

ORGANIZATION OF DEVELOPMENTAL TRAINING IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract. Self-realization, self-presentation is one of the most important qualities of the modern man. It is especially important to support this work in the educational process, bringing it to the centre of educators and children's activities. One important way of doing this is to give tasks that ensure independence of thought. It is possible to ensure and monitor the development of children through classwork. The children demonstrate skills such as understanding, application, analysis, etc. at different stages of cognition. An important condition in the lesson content is the development of a humane position in children, situation selection for children, creative search, problem-solving, communication and cooperation skills in training, a reflection of self-regulation, self-awareness, reflection, selection of methods that allow children to develop cognitive activity. Methods of raising cognitive activity include comparison, analysis, generalization, question method, solution of logical tasks, research, etc.

Keywords: developmental training technology; development of cognitive functions; creative thinking; didactic bases; interactive work forms; principle; personality

Introduction

The development of children's perception in the field of preschool education requires, first of all, the implementation of developmental training, the expectation of succession in this process. The growing flow of information makes it important to pay special attention to the development of children's intellectual abilities.

From this point of view, first of all, the task of ensuring the development of the child's cognition comes to the fore. The essence of the new approach to education is that the training should be aimed not only at enriching children's memory with new scientific knowledge, but also at developing thinking, personal qualities and abilities, and acquiring skills necessary for life. It should be based on child-oriented, result-oriented, personality-oriented, demand-oriented. While traditional education was aimed at knowledge, competence now stands as the main goal. Cultivation of an active, conscious, responsible, competitive, constructive personality with high

intellectual training, able to use the acquired knowledge, possessing national-moral and universal values is the basis of our modern education constitutes the main essence and purpose of our modern education.

The main idea of developmental training is “preventive development of thinking”. It provides the child with the readiness to independently use his creative potential. The focus of the tutor is not on teaching new material, but on the search for training methods that involve effective cognitive activity for the acquisition of knowledge. It is not the result for the teacher and the tutor, but the child's attitude to the material being taught: it is not just learning, but finding something new, realizing oneself in cognitive activity, achieving what one desires.

Our research shows that classical European - J.J.Rousseau, J.H.Pestalozzi, J.F.Herbert and others and Azerbaijani - S.M.Ganizade, F. Aghazade, F.Kocharli, R.Efendiev, N.Narimanov, U.Hajibeyov and others enlightener pedagogs expressed valuable ideas for the comprehensive development of children, and made important services in their works by providing recommendations on the importance of special attention to the education and upbringing of parents and educators in this field. Farhad Aghazade, Sultan Majid Ganizade, Rashid bey Efendiev and others, representatives of pedagogical ideas of Azerbaijan at the beginning of XX century, expressed valuable thoughts on the upbringing and development of preschool-aged children. Prominent educator Farhad Aghazade's methodological aids “Teaching small children literacy with cubes” and “Letters in pictures” are still very important for the mental development of children. F.Aghazade believed that if the training is properly organized in kindergartens, the children develop well mentally and become rich in attention, thinking and speech. At the same time, it has a positive effect on their moral education (Aghayev 2013, 25).

Azerbaijani psychologists A.S.Bayramov and A.A.Alizade determined that the main tendencies of personality development are clearly expressed in the process of communication. Although these tendencies are inversely opposite, they are formed in unity, reflecting the development of personality in two important directions of dialectical relationship with each other (Bayramov 1967, 251). Prof. A.A.Gadirov shows that in the pre-school period, children not only perceived cognition, but also use verbal descriptions and explanations given by adults about nature and society, enriching cognitive activities and writes: “The judgment of children aged 6 – 7 is more complicated and improved. At this stage, the child not only generalizes, but also corrects and improves them (Gadirov 2008, 104). Prominent psychologists and pedagogues of the Soviet period, L.S.Vygotsky, L.V.Zankov, V.V. Davydov, D.B.Elkonin, N.A.Menchinskaya, also A.K.Dushavitski, N.F.Talazine, B.B.Rapkin, S.D.Maksymenko and others studied this problem more deeply and achieved interesting results. O.I.Prudayeva found that developmental training provides the development of differential self-assessment and assumptions, taking into account the actual level of children's abilities, the formation of a high level of training – cognitive

