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OPPORTUNITIES AND WAYS OF USING INTERACTIVE METHODS TO INCREASE THE COGNITIVE ACTIVITY OF CHILDREN IN PRESCHOOL PREPARATION STAGE OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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GENERAL CHARACTERISTIS OF THE RESEARCH

The relevance and usage degree of the theme. In modern conditions, when we are moving towards integration into the global education system, very important work is being carried out to develop education. These tasks arise from the innovations taking place in the political and social life of our country, which is confidently moving towards independence, and the requirements of the new constitution. In order to effectively operate in the information society, there is a great need for people who are more prepared, have acquired the ability to think independently, and have the ability to demonstrate creativity.

For this purpose, it is urgent to develop the cognitive capabilities of children in preschool educational institutions. In the "Law of the Republic of Azerbaijan on Education", serious tasks have been set for pre-school education. "Section 18 of Article 1 states that preschool education, being the first stage of education, ensures the intellectual, physical and mental development of children from an early age in the interests of the family and society, the acquisition of simple labor skills, the disclosure of talents and abilities, the preservation of health, aesthetic education, the formation of a sensitive attitude to nature and people"[1].

Preschool educational institutions, being the first stage of the educational system, fulfill the task of educating and training children. The ultimate goal of these institutions is to prepare children for school training. The Education Law states that school preparation is necessary for five-year-old children. Taking this into account in the law is to assess how successfully the child's education will proceed later, depending on the beginning. The main goal of school preparation is to ensure the process of development, upbringing and education of five-year-old children at the stage of school preparation, taking into account their requirements and capabilities. The tasks of school preparation are the development and strengthening of children's desire to study, their positive emotional attitude, the

[1] The concept of general education in the Republic of Azerbaijan (National Curriculum) // Baku: Azerbaijan school, – 2007. № 2, – p.35

formation of personal and social characteristics in them for successful adaptation to school.

The development of cognition in preschool children forms a desire and interest in learning in accordance with life. In the cognitive activity of a child of preschool age, systematicity, consistency, coherence, compliance with living conditions and application in life are always relevant as an important requirement. At this age, in terms of cognitive development, the child first of all: masters simple conversational and communicative speech; communicates with others; learns to present his ideas; children correctly express the names, signs and movements of objects with which they come into contact; makes logical judgments, makes correct, simple generalizations; demonstrates the ability to come to mental conclusions.

In the course of solving mathematical tasks, children develop such judgmental abilities as induction and deduction, generalization and concretization, analysis and composition, classification and systematization, abstraction and analogy.

A child's preparation for school is a complex concept, which includes personal and intellectual capabilities, as well as sight-hearing.

The personal preparation of each child includes: the presence of motives of educational activity (the desire not only to go to school, but also to study, to perform tasks set by an educational task); the desire to study the external environment; the formation of communicative funds and skills; the compatibility of communication, psychological and mental state.

Various interactive methods for studying the child's preparation for schooling provide for the development of cognitive activity in accordance with age, which conditions the level of personality comprehension and perceptual abilities.

In the preschool education program (curriculum) in the Republic of Azerbaijan, it is mentioned about the relevance of the problem: “One of the goals of the preschool education curriculum is to prepare children for school education. Children's preparation for school education develops and strengthens their desire to study,

positive emotional attitude to school.

The main goal of preparation for school training is to organize the process of their development, upbringing and education, taking into account the requirements and capabilities of children".

When the new pedagogical thinking training reveals the paradigm that the child is not an object, but a subject in the learning process referred to fundamental theoretical-experimental searches, famous psychologists and educators such as J.J.Russo, J.Korchak, A.S.Makarenko, V.A.Sukhomlinsky, K.Rogers, E.Bern, work experience of advanced teachers[2].

The main goal of the research is to scientifically and cognitively investigate the issue of strategic importance in the program, to detect contradictions regarding the possibilities and ways of using interactive methods in increasing children's cognitive activity, and to determine the rules, principles and methods.

The study of the possibilities and ways of using interactive methods in increasing the cognitive activity of children at the stage of preparation for school in preschool educational institutions requires the successful application of pedagogical technologies. Here, the characteristic feature of each interactive method should be expected as a principle, integratively completeness between the child's areas of development (physical development, health and safety; cognitive development; aesthetic and creative development; socio-emotional development) should be resolved in the pedagogical process.

At the stage of preparation for school in preschool educational institutions, it is important to study the role of each of the components involved in increasing the cognitive activity of children, determining the scientific foundations of the possibilities and ways of using interactive methods, the structure of the pedagogical system in the totality of elements interacting with each other (learners; general and specific goals of training and education; content of training and education; process of training and education; educators; technical training tools; forms of organization of training and education work;

[2] Regulation on pre-school educational institutions of the Republic of Azerbaijan // Xalq. – 1995, 17 yanvar. – p. 2.

management of training, education and training process; technology of the training and education process; training and outcomes of the educational process).

