

# Cognitive Development In Children

Guzal Yakubova

Associate Professor, Department of Psychology, National Pedagogical University of Uzbekistan named after Nizami, Tashkent, Uzbekistan

**Received:** 24 December 2024; **Accepted:** 26 January 2025; **Published:** 28 February 2025

**Abstract:** This article about results of the scientifically research influence emotional deprivation to development of child under school age as subject of the social relations.

**Keywords:** Need, deprivation, emotional attitude, communication, cognition, attention, sensory deprivation, social deprivation, psychological prevention.

**Introduction:** The upbringing of a fully developed and harmonious generation is carried out in preschool educational institutions, which are considered the initial stage of the education system. I.A. Karimov paid great attention to institutions where children of preschool age are educated. "It would be appropriate to start this work by thinking deeply about the creation of territorial complexes of children's institutions, which would include, in addition to kindergartens and schools, children's polyclinics, sports grounds with swimming pools, and institutions for working with children outside of school" [1].

The concept of mental deprivation is still incomplete and unstable, and therefore is manifested in the variety of terms that should express this concept and directly indicate the main theoretical perspective of the author. In the literature, the term "deprivation" (or, more correctly, deprivation) is often used, which means losses due to the loss of something, insufficient satisfaction of some important need.

In most cases, the following four forms of psychic deprivation are distinguished in the system of human relationships:

-Deprivation in emotional relationships is an insufficient opportunity to develop a personal emotional attitude towards a person or, if such was created, a similar emotional connection is broken.

Cognitive deprivation is a highly variable chaotic structure of the external world, clearly disordered and meaningless, in which it is impossible to understand, perceive and manage events occurring outside.

-Stimulation deprivation is a reduced amount of

sensory stimuli or their limited variability and modality. (does not receive a sufficient amount of stimuli - vision, hearing, touch, etc.)

-Similarity deprivation limited opportunity to master an autonomous social role [2].

These forms of deprivation have a specific character, and the mechanisms of their occurrence are inextricably linked to the system of relationships between the individual and the objective world and to himself. This is what we tried to analyze on the basis of the research of scientists on the impact of mental deprivation on the lifestyle of people.

The main development of the initial theoretical aspect of the issue of mental deprivation was carried out on the basis of psychological analysis. However, later this led to interruptions in research in the directions. According to him, the modern state of theoretical study of the problem of mental deprivation is reflected in its complete incompatibility with psychological theory and its incompleteness.

Memory has an involuntary nature. At preschool age, a child remembers better what makes the best impressions, what is of great interest to him. The volume of recorded material is largely determined by the emotional attitude towards this object or event. Compared to younger and middle kindergarten age, the relative importance of involuntary memorization in children of six to seven years of age decreases somewhat, while the strength of memorization increases. A child of older kindergarten age is able to restore the impressions received even after a sufficiently long period of time. One of the main

achievements of an older kindergarten child is the development of voluntary memorization. Some forms of this memorization can be identified in four-five-year-old children, but it reaches the necessary development by six to seven years of age. In most cases, this is facilitated by game activity, in which the ability to remember the necessary information and restore it in time is one of the conditions for achieving success. An important feature of this age is that a six- to seven-year-old child can be set a goal aimed at memorizing a specific material. The presence of such an opportunity is due to the fact that the child begins to use various methods specifically designed to increase the effectiveness of memorization: repetition, meaningful and imaginative linking of material. Thus, by the age of six or seven, the structure of memory undergoes significant changes associated with the significant development of voluntary forms of remembering and recall. Involuntary memory, which is not associated with an active attitude to the activity being performed, generally retains its dominant position, but is not sufficiently productive [3]. A similar proportion of voluntary and involuntary forms of memory is determined in relation to such a mental function as imagination. A significant shift in its development is provided by play, the necessary condition for which is the presence of activities and substitutes that suppress play. In the older preschool age, imagining becomes purely symbolic, and gradually a transition to actions with imagined objects begins. The formation of imagination is directly related to the development of a child's speech. Imagination at this age expands the

child's opportunities for interaction with the external environment, contributes to its assimilation, and serves as a means of perceiving being along with thinking [4].

The aim of the article is to study the negative impact of deprivation on the development of cognitive processes in preschool children in various institutions, namely, MTM, Mehribonlik House and Children's Villages (SOS). The article was prepared on the basis of the project of young scientists No. 1-14 of the Committee for Coordination of the Development of Science and Technology on the topic "Psychological characteristics of deprivation in preschool children".

The study was conducted on preschool children of Mehribonlik House No. 24, SOS (Children's Village) and MTM No. 112 who were left without parental care. 152 children aged 5 to 7 years participated in the experiment. The author expresses his gratitude to the head and staff of the institution.

To study the impact of deprivation in preschool children on the development of memory, one of the important features of cognitive processes, we used the "10 subjects" methodology. In the method we presented to the child, 10 different objects are depicted in large drawings, located at a certain distance from each other, and are shown to the child for 1-2 minutes, after which the child is asked after 15-20 minutes what pictures are depicted on the card. The results of the study on determining the development of memory in a child are summarized in the table below.

**Memory development in students of various educational institutions**

Test takers	N	x	Σ	m	t
Preschool	76	4,5	1,33	0,21	10,06*** 3,75**
Orphanage	38	1,97	1,1	0,15	
Children's Village (SOS)	38	2,81	0,83	0,13	

According to the results of the study, we can see that the arithmetic mean value of memory development in preschool children is 4.50, the standard deviation is 1.33, and the average error is 0.21. Analyzing these results, we can see that the memory of children educated in preschool institutions is well developed. In the process of preparing 6-7-year-old children for school, educators of preschool institutions do their best to ensure that they remember the materials given to them well and try to take an individual approach with children. We can see that the high appreciation of children's interest in learning by their parents and their encouragement of even small achievements have a

positive effect on the development of children's memory.