motivation. The role structures in the activities of the teacher in the conditions of developmental training show that this opportunity was out of the traditional training environment. The teacher plays in two roles – the organizer of the discussion and its participant (these roles were most often found at the stage of putting on exercise tasks) (Prudayeva 1997, 162). E.A.Vinogradova conducted sociological analysis in the dissertation work “Preschool education: the situation and main problems of development (sociological analysis)” and obtained the result that the process of development of the child in preschool age acts as a complex social phenomenon. From the point of view of content, the process of children's development is a process of socialization, integration into other people as behavioral values, norms, knowledge, patterns, certain elements of culture (Vinogradova 2001, 15). The conceptual idea of M.V.Lazareva's dissertation “Integrative training in preschool education” (Lazareva 2003,138) is that integrative training is based on a didactic synthesis that provides for the effective use of cognitive and educational potential in the development of preschool children. This provision also forms a complete understanding of the environment, its mutual interaction and interdependence. In the dissertation of S.N.Arhipova “Developmental training in the system of preschool and primary education in the Republic of Sakha (Yakutia)” - dependence of the results of the application of developmental training on the professional competence of teachers, the success of the results of the developmental training on ensuring its succession between preschool and primary education, the level of learning on the creation of a developmental environment in preschool and primary school etc. are shown.

Discussion. Developmental training combines all organizational forms of the educational process in a complex way. This system includes exercise and out of exercise activities. Each of these forms of organization serves to improve the quality of the educational process in terms of content and purpose. In addition to teaching children to learn, educators in the developmental training project, also the educator teaches them to think independently, to initiate the acquisition of new knowledge, to express the opinion of others, to express their opinions freely, to justify their opinions, to judge, and so on. skills, creating the ground for criticism, independence, agility and creativity of their thinking.

Developmental training in preschool education institutions is carried out in the study and outside the study.

The following forms of exercise are used in the training process:

1. Games and games – exercises.
2. Binary studying.
3. Cheerful and witty at the studying.
4. Exercise studying.
5. Exercise – competition.
6. Exercise – search.
7. Exercise – travel.

8. Exercise – advice.
9. Exercise – dispute.
10. Creative projects.

These forms of training have a positive impact on children's conscious learning, independent work, formation of learning habits, development of mental and logical thinking.

The game is an organized form of training, upbringing and development, developed in a special scenario and purposefully implemented by the educator, referring to the maximum level of self-organization of children in the modeling of human activity.

The main activity is the conduct of various types of games in the practice of kindergarten. Their goal is to strengthen the practical direction of training and apply the acquired knowledge at a creative pace.

Modern studies show that the importance of pedagogical and didactic capabilities of the games is quite wide. So that:

- the training process is activated by stimulating the motives of the training activity;
- interpersonal relationships are created that model the real conditions of social life;
- the problem of the training material is eliminated by gradually bringing the complexity of its assimilation to the child;
- the creative attitude of children to themselves deepens and expands.

The components of the games as a form of training are:

1. The presence of the problem that requires a solution.
2. Modelling analogical game situation to the social, business, etc. problems.
3. Interaction of role-playing participants with each other and with the tutor.
4. Using additional game attributes.
5. High emotional state of the participants.
6. The improvisational nature of the players' actions.
7. The game's result-oriented being.

Games create in children a motive to talk or perform any activity, that is, an internal need, which ensures the naturalness of the learning process. Developmental training is provided by the activation of cognitive processes. Ordinary games only entertain children, but developmental games both entertain and play a major role in the development of their thinking. The cognitive motive that the child encounters in the game motivate him to take more perfect steps in the future: in the process of learning, communicating with people and understanding the life they live as they grow up.

Developmental games and tasks as a certain type of regular games are aimed at the development of cognitive processes, richness of impressions, formation of personality qualities, for which “generalized goals”, entertaining game tasks, variability of the situation are characteristic. Games and tasks aimed at the development of attention,

memory, thinking, creative abilities, intelligence generally have a positive effect on the mental development of preschool children. The content of these games creates conditions for the perfect development of personality: unity of cognitive and emotional development, external and internal actions, children's collective and individual activities. It is necessary to fulfill the conditions specified in the implementation of such games and tasks. Thus, each game instills in the child new emotions, skills, expands the experience of communication, develops joint and individual activity.