The pedagogical system is based on technologies that ensure the achievement of the set goal. It should be improved intensively and extensively. The implementation of the development of the pedagogical system at the expense of internal resources is intensive, and the implementation of additional forces (investments), new means, equipment, technologies, capital investments, etc. is an extensive way for the development of the pedagogical system.

In our opinion, it is appropriate to combine the intensive and extensive development technologies of the pedagogical system (integrate innovations) in researching the possibilities and ways of using interactive methods to increase the cognitive activity of children at the stage of preparation for school in pre-school educational institutions. From this point of view, it is necessary to study the following problems included in the object of innovation.

- how to increase the motivation of training and educational activities - interest in learning and studying;
- how to expand the scope of the material learned in the lesson;
- how to increase the speed of training;
- how to eliminate time wastage, etc.

Since the establishment of a high level of preparation of children for school training in preschool educational institutions is a process aimed at the formation of a future citizen, personality, it should be treated with constant attention and care. The use of modern methods for building this preparation at a high level is one of the necessary problems. Reforms in preschool education necessitate the expectation of interactivity in preparing children for school learning. The program for improving pre-school education in the Republic of Azerbaijan (2007-2010 years) has led to the renewal and development of education. The renewal of preschool educational institutions increases the attention to improving the cognitive activity of children, necessitates the effective use of interactive methods in this process.

The conceptual documents state that the purpose of preschool education, realizing the cognitive activity of children, is to create conditions for the development of the physical, mental, emotional, social and intellectual potential of the child, their acquisition of simple labor skills, the formation of the initial elements of logical and creative thinking, revealing their talents from an early age.

Taking into account the relevance of the problem, we consider it expedient to choose the topic "Possibilities and ways to use interactive methods to increase the cognitive activity of children at the stage of preparation for school in preschool educational institutions" as an object of study.

Object and subject of the research – is the process of increasing the cognitive activity of children in the preparation stage of preschool educational institutions. The subject of the research is the possibilities and ways of using interactive methods to increase the cognitive activity of children at the stage of preparation for school in pre-school educational institutions.

Purpose and objectives of the research – are to identify the possibilities and ways of using interactive methods in increasing the cognitive activity of children at the stage of preparation for school in preschool educational institutions. In accordance with the purpose of the study, the following **objectives** were set:

- theoretically interpreting the possibilities of children in their development, characterizing the pedagogical-psychological nature of the concepts of cognitive and interactive methods;
- to investigate and analyze the current situation of the use of interactive methods in increasing the cognitive activity of children at the stage of preparation of preschool educational institutions for school;
- to determine the effectiveness of the possibilities and ways of using interactive methods in increasing the cognitive activity of children at the stage of preparation of preschool educational institutions for school;
- to make effective suggestions for improvements on the subject.

Research methods. Theoretical analysis, observation,

questioning, interview, testing, analysis-composition, induction-deduction, experiment.

Main provisions for defense.

- Changes in the content, nature, and structure of preparing children for school education in preschools and schools are related to education and reforms.
- Raising the cognitive activity of children at the stage of preparation for school is one of the main issues.
- It is necessary to prepare children for school with interactive methods.
- Determining and designing the place of interactive methods for preparing children for training in preparatory groups for school is one of the factors affecting the growth of their cognitive activity.

Scientific novelty of the research – In school education with preschool educational institutions, the preparation of children for schooling was compared, the methods of preparation of both institutions were grouped. The stage of preparation for school was studied for the first time in the context of high school, the ways of using interactive methods in increasing children's cognitive activity were determined.

Theoretical and practical significance of the research. Designing a model for organizing and conducting interactive methods that increase the cognitive activity of children in preschool and secondary schools in preparing them for school in modern conditions, the ideas associated with the implementation of this project will play an important role in enriching pedagogical theory.

The practical significance of the research is important for preschool educational institutions, educators and school teachers to use the ways of how to use interactive methods to increase the cognitive activity of children at the stage of preparation for school. It will be used in the preparation of new teaching aids and conducting trainings.

Approbation and application. Articles were published in scientific publications determined by the Higher Attestation Commission under the president of the Republic of Azerbaijan and in

prestigious journals published abroad, monographs were published and reports were made at conferences on the problem.

The name of the organization in which the dissertation work was carried out: The dissertation work was performed at the department of Pedagogy of Baku State University.

Structure of the dissertation. The dissertation consists of an introduction, 2 chapters, 9 paragraphs, a conclusion and suggestions, as well as a list of references in 142 titles.

The **introduction** provides information on the relevance of the topic, the set goal, objectives, research methods, subject, scientific novelty and approbation of the results obtained in the work, the structure and volume of the dissertation.

MAIN CONTENT OF THE DISSERTATION

In the introductory part of the dissertation, the relevance of the topic is substantiated, the degree of development, object, subject, purpose, objectives, methods, scientific novelty, theoretical and practical significance, approbation are commented.