In the same case, it can be seen that the arithmetic mean value of memory development in children raised in orphanages is 1.97, the standard deviation is 1, and the average error is 0.13, which means that one of the cognitive processes of children raised in orphanages is memory, which is lower than the memory of children in preschool educational institutions. The criterion of inevitability of the difference in the memory of children raised in this institution is  $t = 10.06$  ( $r < 0.001$ ). Sensory deficiency in children raised in orphanages has a sufficiently negative effect on their development in

cognitive processes. In addition, it is possible to observe the negative impact of the environment in which children raised in orphanages on all areas of the child's psychological development. Lack of emotional attachment hinders the full-fledged development of a child, especially cognitive processes. We can also learn this from the results obtained. The importance of early emotional bonds between mother and child for the entire subsequent development is clearly seen in the example of the interrelationship of love, fear and cognitive activity. The first emotion that arises in the life of an infant is love for the mother, which suppresses later fear and aggression, as a result of which similar emotions are manifested by the child only in real dangerous situations (but not as a result of exposure to some new stimulus), which is also reflected in the development of cognitive processes [95].

In the results obtained for memory in the Children's Town (SOS), the arithmetic mean value was 2.81, the standard deviation was 0.83, and the standard error was 0.13, which are significantly lower than those of children in preschool institutions, but significantly higher than those of children in orphanages  $t=3.75$  ( $r<0.01$ ). From these differences, we can see that the influence of the environment in the children's town had a somewhat positive effect on the children, that is, the attached mother, with her love, paid attention to the interests of the children and tried to approach them in a certain way individually. In the children's town, unlike the orphanage, there is a lack of trust in the children. This lack of trust occurs due to the children's lack of trust in themselves and in adults. The emotional closeness shown to the children in the town has a somewhat positive effect on the development of the children.

We have also presented the analysis of the above results in a diagram. This diagram provides a clearer picture.

In studying the cognitive processes of children raised in various preschool institutions, it can be concluded that the role of parents and the environment in the child's mental development and the development of his cognitive processes is great. From the analysis of the results of the research we conducted, we can say that the family environment, environment, and lack of parental affection have a great negative impact on the development of cognitive processes in a child. The more comfortable a child feels in the environment in which he lives, the more timely stimulation he receives from adults, and the more timely satisfaction he has, the more all his mental characteristics and mental states develop in him. The results of studies conducted in orphanages indicate that the lack of parental affection for children raised there, the lack of close

emotional contact, the discipline imposed by the educators, the lack of interest in the child's needs, and the lack of an individual approach to each child hinder their mental development and, of course, the development of cognitive processes, including memory. Since most of the children in preschool institutions are children of full-fledged families, the educators and parents satisfy the needs and desires of the children in a timely manner and give them the necessary love, these children's cognitive processes and mental development are much higher than those of children in orphanages, that is, they are well developed in all respects. The cognitive processes of children in children's towns (SOS) are somewhat higher than those of children living in orphanages, which is why the living conditions of children living in children's towns differ from those of children raised in orphanages. They are raised in an environment that is close to a comfortable family environment. They have their mothers and sisters and brothers. In such an environment, children feel like they have a family and also gain affection in sibling relationships. Their mothers try to have a close emotional relationship with the growing child. This in itself has a positive effect on the child's psychological development.

In studying the cognitive processes of children raised in various preschool institutions, it can be concluded that the role of parents and the environment in the child's mental development and the development of his cognitive processes is great. From the analysis of the results of the research we conducted, we can say that the development of cognitive processes in a child is negatively affected by family conditions, the environment, and the lack of parental affection. The more comfortable a child feels in the environment in which he lives, the more timely stimulation he receives from adults, and the more timely satisfaction he has of all his needs, the more his mental characteristics and mental states develop in a timely manner. The results of research conducted in orphanages indicate that the lack of parental affection for children raised there, the lack of close emotional communication, the discipline imposed by the educators, the lack of interest in the child's requirements, and the lack of an individual approach to each child hinder his mental development and, of course, the development of cognitive processes, including memory. Since most of the children in preschool institutions are children of full-fledged families, and the educators and parents satisfy the needs and desires of the children in a timely manner and give them the necessary love, these children have much higher cognitive processes and psychological development than children in orphanages, that is, they are well developed in all

respects. The cognitive processes of children in children's towns (SOS) are somewhat higher than those of children living in orphanages, which is why the living conditions of children living in children's towns are different from those of children raised in orphanages. They are brought up in an environment close to comfortable family conditions. They have mothers and sisters and brothers. In such conditions, children feel like they have a family and achieve love and affection in sibling relationships. Their mothers try to have a close emotional relationship with the growing child. These in themselves have a positive effect on the child's psychological development.

#### **REFERENCES**

Karimov I. Uzbekistan on the threshold of independence.–T.: Uzbekistan. NMIU, 2011.P. 206-207.

Yozef Langeymer, Zdenek Mateychek. Avitsenum, Praga, 1984 17b

Vigotskiy, L.S. Development of Higher Psychological Functions. Moscow: APNRSFSR, 1960

Rogov, Ye.I. Handbook of a Practical Psychologist: Study Guide: in 2 books. Moscow: Vldos-Press Publishing House, 2005. – Kn.