Take a look at the developmental game – tasks below:

Developmental game – tasks (on speech development).

Developmental game – tasks:

Game - task №1. “Say the words” (for listening differentiation).

a) say as many words beginning with the sound “A” as you can; (B, C, D, etc.)

b) say words ending sound “T” as much as you can; (I, K, A, etc.)

c) say words with the “M” sound in the middle as much as you can. (F, Z, L, etc.)

Game - task №2. “Clap your hands” (sound analysis).

a) Now I will tell you a few words. If you hear the sound “S” in any word, clap your hands (Q, D, Sh, O, etc.);

Garden, road, hat, table, bread, smoke, rain, window.

b) Now I will tell you the words. If you hear the sound “z” in the word, clap once, if you hear the sound “s”, clap twice=

The task starts at a slow pace, then the speed is increased.

Giraffe, Sparrow, plain, Sea, coast, Willow, cold, Zulfugar, salt.

This task will also allow you to determine the reaction of the child.

Game – tasks related to the enrichment of vocabulary.

The quality and quantity of vocabulary determines the level of speech development of the child as a whole. Therefore, it is necessary to pay attention to the development of both passive and active vocabulary. The following task was applied for this purpose.

Game-Task № 1. “Play with words”

a) Say words that describe as much fruit as you can (vegetables, trees, flowers, wild and domestic animals, birds, toys, tools, furniture, professions, etc.).

b) Now I will tell you the words, and you will tell me what they do.

Words: lightning, wind, rain, snow, sun, fog

During each answer, the tutor asks: “What else does the sun do?”, “What else does the fog do?”

The game task continues.

Then the game-task is continued with other questions: “What flies? “What swims?” “What catches mice?” and so on.

Such developmental games are aimed at the development of the grammatical structure of speech. Such tasks direct the child to correctly build sentences, run expressions on the spot.

Developmental games for speech development.

Game "Interview"

Tutor: "Guys, every day different events, innovations happen in every area of our country and different news comes to us. Who is delivering these to us? (journalists) What do they do to do this? (they interpret what they see, convey their conversations to the audience). You often see journalists on TV asking questions with people on the street, at various events and even in the studio itself. This is called "Interview".

The tutor introduces children to new words.

An interview – is a conversation conducted by journalists with people to be given on radio, television and newspaper.

The correspondent is the one who asks the question.

Respondents – are those who answer the correspondent's questions.

Roles are shared between children. Topics are discussed. The appointed correspondents ask

questions, and the children get used to answering by means of a microphone. Children boldly answer the correspondent's questions through a microphone. This process is filmed through a video camera. Then they all look at these scenes and discuss them together.

Themes: discussion of any performance in the theater, children's opinions about the holidays,

information about books interesting for children, interviewers about pictures taken by children, interesting events encountered by children during the week, etc.

Game options: 1. The educator interviews the children. 2. Tutors are interviewed by children. 3. Parents interview children. 4. Children interview parents.

In the end, the children receive a pen or notebook as a reward for a good interview. (whether weak or capable) (Bakhishova 2018,195].

Developmental training is carried out in the following directions:

1. Development of cognitive processes (various forms of thinking, increase the volume of audioverbal operative memory, auditory and visual attention, ability to concentrate, attention, etc.).

2. Expansion of vocabulary ration (enrichment of active and passive vocabulary).

3. Sight – improvement of spatial and spatial - time orientations.

4. Development of successive abilities (more precisely, the development of actions and their planning).

Developmental games and tasks are specially designed games that develop the child's various abilities, including motor and cognitive activity. Through these games, it helps to achieve the development of sensory organs – sight, hearing, mental abilities, strengthening of attention and memory, mastering of motor skills and giving impetus to the development of speech faster.

It is known that during various training the level of children's perception of new information in each lesson does not take the form of a complete system. As a result,

they are unable to apply the knowledge they have acquired in one study to the study of another, and have difficulty applying it to solving complex problems. During the summarization of the program material in the two lessons, the information is of practical importance, and the acquisition of new knowledge is added to the basic knowledge and skills.