Chapter I of the dissertation is entitled **"Scientific-theoretical psychological and pedagogical basis of preparing children of preschool age for school training"**. This chapter consists of four paragraphs.

The first paragraph of the chapter is entitled "The level of development of cognitive activity of children at the stage of preschool preparation".

This important and significant paragraph reveals the characteristic features of cognitive activity in the period of preparation for school training of children, reflects the views of prominent educators and psychologists scientists on the cognitive activity of children of this age degree.

It is shown that in the modern education system, preschool education is the first stage of general education and the most efficient period for the successful preparation of children for school training, where favorable opportunities have been created for the preparation of childrendr. In this period (3-6 years old), the demand for mobility in children increases, memory develops, activity is understood,

dynamic and goal-oriented. The dynamism of physical and cognitive activity increases, character, mental and voluntary qualities and motives are formed, the internal demand for learning increases. In the implementation of cognitive activity of children, preschool education sets as its goal the creation of conditions for the development of their physical, physiological, psychological, social and intellectual potential, their acquisition of simple labor skills, the formation of the initial elements of logical and creative thinking, the detection of talents from an early age. And the solution of these important goals lays the foundation for the emergence and development of new intellectual, cognitive and volitional qualities in children.

Child-oriented, result-oriented, development-oriented, integrativity, nationality and secularism and creation of equal conditions for the comprehensive development of each child, preschool education program determined on the basis of the pedagogical principles of preparing children for school training ensure that the child's cognitive activity becomes systematic and constantly taken into account in the pedagogical process.

The **second paragraph** of the chapter is entitled “The importance of using interactive methods in increasing the cognitive activity of children”.

The use of interactive methods in the pedagogical process has proven itself and interarctic learning methods, which are successfully widely used at all levels of education, the use of interactive learning technologies in increasing the cognitive activity of children at the stage of preparation for school, allows to achieve successful results. In the dissertation, the features of the application of interactive learning technology in the preparatory period for school are analyzed to the subtleties and shown in a generalized form that for the effective application of this technology, educators must first be able to reach a scientific conclusion about “how to teach to learn”. To do this, optimal approaches to solving the problem should be carried out in sequence: problem identification; information seeking strategy; access to spatial and informational resources; information use, analysis and evaluation must be ensured. In the dissertation, the

advantages of interactive training over traditional training, its application principles and technology, the cases of creating problem situations, dialogues and discussions, which are considered necessary conditions, are widely interpreted, and valuable recommendations are given for the activation and efficiency of interactive training.

The main features inherent in interactive learning technology include:

- Activity of thinking;
- Flexible use of information;
- Active discussion conditions;
- Making creative decisions;
- Collective solution of educational-cognitive problems.

The purpose of the application of interactive learning technology is to ensure the formation of people with social activity, an active life position, by creating didactic and psychological conditions that meet modern requirements in the pedagogical process.

The following psychological mechanisms exist for the creation of cognitive activity.

- Creation of a problem situation;
- The need for dialogue and cooperation;
- Learning researcher, teacher - guide;
- Psychological support: respect and trust.

The third paragraph of the chapter is entitled “The history of development of preschool education”.

In this interesting and very important paragraph, the history of preschool education is penetrated, its very complex and glorious path is shown in chronological order, starting from the most ancient times to “interactive training”, and special attention is paid to the history of cognitive activity and intellectual training of children. Here, the educational system of Sparta and Athens is described in a comparative way, then it is noted that the work “Institutes of Oratory” by the Roman educator Marcus Fabius Quintilian (42-118), who wrote pedagogical works for preschool children, plays an important role in the intellectual preparation of children. In this paragraph, Utopian socialists Thomas More's (1478-1535) “Utopia”

and Tommaso Campanella's (1568-1639) “City of the Sun” and Robert Owen's (1771-1858) works provide valuable information about the education and development of children. They wanted a society free from exploitation, poverty and oppression. In such a society, all children go to school, children of preschool age are involved in education and receive free education and live prosperously. This paragraph specifically interprets the views and works of the great educator Jan Amos Comenius (1592-1670) on preschool education. He assessed a person as a constantly developing and moving forward being and noted that “every child can be made a person” with the help of upbringing. Referring to the theory of conformity to nature, Comenius also took the laws of nature and society as the basis for the training and education of children. Comenius characterized the age periods of children in his own way. Comenius' work “Sketch of the Mother School” is considered the first program and methodological tool for preschool education in the world.

Comenius wrote that children's physical development should be monitored daily: the child's holding his head straight, sitting, picking up things, bending, turning should be adjusted correctly. Of course, all this is very important for the intellectual development of children.

