tolerant consciousness and develops their thinking.

Scientific-theoretical and practical training of educators is also necessary to ensure the intellectual development of children.

The educator is required to have a thorough knowledge of the theoretical foundations of biology, mathematics, Azerbaijani language and literature. He must be able to relate the biological laws to the conditions of the region, to what the child sees in the world around him. The educator must distinguish literary genres (tale, story, poem, riddle, fable, layla, bayati, counting, etc.) and teach children accurately. His speech should be highly developed; he should be able to teach children the simple cases of differences between spelling and pronunciation (spelling and orthoepy). He must have a clear, vivid, emotional, figurative speech, and should set an example for children with his speech.

The third paragraph of chapter II is entitled ***"Forms and means of intellectual development of preschool children."*** The issues highlighted in this section are: The intellectual development of preschool children is an indicator of the quality of cognitive processes. Research has shown that both local and foreign scientists consider preschool age to be the most optimal period for the development of children's intellectual levels.

The intellectual development of preschool children continues in several stages. The fuller development of these stages depends on



parents and educators. At each stage, adults should help the child to develop with new knowledge and encourage them to learn. Speech development plays an important role in the intellectual development of preschool children. The speech of a 6-year-old child is fully developed in terms of school readiness; he already masters the subtleties of the native language.

After observing the activities of children for a long time, we came to the conclusion that the following conditions should be taken into account in the process of gaining knowledge:

1. A child must be in direct contact with the objects and events in the material world that surround him.
2. The acquired knowledge should increase the child's cognitive interest and desire to learn.
3. Knowledge should be taught according to the child's age and in a systematic way.
4. The child's skills, habits and abilities should be developed in the process of learning knowledge.

Comparing the information that children receive from the environment, we conclude that preschool children can obtain this information mainly through the following means:

1. In the process of household, play, labor, training activities;
2. In the process of acquaintance with the means of spiritual and material culture (various games, paintings, architecture, sculpture, decorative-applied arts, children's books, electronic devices, etc.).

The means of intellectual development lead to the development of its various forms. To achieve this, this process should begin at an early age:

The fourth paragraph of chapter II provides information on ***"The role of parents in the intellectual development of preschool children."*** The family plays an important role in the formation of a preschool child, both as a person and intellectual.

In order to clarify the problem, we got acquainted with many issues of interest to us during the survey with parents in the preschools where we conducted the experiment. For this purpose, they were asked questions. Although the answers we received from parents did not fully satisfy us, it was found that in modern Azerbaijani society, a large part of families have a special interest in the intellectual development of the child. In this regard, the following

questions arise:

1. How does the family influence the development of the child's intellectual abilities?
2. To what extent can a family contribute to the development of intelligence and creativity of a preschooler?

Parents were told that children have extraordinary perceptual and cognitive activity. They must begin the intellectual development of the child at an early age and develop these qualities in time.

Scientists believe that only the integrity of the family, that is, the coexistence of both parents, does not determine the development of the child's intellectual abilities. The main condition here is the psychological state of the family. A child can grow up normally surrounded by loving parents, siblings, and grandparents. Proper organization of family leadership and supervision manifests itself in this family relationship. Proper management skills of the head of the family create a mutually beneficial relationship between the members.

The *fifth paragraph of the chapter* is devoted to the organization, conduct and results of the experiment.

During the study, the working hypothesis was determined and experimented. According to this hypothesis, good results can be obtained if the child's intellectual development meets the following conditions:

1. If the content and purpose of the learning process aimed at the intellectual development of children are clearly substantiated;
2. If the developmental environment is created that takes into account the mental characteristics of children and their interest in creative activity;
3. If the learning process is humanized as a basic condition for the intellectual development of a preschool child;
4. If the scientific-theoretical level of professionalism of educators is formed as a leading condition for the intellectual development of preschool children in terms of the system;
5. If children's figurative imagination and creative logical thinking are developed;
6. If a child is able to compare, distinguish, group, generalize and draw objects according to their features, he will have intellectual

development.

From the point of view of the requirements of the preschool education curriculum, the level of development of children's knowledge, skills and habits was determined, and the training material was assessed in accordance with the standards. In order to follow the changes, the children in the experimental group are more active and can express their opinions independently and coherently. Children in this group are free to perform the functions of communicative speech and communication, they are able to listen, understand what is being said, and thus a concrete result is obtained.

In children of the control group, this figure was slightly lower. They answered the questions very briefly. The results are available in Table 1:

**Table 1**

**Features of children's monologue and dialogic speech and communication**

Questions	Control groups		Experimental groups	
	people	%	People	%
What fairy tales do you know?	50	32,68%	103	67,32%
Which fairy tale do you like the most?	33	30,28%	76	69,72%
Why do you like this story so much?	21	24,42%	65	75,58%
Who do you want to be like in this story?	10	15,63%	54	84,37%
Why do you want to be like him?	8	20,00%	32	80,00%
What role would you like to play if we staged this story?	4	13,33%	26	86,67%

*Note:* 260 children participated in the experiment. The age, individual and psychological characteristics of the children were taken into account when compiling the questions.