The basis of the exercise – competition is a question-and-answer competition of teams in the performance of tasks. The form of such exercises is different. It is organized as a relay, cheerful and witty, race.

There are three main stages in the organization of exercises and competitions:

- preparation stage;
- game stage;
- final stage.

Exercise – consultations are the forms of training conducted on topics in which children have difficulty. They can be held individually and in group form. In some kindergartens, consultations are conducted on a special schedule (on certain days and hours) throughout the year.

During the exercise – dispute, the tutor organizes a discussion about any problems.

Creative projects – the project method is a set of educational and cognitive methods that allow children to solve any problems and present their results as a result of their independent work. The basis of the project method is the idea of directing the cognitive activity of preschool children to the result, which occurs in the process of joint work of educator and children on a certain problem. Solving the problem or working on the project requires the necessary knowledge and skills from children.

The following types of project method are used in modern preschool institutions:

1. Research and creativity project: children observe, do research. Then compile their results with pictures and designs.
2. Role-playing projects: children have a creative approach to the solution of the task, representing fairy-tale characters.
3. Information-oriented projects: children collect information and implement it in accordance with their social interests (the arrangement and design of the group, the design of the yard, etc.)
4. Creative projects in kindergarten: the design of the result as a holiday, design, exhibition.

Taking into account the variety of organization of forms of developmental training, the use of each of them in the training process is recommended to educators. The possibility of solving educational tasks not only by a combination of methods, but also by organizational forms of the training process is legally established in pedagogy. At the same time, modern didactics recommend constantly updating the arsenal of organizational forms of training, including new approaches to general training.

The following are the types of conducting of developmental training outside of exercise:

1. Organization of conversations and discussions with children.

It is very important to conduct these types of developmental training more broadly. This is a form of exercise about exercise or not about exercise any issue is put into discussion and free conversations and exchange of views are conducted around it. In most cases, the conversations are devoted to the generalization and systematization of previously learned materials, to determine the connection of knowledge with real facts.

2. Holding meetings.

3. Organization of excursions.

One of the most important types of children's activities is excursions. During the excursion, along with love for nature, aesthetic attitude and care, children's cognitive needs are met, as well as motor skills and physical qualities are improved.

During the excursion on certain topics, children learn about their homeland, culture, nature and national-spiritual values. Along with the education of patriotism, there is a process of understanding the surrounding world by seeing, hearing and feeling directly.

The integration of the content of educational work, the implementation of developmental tasks in an attractive way, namely during the excursion – a trip, not only saves time on the organization of training, but also provides cognitive and physical activity during the day. At the same time, social tasks such as the development of communication, communication with peers, environmental care are also addressed. Excursions play an important role in getting acquainted with nature. Children observe nature in its natural state, watch the seasons change, and see how people benefit from it.

In order to improve the quality of the training process, in addition to the tutor's choosing for himself/herself a more suitable form of work in accordance with its conceptual basis, individual work planning, the role of training in the development of the child's personality, diagnosis of the development of the child's personality, the solution of cognitive and personality-oriented tasks, the development of humanistic position in children, the situation of choice for children, creative search, creating interest and motivation in the lesson, changing the types of activities at different stages of the lesson, solving cognitive and personality-oriented tasks, active participation of children in the exercise, children's progress in the exercise, children's mental and practical activity, organization of the exercise, change of activities at different stages of the lesson are also important conditions.

When determining the training indicators of the tutor, it should be taken into account his pedagogical ability, pedagogical culture and professionalism – love, care, respect for children, knowledge of child psychology, interest in learning, organizational skills, creativity, cultural norms.

For the intensive development of thinking in the training process, it is necessary to provide a high level of difficulty in teaching and to achieve the realization of children's own learning activities. It is important to take into account the characteristics of the individual's development in the developmental training process. Below is a comparison of traditional and developmental training based on didactic parameters (Table1).