The great Swedish pedagogue, democrat Johann Pestalozzi (1746-1827) left a rich pedagogical legacy for the education of preschool children. He advised to open a school and raise the level of education in order to solve the difficult and hard situation of the people. According to Pestalozzi, every child has natural opportunities for development, and these natural opportunities must be developed through education. According to the theory of natural compatibility, the educational process must take into account the age and individual characteristics of each child. Pestalozzi proposed for the first time to establish the educational process in accordance with the laws of mental development of the child. Taking into account the peculiarities of the child's perception, he created the theory of elementary education, substantiated that the rules from near to far, from simple to complex play a huge role in the education and upbringing of children, and especially in the interpersonal

development of children.

The dissertation then used the works of the outstanding German teacher Friedrich Froebel (1782-1852), the Italian teacher Maria Montessori (1870-1952), a doctor, psychiatrist and teacher known for her new ideas in the field of preschool education, and others. and their contribution to the development of preschool education is shown.

Later, the names of educators such as M.Mustafayeva, G.Gadimbayova, A.Gadimbayova, A.Hasanov, who contributed to the development of preschool pedagogy in Azerbaijan until the 1960s, are mentioned. According to the research work carried out by them, it is noted to direct the implementation of organizational measures and provide practical assistance to educators. After the 1960s, the "Kindergarten Program" (1965) was developed regarding the content of preschool education and upbringing. It is clear from the research studies that at that time the research objects on the following issues attracted more attention: "Education of patriotism and internationalism of preschool children" (Z.Valiyeva, H.Rustamova, E.Jafarova, D.Mammadova); "Child labor, principles of its organization, education of hard work, discipline and collectivism" (N.Rustamova, D.Salamova); "The role of indoor and garden plants in the mental education of preschool children" (R.Mursagulova); "Development of communicative speech in large groups of kindergarten" (B.Pashayeva); "Speech development of preschool children during the game" (H.Jafarli); "The role of Azerbaijani folk tales in the development of children's speech" (S.Akhundova); "The effect of Azerbaijani music on the development of artistic taste of preschool children" (I.Aliyeva); "Enrichment of children's vocabulary in the process of familiarization with the environment" (Z.Zeynalov); "Enrichment of children's vocabulary during the game" (S.Salamova); "The use of folklore examples in the development of children's speech" (A. Gadimova); "Aesthetic education of preschool children in the process of acquaintance with nature" (S.Aliyeva) can be included. In this valuable paragraph, the history of pre-school education is examined until today, interesting facts and statistical indicators are

given, all of which are valuable and important as a part of the history of our pedagogical thought.

The fourth paragraph of the chapter is entitled "Increasing cognitive activity of children in preschool educational institutions in modern conditions and the situation of using interactive methods".

According to the conclusions of the researchers, the children born will not only solve global issues in the 21st century, but will also develop humanity with a healthy mind and thoughts. Achieving this depends on the education gained due to the effective application of interactive learning methods that increase the cognitive activity of the child. In this paragraph, the state of establishing training and education works in our preschool educational institutions, especially in pre-school groups, with interactive training methods was studied, the possibilities and ways of effective application of this technology were investigated. For this purpose, various experiments were carried out, surveys were conducted, which were not so encouraging. When observing the training sessions held in school preparation groups, while coming to this conclusion, we are based on cases such as children being in a passive position, not showing cognitive activity, not encouraging them to think creatively, and not creating cooperation between peers.

Studies show that in most cases, classes organized in preschool institutions are treated as unsystematic events that simply occupy children. They are involved in non-consecutive activities in these events. In such activities, the level and interest of children are not taken into account. They have to do unsystematic activities during hours of study that they do not like. Educators come unprepared to the sessions on the use of interactive learning methods, they do not plan what they will do in advance. Pedagogical conversations and consultations related to this problem are poorly paid attention to. It is not easy for educators to demonstrate sufficient theoretical knowledge and practical skills about interactive methods, to differentiate the concepts of method and form. All such facts are clearly indicated in the dissertation, as well as ways to eliminate them. The fact that the basis of quality is highly dependent on personnel is also reflected here. First of all, attention should be paid

to the training of competent, professional pedagogical personnel in preschool education, new curricula and programs should be developed in this field, classes should be built on the basis of humanistic and democratic principles, national and human values, close ties should be established between the preschool institution and the family. Our working educators should have a clear idea of the role and place, goals and tasks of pre-school education at the modern stage of education development, while deeply understanding the importance of this level of education in the development and progress of our society, they should also study well the psychological and physiological characteristics, levels of understanding, individual characteristics of children, organization of exercises interactive technologies should be preferred by referring to them in the process. Observations show that at the root of the current difficulties lies the mismatch of the educator's knowledge and skills to the organization of work with interactive methods that meet the requirements of the new pedagogical thinking. The elimination of the problem, the effective use of interactive methods by the educator ensure the cognitive activity of children, and in this case, motivation appears, a qualitative result is expected.

The second chapter of the dissertation is entitled **“Opportunities and ways to use interactive methods to increase the cognitive activity of children in the stage of preparation for school”**. This chapter consists of five paragraphs.

The first paragraph is entitled “The role of didactic games in raising the cognitive activity of children at the stage of school preparation”.

