



## The Essence And Structure Of Systematic Cognitive Competence Of Preschool Children

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### ABSTRACT

This article analyzes the content, processes of its formation and structural structure of the competence of systematic cognition in preschool children. It also covers the issues of developing children's skills of systematic perception of the environment, consistent assimilation of knowledge and its application in practice.

**KEYWORDS:** Systematic cognition, competence, preschool education, cognitive development, knowledge, skills, competence, thinking, integration, pedagogical process.

### INTRODUCTION

In our country, a radical reform of the preschool education system, bringing it up to international standards and forming modern knowledge and skills in children has been identified as one of the priorities of state policy. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, "Our main goal is to educate a well-rounded generation with modern knowledge and thinking." This approach further reinforces the need to ensure that children in preschool education have independent thinking, research, and systematic knowledge.

The comprehensive intellectual development of children, their independent thinking and knowledge, established by the decrees of the President of the Republic of Uzbekistan dated May 8, 2019 No. PQ-4312 "On approval of the Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030", dated January 28, 2022 No. PF-60 "On the development strategy of New Uzbekistan for 2022-2026", dated April 29, 2019 No. PF-5712 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030", dated October 5, 2020 No. PQ-6079 "On approval of the Digital Uzbekistan-2030 Strategy and measures for its effective implementation", as well as other regulatory legal acts This research work will serve to a certain extent in implementing the tasks of increasing the activity of teachers and introducing modern pedagogical technologies into the educational process.

At the same time, the fact that the possibilities of inductive methods have not been fully exploited in practice, and there is a need to study them in connection with the competence of systematic knowledge, determines the scientific significance and relevance of this topic.

The modern educational paradigm requires the formation of a person not only as a subject possessing ready-made knowledge, but also as an active participant who can independently search for, process, analyze and apply knowledge in practical situations. Therefore, today the effectiveness of education is determined not by the memorization of a certain amount of information by students, but by their logical observation, understanding of cause-and-effect relationships, analysis of problem situations and the ability to justify their own opinions. Such

intellectual qualities create the need to develop competencies from an early age that ensure the orderly, consistent and integrative nature of the cognitive process.

The preschool stage is the most important period when the child's cognitive processes are intensively formed, thinking operations (comparison, generalization, classification, sequence determination) are actively developed, and the mechanisms of understanding are strengthened through speech and social experience. It is during this period that the child's internal need to systematize knowledge, the ability to see the connection between objects and phenomena, the ability to select information and apply it appropriately are formed, which creates the necessary intellectual foundation for the successful organization of educational activities at the next stages. Therefore, the content, structural components, formation mechanisms and theoretical and scientific sources of the concept of "systemic cognitive competence" require a separate analysis within the framework of this study. In this regard, the considerations presented below serve to scientifically substantiate the competence of systematic cognition, connect its relevance with educational policy and practice, and conceptually illuminate the need to form this competence in preschool age.

The concept of "system" is interpreted in philosophy as a set of interconnected elements. According to the general systems theory developed by L. von Bertalanffy, "a system is a set of interconnected components, each of which performs a specific function in the overall structure. From a pedagogical point of view, systematicity means the assimilation of knowledge in an unbroken, coherent and logically connected manner".

The category of "systemic thinking" expresses the ability of a person to perceive reality not in terms of separate elements, but in terms of their interconnection and cause-and-effect relationships. In the philosophical interpretation, systemic thinking is inextricably linked with dialectical thinking, which implies the perception of the processes of change, development and interaction. In the pedagogical interpretation, systemic thinking is manifested through the processes of structuring, classifying, generalizing and modeling knowledge.

Within the framework of the competency approach, the concept of systemic knowledge encompasses not only a set of knowledge, but also the ability to apply it in practical situations, solve problems on a logical basis, and justify one's opinion. A.V. Khutorskoy defines competence as "a person's readiness and ability to act effectively in a certain field of activity." From this point of view, the competence of systemic knowledge is the child's ability to consistently perceive environmental phenomena, analyze them in cause-and-effect relationships, generalize and model them, and form a holistic picture.

### **The essence of systemic cognitive competence.**

Systemic cognitive competence is the child's ability to perceive existence as a holistic system, to understand the relationships between its elements, and to apply their knowledge in an orderly and consistent manner.

The basis of the child's cognitive activity, that is, the processes of perception, perception, thinking, memory and imagination, is the basis of the child's cognitive activity. Only when these processes develop in harmony with each other can the child acquire knowledge systematically. In the context of preschool age, the competence of systematic cognition is interpreted as the child's ability to perceive the connections between objects and phenomena, to group, classify,

explain them and apply them in everyday activities. This competence is formed in the process of transition from the demonstrative-figurative form of thinking to elementary logical operations and creates a solid foundation for the next stage - school education.

The issue of systematic cognition has been widely studied in world pedagogy and psychology. Jean Piaget, in his theory of cognitive development, substantiates the gradual formation of a child's thinking, showing that in the preoperational stage (2–7 years old), the child acquires the initial manifestations of logical operations. According to Piaget, "the child approaches systematic thinking through classification, understanding of sequences, and understanding simple cause-and-effect relationships." He associates systematicity with the process of "equilibration of cognitive structures".

The systematic cognitive competence of preschool children consists of several structural components:

### **1. Cognitive component**

This component includes the child's system of knowledge, imagination, and concepts. The child acquires information about various objects, phenomena, and processes and is able to relate them to each other.

### **2. Practical component**

The practical component represents the child's ability to apply knowledge in real-life situations. For example, activities such as solving simple problems, conducting experiments, and making observations fall into this component.

### **3. Motivational component**

This component includes the child's interest, activity, and aspirations for knowledge. If a child is interested in learning, he will absorb knowledge more deeply and systematically.

### **4. Reflexive component**

Reflection refers to a child's ability to analyze their own actions, recognize their mistakes, and evaluate their results. This is important in developing systematic thinking.

Factors for the formation of systematic cognitive competence.

The following factors play an important role in the development of systematic cognitive competence in preschool children:

- a developing educational environment;
- proper organization of game activities;
- integrated classes;
- the guiding role of the teacher;
- support for children's independent activities.

In conclusion, the formation of systematic cognitive competence in preschool children is an important factor in their successful participation in the future educational process. This competence allows the child to deeply understand knowledge, apply it systematically, and adapt to new situations.

Therefore, the use of innovative pedagogical approaches aimed at developing children's cognitive activity in the preschool educational process, supporting their independent thinking, and providing knowledge in an integrated manner is of great importance.

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