Table 1. Comparison of traditional and developmental training on the basis of didactic parameters

Didactic parameters	Traditional training	Developmental training
1	2	3
Purpose	Formation of knowledge, skills and habits. Sample based application of knowledge.	Development of mental qualities of personality. Application of knowledge in new conditions.
Essence	Providing, understanding, reinforcing information, checking of mastering.	Involvement of students in independent research activities: problem solving, mastering new rules of activity.
Application capabilities	Practically always possible.	If students have basic knowledge and cognitive skills related to the problem, it is possible when organizing research activities of teachers and students.
Advantages	Creates conditions for the formation of a system of knowledge, skills and habits. It saves time. The role of the teacher's personality (high interest in science, rich morality, high culture) is great.	Develops interests, thinking and other mental processes. Encourages students to self-study. Forms discussion skills and culture.
Difficulties of a principled nature	To attract the attention of the group. To manage perception. Activate training. Create feedback conditions.	It takes a lot of time compared to traditional training. Each student is involved in research activities.

Although the presented picture outlines the complex and multifaceted training process, it allows you to draw certain practical results:

- the preschool education system uses both traditional and developmental training technology;
- when organizing the training process, you can not limit it to only one technology;
- when organizing the training process, both traditional and developmental training technologies should be optimally aligned;

– the final result and success depends on the theoretical knowledge, mastery and personal qualities of the tutor.

It should ensure the mental, moral, ethical, aesthetic, physical and multicultural development of the growing generation, create conditions for the discovery of creative opportunities, formation of a humane attitude to itself and its environment, creation of a healthy educational environment for the development of its activity (cognitive, transformative, practical, assessment-orientation communicative). The student should be able to generalize and transform the scientific knowledge acquired in a general school into knowledge. The levels of mastering knowledge (acquaintance, knowledge, skill, habit) should be taken into account in the educational process, as a result of which they should be converted into values (Orujova 2018, 33 – 41].

Preschool education plays an important role in children's mental, physical and psychological development, revealing their potential, preparing them for school, forming cultural qualities, independence, creativity, entrepreneurial feelings and vital skills. The creation of a developmental environment for the formation of such a personality is an important condition.

Developmental environment created for the formation of personality in kindergarten (Figure 1).

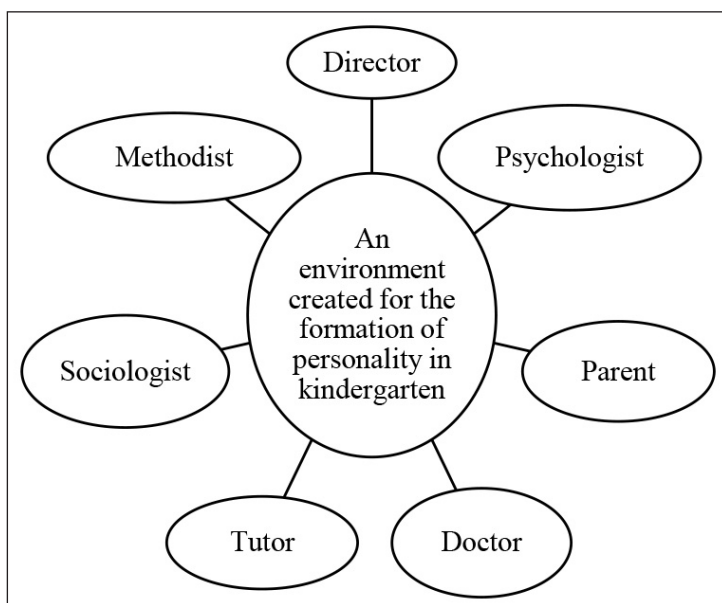


Figure 1. A developmental environment created for the formation of personality in kindergarten

Educator S.A.Smirnov in the textbook “Pedagogy” (Smirnova 2011, 157) gives a wide place to the creation of a developmental environment in preschool institutions to prepare the child for school and requires the creation of a child development environment. The complex development environment includes: material and technical conditions, sanitary and hygienic conditions, psychological and pedagogical conditions, ergonomic conditions, aesthetic conditions.

The extent to which the environment surrounding the child is oriented towards his/her understanding needs, interests and problems is very related to his/her attitude to the educational process.