Didactics, derived from the Greek words didakticos (teacher) and didasco (learner), expresses the main stages of the interactive learning process, the structure of the learning process.

Children's nature is more inclined to play, it is considered its leading type of activity, and the child is constantly in the enthusiasm and demand of the game. The game is the most important condition for the comprehensive development of the child, especially his intellectual, mental and psychological development. A child who does not play cannot develop. In this regard, raising children's

cognitive activity should be accompanied by games, especially didactic games. There are different types of the game. The following can be attributed to them: material and plot, motor and didactic, individual and group, role-playing and rule games, etc. Each of these games is interactive and didactic. The nature of these games, the technology of their conduct are given in detail in the dissertation. The educational significance of didactic games can be explained by the following:

- clarification of ideas about the surrounding world;
- study and reinforcement of surrounding facts and events, information;
- learning and expanding the surrounding facts and events, information.

In the dissertation, the working practices of many preschool educational institutions were studied, summarized, and valuable and extensive information was given about the more widespread types of didactic games, their implementation mechanisms, educational and cognitive importance. These games include “What did you see”, “Who is your friend?”, “Native country Azerbaijan” make a sentence, “Name it”, “Know profession”, “Name of person”, “Good word”, “Word”, “Names of food”, “Product”, "Willpower”, “Profession”, “Find the profession”, “My dream”, “Who am I”, “Say your name”, “Happy socks”, etc.

The second paragraph is entitled “Mathematical education as a means of increasing children's cognitive activity”.

Studies show that mathematical training is a means of increasing the cognitive activity of children, where they distinguish certain figures, understand the form and structure, and at the same time realize the ability to complete patterns. In creating the initial foundation, parents should pay more attention to this matter. Children should be instilled with mathematical thinking and logic from infancy. The fact that a child can count from 1 to 10 before going to school is not yet an indicator of his strong mathematical thinking. It's just about memory. The same idea is logical for children who know the multiplication table by heart. It means that memorizing some actions to children should not be understood as

developing mathematical thinking in them. Mathematics education has its own characteristics. It is necessary to consider these features in the teaching process. It is noted that in the training of mathematics, the process of thinking in children is accelerated, cognitive activity increases, and the educator provides them with the right direction to acquire mathematical knowledge. The educator directs children to research, thinking and searching by using various teaching methods and forms.

In the dissertation, examples of specific training exercises and work experiences to increase children's mathematical thinking and cognitive activity are given, which are of both scientific-theoretical and methodological nature and are of practical importance for educators and teachers.

The third paragraph of the chapter is entitled "The importance of using interactive methods in preparing children for school training subjects".

The importance of using interactive methods in preparing children for school training subjects lies in the harmonious provision of education as a result of purposeful activity aimed at the development of their personality, the formation of a modern cultural worldview, the formation of certain views on raising their intellectual level. The application of interactive methods used in teaching subjects in the first year of pre-school primary education in the exercises is of great importance in resolving future conflicts. Correct assessment of the use of interactive methods in preparing children for school subjects is related to the following goals of primary education:

- to create and strengthen reading, writing and calculation habits in children;
- to provide children with basic vital knowledge about people, society, nature and the regularities between them;
- to form elements of logical and creative thinking in children, to ensure the disclosure and development of talented children from an early age;
- to instill in children sensitivity, aesthetic and artistic taste, moral and spiritual qualities, physical culture and self-service skills.

According to the general results of training in primary education, the student must be able to:

- to apply the necessary mathematical knowledge in life and perform simple algorithms;
- to use computer technology;
- to describe observed objects and events, distinguishing them according to their characteristic features;
- to think independently and logically, to express an attitude;
- to communicate, to cooperate, to express one's thoughts clearly;
- to follow cultural behavior, personal hygiene and appropriate safety rules;
- to independently perform the assigned, as well as work that requires creativity, to apply simple labor skills;
- to fulfill one's duties, to respect one's own and others' rights;
- to present the basic knowledge gained about the language, moral and spiritual values, national traditions, history, culture, and art of the Azerbaijani people in a simple form.;
- to read age-appropriate artistic, scientific-mass and informational texts, distinguish the main content of the text and express one's opinion on it, use dictionaries and informational books;
- to have a fair, caring and tolerant attitude towards people, nature, labor, private and state property, aesthetic perception of reality.

It should be noted that interactive methods imply training based on the active cognitive activity of children and carried out in cooperation with other participants in the educational process. Most often, the concept of “interactive learning methods” is used as a synonym for this concept. So, the term “interactivity” means “dialogue, interaction”. To denote this method of training, the concepts of “problem-dialogical”, “problematic”, “heuristic training” are also used.

In the dissertation it is indicated that If educators are sufficiently informed about the purpose, algorithm (workflow), conditions, tools, and problems that may arise, which reflect the description (passport) of the methods or techniques used in the

organization of active and interactive training, they can make the right choice of the method that ensures the realization of the goals and tasks of the training. Valuable information, work experiences, examples about Brainstorming, Mental attack, Clustering, Plot-role games and other methods are provided here.