As can be seen from the table, the qualitative and quantitative results obtained during the experiment showed the usefulness and effectiveness of our methodology for the formation of intellectual development of children in preschool institutions. During the experimental activity, the knowledge and skills of preschool children, positive changes in children's attitudes, the level of training of educators working in preschool institutions, the use of new methods in their work showed themselves. The children correctly named the individual features of inanimate objects, albeit partially. They had difficulty answering questions about the use of inanimate objects.

In the test phase of the experiment, a survey was also conducted among children. The results of the survey are presented in Table 2.

As a result of the experiment, the level of children's knowledge about the different features of inanimate nature was assessed. It was found that children in the control groups had a low level of knowledge about inanimate nature and its features. Knowledge of the quality of air, water, sand, stone and other objects is limited. They have little idea where to use them. Children have difficulty identifying the main features of objects, making mistakes when grouping them.

The results were more successful in the experimental groups. It turned out that children possess the following qualities: to see the problem, to reveal it; to set a goal; to solve problems; to analyze the object and its features; identify existing symptoms, cause-and-effect relationships; compare different facts, make assumptions, choose means and materials for independent action; to conduct research; to come to a certain conclusion.

The results allow the educator to determine the characteristics of mental processes, the level of pedagogical skills (simple mathematical imagination, preparation for literacy training, correct expression of their opinions and indicator of general information), to determine the characteristics of the emotional sphere, to choose methods for interaction and to provide stimulation for each child.

**Table 2**

**Indicators of the experiment with the children of the preschool group on the use of inanimate objects**

Questions	control groups		experimental groups	
	school preparation group		school preparation group	
	people	%	people	%
Where and why do people use sand?	53	35,33%	97	64,67%
What properties of sand do you know?	62	41,33%	88	58,67%
What properties of stones do you know?	31	20,67%	119	79,33%
Where and why do people use stone?	59	39,93%	91	60,67%
What properties of water do you know?	38	25,33%	112	74,67%
Where and why is water used?	65	43,33%	85	56,67%
What do you know about the weather?	57	38,00%	93	62%

*Note:* The experiment involved 150 children from a preschool group.

As a result of the study, the following conclusions were made:

1. It became clear that the organization of intellectual training of children in preschool educational institutions plays an important role in their development, preparation for perfect education, involvement in creative activities in public life.

2. The research shows that the effective organization of training to ensure the intellectual development of children in preschool education depends to a large extent on the professionalism of the

educator-teacher. The organization of the pedagogical process, the use of new approaches and technologies to ensure the effectiveness and efficiency of training highlights the development of scientific, pedagogical, psychological, methodological bases of this work as an urgent problem.

3. The study shows that some educators working in preschool education institutions have difficulty in correctly defining and clearly reflecting the purpose of work on children's intellectual development. Although certain knowledge and skills are acquired as a result of intense activity, they are not able to perform the tasks dealing with the topic. For this reason, children's levels are not satisfactory in terms of intellectual preparation at the end of preschool education.

4. The study proved that intellectually developed preschool children understand the new material, its essence, memorize it, believe in their own strength, and, as work experience shows, they have a stronger desire to read.

5. An indicator of intellectual readiness for school learning is the integrity of the thinking process, the ability to analyze and the combination of creative components, and thus the self-development of the child's thinking. Such self-development occurs when every step of thinking, on the one hand, clarifies something, creates solid knowledge, and thus becomes the basis for the formation and development of new knowledge. The development of children's cognitive activity, their creative approach to knowledge and activity can be considered an important aspect of school preparation.

6. In order to ensure the intellectual development of preschool children, the material and technical base of the institution must be perfect, the level of human resources must be increased, the content of education must be developed, and optimal conditions for child development and creative activity must be created.

7. An indicator of a child's intellectual development in the preschool age is conditioned by parameters such as the development of comprehension and speech, the formation of abilities, the expansion of knowledge.

8. The results of the experimental work showed that the application of the developed methodology contributes to the

development of the activities of pedagogical staff, the effective organization of the pedagogical process. It confirmed the development of the educator-teacher activity and the efficiency of the pedagogical-psychological process.

9. Purposeful, planned, systematic and continuous work in the field of ensuring the intellectual development of children in preschool institutions, the study of the needs dealing with the problem, the formation and development of pedagogical skills in children should be considered as a term for effective schooling.

10. As a result of the study it became clear that the main reason why the work on the intellectual development of children does not meet modern requirements is that some of the pedagogical staff have minimal knowledge and skills related to this problem.