The needs, interests, needs, opportunities and habits of children are taken into account when organizing the developmental commodity environment. This is determined by the individualistic model of education and each child has a psychological sense of protection and comfort.

It is possible to indicate the types of developmental environment mainly as follows:

- developmental object environment;
- information environment;
- socio-psychological environment.

The pedagogical characteristics of the building a developmental object environment are:

- comfort and safety of conditions, fulfillment of sanitary-hygienic norms;
- compliance of the developmental environment with the educational program of the kindergarten;
- taking into account all aspects of the child's development;
- variety of environments, their rational location;
- providing a wealth of sensory impressions;
- provision of independent individual activity;
- providing opportunities for research, search activities, experiments;
- placement of objects and means in the place of hand by the age of children;
- changing the environment, creating conditions for design (Aliyeva 2012, 49 – 59).

The information environment includes all data sources available for use both in and outside the preschool institution. The main sources of information that the child can use are visual and didactic objects, computers, television, cartoons, children's performances, puppet theatre museums, excursions, trips, etc. can be attributed.

The socio-psychological environment includes all types of interactions with people who surround the child (both directly and indirectly with their children), as well as with their inner world, which affect the formation of interest in education:

- “child-child”;
- “tutor-child”;
- “tutor-child-parent”;

- “director-child”;
- “director- child-parent”;
- “family-child”;
- “friends-child”.

The main task of these relationships is to build partnerships, as they create the conditions for the development of the child's inner strengths and abilities. In family relations, this is achieved through the creation of a favorable environment for family relations, and in kindergarten through the formation of an “tutor-child” relationship, the democratization of “tutor-parent”, “tutor-parent-child” relations.

From the point of view of proper organization of the socio-psychological environment, it would be expedient not to touch upon the problems of individual children's development in parent meetings and to discuss only the organization of the life of the group. To discuss a child's problems, this should only be communicated to parents in individual meetings (for example, on “Open Door” days).

Conclusion

Our research leads to the conclusion that the developmental training methods described above change the way in which the abilities of preschool children develop in the pedagogical process. In traditional training conditions, such mechanisms are formed accidentally or spontaneously. And in the process of developmental training, the formation of special methods aimed at analyzing and summarizing the content, the development of abilities becomes a legitimate process. Although it does not allow the child to reach a certain level of development, it provides the basis for the development of abilities and significantly affects their emotional sphere. In such exercises, children are excited about their incompetence, which forces them to look for ways to solve problematic situations. Only understanding removes the inner excitement by taking the child out of the situation. Mental development takes place when training activities are purposefully formed in the process of mastering knowledge. In this process, taking into account the age and individual development characteristics of each child, the implementation of the given knowledge and experience takes place. That is why, without purposeful formation of educational activity, it is impossible to ensure the developmental of training, satisfaction of children with their work. These feelings have a higher power of influence than the mark that the tutor gives them.

The tutor should be guided by a number of the following provisions to create interest in training and formalize:

1. It should establish the learning process in such a way that new knowledge is not given to children ready. Children should join active activity, search, search for and find new knowledge throughout the whole exercise.
2. The organization of the training process in various forms and colors increases the interest of children in the training process.

3. The more connected the new material is with the materials learned in the past, the more interesting it will be for children.

4. Extremely light and extremely difficult material does not arouse interest. Training should be difficult. But the power must be in the reach of difficulty and must be understood.

5. The more often children's activities are checked and evaluated, the easier it will be for them to work.

6. The clarity, emotionality of the teaching material and the mood of the tutor have a strong impact on the attitude of children to training (Ilyasov 2013, 21 – 35).

Thus, the result is that the development of the training process 5-6 years old children retain individual characteristics of mental retardation is improved. These facts show their true and physiologically significance at different hours of the day and throughout the week. Mental retardation is an integral indicator of the functional state of the child and reflects his or her adaptation to various training activities, as well as to the training load. The parameters of mental retardation also coincide with other indicators characterizing the functional state of the organism.

Integration of educational, upbringing and developmental tasks is necessary as a condition of preparation for school education in the conditions of modern preschool institutions. This trinity gives the pedagogical system the ability and integrity to live in life. Neglect or weakness of one of these training units leads to violations in the development of the child's personality.

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