The fourth paragraph of the chapter is entitled "Possibilities and ways of using interactive methods in increasing the cognitive activity of children at the stage of school preparation".

In this important and practical paragraph, it is shown that children face difficulties related to learning in the process of acquiring knowledge during the pre-school period. During these years, the child learns to walk, speak, communicate with others, think and justify his ideas, and solve problems according to his strengths. If these cognitive processes are not properly organized pedagogically and methodically, if favorable opportunities and ways are not used, then, of course, they will create more serious difficulties and problems during the period of school training. In this regard, it should be taken into account that the success of the future student depends on his success in the preschool period. A preschool-aged child has a certain level of development and certain intellectual capabilities that are considered necessary for training when he is admitted to school. At this time, the child can demonstrate that he has not only reading, writing and counting skills, but also other intellectual skills.

The intellectual preparation of the child also means the formation of certain skills and abilities, that is, the child should know and be able to listen to the tasks assigned by adults, speak correctly, and know etiquette rules.

Among the problems of the child's preparation for school training, one of the initial places is occupied by the problem of his physical development, the functional readiness of the body for systematic training. If the child is physically strong and healthy, he will study successfully, master program materials, mental load will not cause his nerves and physical fatigue. It should be taken into account that if the child asks logical questions about what is happening in the world around him, that means he thinks healthy, or

if he performs actions that serve the development of large and small motor skills, then the process of forming physical development is in order, he is ready for school according to physiological criteria and will be able to cope with the training load. Therefore, in the period of preschool age, when both mental and physical development of children is in full swing, each parent and teacher should take into account the interests and desires of children, treat them with patience, and not put barriers to activities that demonstrate their knowledge and skills, dynamics of development. At the same time, they should try to reveal and develop children's hidden abilities.

Experience shows that it is considered appropriate to carry out activities with active learning technologies mainly with a three-stage structure in optimizing the possibilities and ways of interactive methods in increasing the cognitive activity of children at the stage of school preparation:

- actualization or motivation (vocalization of existing knowledge and generation of interest);
- comprehension (actively learning new knowledge and skills by exploring them);
- thinking (creative application of acquired knowledge and skills).

Feeling the possibilities and effectiveness of interactive methods for increasing the cognitive activity of children at the preschool stage begins with cognition, emotions and perceptions. Practice shows that the child demonstrates knowledge and skills in the process of applying interactive methods at a level corresponding to his cognitive activity. It means that the self-justification of the child based on the criterion of “knows and is able” is the solution of learning based on cognition. In the process of applying interactive methods, when organizing children's cognitive activity related to the topic, they are allowed to make observations, collect the necessary facts, analyze them in abstract thinking, perform intellectual operations, solve problems, apply what they know, acquire the skills to think and work independently, creatively. The educator must be aware of the scientific and psychological foundations on which the learning process is conditioned in the application of interactive

methods, be able to apply them in practical activities.

The fifth paragraph is devoted to "Conducting a pedagogical experiment and its results".

Learning the possibilities and ways of using interactive methods to increase the cognitive activity of children at the stage of school preparation, the organization, course and results of the experiment, which made it possible to explore the qualitative improvement of training sessions, were carried out in three stages (determinant, educational, verifying), based on the provisions (the use of interactive methods to increase the cognitive activity of children at the stage of school preparation in preschool educational institutions should become the main goal of educational work; in preschool educational institutions, the application of the skills to use the appropriate mechanisms with the competence and professionalism of the educator should be observed in increasing the cognitive activity of children at the stage of school preparation; to assess the role of didactic games and mathematical training in increasing the cognitive activity of children at the stage of school preparation; to instill a sense of interest in preschool educational institutions through interactive methods in increasing the cognitive activity of children at the stage of preparation for school) established in the hypothesis. Kindergartens No.10, No.19 of Narimanov district, No.19, No.28 of Yasamal district, No.9, No.12 of Khatai district in Baku, No.2 of Sumgayit city were involved in the experiment.

In connection with learning the possibilities and ways of using interactive methods to increase the cognitive activity of children at the school preparation stage, while educators are implementing the mechanism of quality improvement of training sessions, children are involved in answering test tasks designed according to basic standards (listens to speech - understands, communicates and uses speech labels; performs simple mathematical thinking operations; has an initial idea about objects and events and explains concepts).

1. Commenting on the ideas he heard and understood.

2. Interpreting the idea in a simple way based on artistic examples, observations and pictures.

3. Differentiating letters and sounds, make sentences from words.

4. In the circle of ten, perform counting, spelling and measuring operations.

5. Identifying things by their signs.

6. Performing basic mathematical operations related to space and time.

7. Using different resources during the game.

8. Adjusting his activity to social norms.

9. Determining cause-and-effect relationships.

10. Making simple presentations about family and homeland.

Children's responses to test tasks with high, medium and low criteria are reflected in the table below.

By traditional methods:

Table 1

Number of children in kindergarten	**Criteria / Questions**	**High**	**Medium**	**Low**	**Overall**
146	1	16	24	80	120
12	2	18	25	77	120
10	3	14	28	78	120
18	4	20	31	69	120
24	5	15	26	79	120
	6	17	30	73	120
	7	19	27	74	120
	8	21	29	70	120
	9	17	28	75	120
	10	15	30	75	120

From the children's answers to the test tasks at the defining stage of the experiment, it is clear that the overall result is approximately the same. The use of traditional teaching methods is unsatisfactory in terms of quality impact on children's learning. The fact that children with poor performance are in the majority justifies our opinion.

In the educational phase of the pedagogical experiment, we defined experimental and control groups. 60 (three groups) children participated in the control group and 60 (three groups) in the experimental group.

Before the experiment, a strategy was developed on the influence of interactive methods on the cognitive activity of children, aimed at the development of the processes of “brainstorming”, “discussions”, “conducting research”, “logical” and “critical” thinking. The essence, content, purpose, algorithm, conditions, means and problems that may arise of the interactive methods identified before the experiment were explained in experimental groups. In this regard, a questionnaire survey was conducted to determine the theoretical knowledge of children in experimental and control groups. The results of the questionnaire survey and the knowledge and skills of children in this process are reflected in the table below:

Results of the educational stage.

Control groups:

Table 2

Groups	**Number of children**	**Knows – is able**	**Knows – is not able**	**Doesn't know, is not able**
I	20	4	7	9
II	20	5	5	10
III	20	6	7	7
Overall	60	18	16	26

Experimental groups:

Table 3

Groups	**Number of children**	**Knows – is able**	**Knows – is not able**	**Doesn't know, is not able**
I	20	14	6	0
II	20	10	9	1
III	20	11	5	4
Overall	60	29	18	5

There is a significant difference in the control and experimental results of the educational stage conducted with children. The reason for this is precisely the fact that children in experimental groups, as a result of the effective application of interactive methods, acquire the necessary knowledge and skills related to cognitive activity.

We applied the period determined according to the methodology developed for the next verification stage to training sessions in connection with the study of the possibilities and ways of using interactive methods in increasing the cognitive activity of children at the stage of school preparation in experimental groups. In this process, the essence of interactive methods, their purpose, sequence of work, conditions, form of work, time, means, problems that may arise, were realistically solved practically in training sessions.

Results of the verification stage

Control groups:

Table 4

Groups	**Number of children**	**Knows – is able**	**Knows – is not able**	**Doesn't know, is not able**
I	20	7	7	6
II	20	8	5	7
III	20	8	6	6
Overall	60			

Experimental groups:

Table 5

Groups	**Number of children**	**Knows – is able**	**Knows – is not able**	**Doesn't know, is not able**
I	20	15	3	2
II	20	16	4	0
III	20	16	4	0
Overall	60	37	9	2

Analysis of the results after the experiment shows that the cognitive activity of children in the experimental groups by the interactive method prevailed over the control groups.

The **"Conclusion"** section of the dissertation is indicated by articles based on the general content of the research:

1. Many years of experience show that preschool age is a period of active socialization of the child, their greater communication with adults, the acquisition of cultural habits, the awakening of moral and aesthetic feelings, in the inculcation of these values, first of all, the cognitive activity of children in the learning process is ensured by the effective use of interactive learning methods [5].
2. Opportunities and ways of effective use of interactive methods in increasing the cognitive activity of children at the stage of preparation for school in preschool educational institutions are characterized by cooperation in contrast to the traditional approach [1].
3. In the process of developing the cognitive activity of the child's personality, emotions, perceptions, memory, thinking and imagination are provided in the trainings held on the basis of interactive learning methods [12].
4. Benefiting from the development of cognition, which has important effective opportunities in the formation of preschool education of children, is the basis of their activity in the learning process. The cognition that children realize in training sessions is of a daily nature. The knowledge gained as a result of it accumulates in the child's direct practical life [3].
5. In the interactive learning method, due to the inconsistency and incompleteness of the information presented, the receipt of a mentally tense (problematic) situation prompts children to look for ways to achieve the set goal. This activates their thinking. Creates cognitive activity in children, increases their research activity [9].
6. Taking into account the different points of view and opinions of all children in the learning process, dialogical training allows for a variety of ideas, further enriching the content of learning, has a positive effect on the process of drawing conclusions [11].

7. Differentiation of traditional and non-traditional aspects of classes according to their similarity and difference leads to an increase in the efficiency of its organization. Observations show that when the educator learns and shows interest in comparing innovations, he achieves the goal set in the training sessions by spending less time. Educators, mastering the technologies of organizing modern training sessions in an interactive form, provide guidance in directing children's cognitive activity [6].
8. The analysis shows that at best, 75.5 percent of five-year-olds are excluded from preschool institutions. Their preparation for school is left to the parents. As practice shows, about 20 percent of six-year-olds who come to school are fully prepared for learning labor in the first grade [7].
9. Observations show that the development of children slows down for one reason or another during the preparation school stage, and the level of their educational achievements decreases in the next educational process. Experience shows that the different level of the first graders makes the teacher's job much more difficult. Training work with unprepared children takes a lot of time. Children who are left to the care of parents who do not have pedagogical and psychological knowledge, cannot come to school properly prepared [10].
10. Perception and understanding of educational material is not yet enough to fully assimilate it, its fundamental understanding by children, by moving their consciousness, prompting them to think, reason, directs their attention to the cause-and-effect relationships that occur in the studied objects and phenomena. Children draw certain mental conclusions under the guidance of the teacher, their knowledge and skills are formed intensively, since they are more based on comparison, analysis, generalization, abstraction, which are cognitive operations [12].
11. Contradictions in solving methodological requirements are caused by the lack of training materials, unsatisfactory professional levels of educators, wider use of traditional training methods, and difficulties in ensuring children's cognitive activity. In modern conditions, the effect of increasing the cognitive

activity of children and using interactive methods in preschool educational institutions depends on the pedagogical mastery of the educator [8].

12. In the process of labor education aimed at the cognitive activity of children at the stage of school preparation, using interactive methods, the tasks of forming their moral and volitional qualities, the sequence of goals, the customs of overcoming difficulties and showing initiative, bringing work to the end, cheerful work are carried out [4].
13. In pre-school educational institutions, in the stage of preparation for school, the game using interactive methods and its various types are relevant in increasing the cognitive activity of children. Children's games play a fundamental role in the child's development, education and personality development. Using interactive methods to increase cognitive activity, game is a tool and affects the child physically, socially, mentally, psychologically and emotionally and realizes harmonious development [12].
14. Studying the experience of organizing classes in kindergartens with the use of interactive methods makes it clear to give new ideas in this field [3].
15. The importance of using interactive methods in preparing children for school training subjects is accompanied by the instillation of numerous qualities (ability to think independently, freely express opinions; the ability to analyze one's own experience and knowledge; self-assessment; ability to cooperate (be able to work with others, divide work to achieve a common goal); learn to listen to others, respect and tolerate different opinions; explain and prove one's own opinions with arguments; develop creative thinking; determine joint solutions and make decisions) [14].
16. In the interactive learning process, motivation plays a key role and is the most powerful motivating, influencing factor for learners, and its sources are different. The expected learning results are obtained at a high level when the educator manages to regulate the learners' desire to learn, to correctly select the

possibilities and ways of interactive methods in increasing their cognitive activity [2].

The main results of the dissertation are reflected in the following works:

1. Rzayeva S.S. Integration of areas of development in children. “News” j., №4, Baku, 2015, p. 21-29
2. Rzayeva S.S. The game as a way of children's understanding. “News” j., №1, Baku, 2015. p. 51-54
3. Rzayeva S.S. Training strategies in preschool education. “News” j., №3, Baku, 2015. p. 38-41
4. Rzayeva S.S. Possibilities and ways to use interactive methods in increasing the cognitive activity of children at the stage of preparation for school in preschool educational institutions. Republican scientific-practical conference on “Actual problems of contemporary and social sciences”, 19 dekabr, 2016. s. 273
5. Rzayeva S.S. Harmonious development of a child of preschool age. Republican scientific and practical conference on “Pedagogical approaches in education: experience of the past and vision of the future” , May 4-5, 2016. p. 226-227
6. Rzayeva S.S. The development of cognition in preschool children. “Problems of modern science and education” j., Russia, Moscow, 2016. p. 108-111
7. Rzayeva S.S. From the issues of the child's preparation for school training. Republican scientific-practical conference on “Contemporary period and education”, May 4, 2017. p. 120
8. Rzayeva S.S. Preschool curriculum: theory and practice. “MM-S” enterprise, Baku 2017. 304 p. Sh.Aghayeva. Monograph
9. Rzayeva S.S. Cognitive activity of children at the stage of preparation for school. Republican scientific-practical conference on “Historicity and Modernity in Education”, May 8, 2018. p. 171-172
10. Rzayeva S.S. Theoretical and practical issues of increasing cognitive activity of children at the stage of school preparation. International conference on “Education: classical and modern approaches”., April 4-5, 2019. p. 131-133

11. Rzayeva S.S. Necessity of upbringing in the education of children. Republican scientific conference on “National-moral and universal values in the content of modern education”, May 4-5, 2021. p. 440-444
12. Rzayeva S.S. Pedagogical-psychological bases of the work carried out on the motivation of cognitive processes of preschool children. “Pedagogy” scientific-theoretical-methodical journal, №4, 2021. p. 49-55

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The dissertation is accessible at the library of Nakhchivan Teachers Institute.

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