11. Since the activities of preschool children are mainly related to games, intellectual activities should be organized through various games.

12. The development of the intellect of preschool children plays an important role in their proper upbringing. In this process, children's characteristics such as confidence in mental qualities, high quality of work, respect for educators, parents, peers, helping those in need, expecting normal communication in the team should be developed.

The following research suggestions were made:

1. Taking into account all this, the theoretical, pedagogical and psychological training of staff for preschool institutions in pedagogical higher and secondary special schools should be in the focus of attention.

2. Conducting research on innovations in preschool education, strengthening research on the development of children's intellectual readiness should always be the center of attention.

3. It is necessary to strengthen the practical direction of the pecuniary and technical base, material and didactic resources, teaching aids for teachers and ensure the organization of a developmental environment that serves the development of children in preschool education, including their intellectual development.

4. Regular monitoring should be carried out in connection with the development of children's intellectual preparation in preschool

educational institutions, their scope, as well as the analysis and evaluation of the activities of educators-teachers are expedient.

The content of the dissertation, the main scientific ideas and the results obtained are reflected in the following works published by the applicant:

1. Conducting experiments on different types of activities for preschool children // Azerbaijan school. Baku: 2011, № 2, p. 92-95

2. Preparation of children with speech disorders for sound analysis // Baku: Preschool and primary education, 2011, № 3, p. 106-112

3. Intellectual development of preschool children // Baku: Preschool and Primary Education, 2014, № 1, 39-41 p.

4. The role of speech in the intellectual development of preschool children // Baku: Preschool and primary education, 2014, № 3, p. 31-34

5. Formation of visual modeling ability in the process of acquaintance of children with space and time relations in preschool educational institutions // Baku: Preschool and primary education, 2015, № 3, p. 38-41

6. Development of speech as one of the means of intellectual development // - Kazakhstan: Khabarshy Vestnik, Almaty. Series Pedagogical Sciences, -2015. No. 4, - p. 298-302

7. The impact of the interests of preschool children on their intellectual development // Baku: Preschool and primary education, 2016, № 1, p. 28-39

8. Principles of intellectual development of children // Baku: Azerbaijan school, 2016, № 3, p. 27-31

9. Formulation of the problem of intellectual development of preschool children in pedagogical, psychological and methodical literature // Baku: Preschool and Primary Education, 2016, № 3, p. 27-32

10. The problem of intellectual development of preschool children in educational programs // Baku: Scientific Works of, Institute of Education of the Republic of Azerbaijan, 2016, № 2, p. 205-209

11. Intellectual development of preschool children // Baku:



Preschool and Primary Education, 2017, № 1, p. 23-29

12. The role of parents in the intellectual development of preschool children // Baku: Preschool and Primary Education, 2017, № 3, p. 37-41

13. Pedagogical and psychological bases of intellectual development of preschool children // -Baku: Journal of preschool and primary education, –2019. № 4, p. 85-94

14. Spiritual and intellectual development of preschool children // Materials of the international scientific conference of ARTPI on "Moral values in education: development of hormonal personality", - Baku, - December 5-6, -2014. -p. 108-110

15. The role of sensory education in the intellectual development of preschool children // Materials of the international scientific conference "Improvement of the teaching process and modern educational concepts", Nakhchivan, December 16-17, 2014. -p. 255-256

16. Formation of the ability of visual modeling of children of preschool age in the process of intellectual development // II International Scientific-Practical Conference, -Pyatigorsk, - April 23-24, - 2015, -p. 280-284

17. Intellectual development of children 3-4 years // International scientific review of the problems and prospects of modern science and education, ostBoston, USA: - 2020, –February 18-19, - p. 63-65

18. Development of logical thinking. Didactics / L.K.Jafarova - Baku, -2014. -63 s.

19. Programs of special preschool educational institutions for children with speech defects. Program / L.H.Imanova -Baku: ADPU, - 2008. -76 p.

20. Organization of walks in kindergartens: Methodical aids. /LKJafarova -Baku: Apostrophe, -2011. -80 p.

21. Desktop book of the head of the kindergarten / LK Jafarova - Baku: Apostrophe, –2011. - 345 p.

22. Muntahabat (for large groups) / LK Jafarova –Baku: Baku Children's Publishing House, -2021. -144 p.

The defense of the dissertation will be held at the meeting of the Dissertation Council FD 2.15 operating at the Azerbaijan State Pedagogical University on **"29" December 2021 at 12<sup>00</sup>**

Address: Baku city, Uzeyir Hajibayli street, 68 Az -1000,

The dissertation is available in the scientific library of the Azerbaijan State Pedagogical University.

Electronic versions of the dissertation and abstract are available on the official website of the Azerbaijan State Pedagogical University.

The abstract was sent to the necessary addresses on **"27" November 2021.**

Signed for print:  
Paper format:  
Volume: 40787  
Number of hard copies: