



DEVELOPMENT OF THE COGNITIVE PROCESS IN CHILDREN

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Annotation

The article presents the results of a study conducted in various institutions to determine how cognitive processes, as well as the development of memory, can negatively affect a child raised in deprivation during preschool age.

Keywords: need, communication, emotional connection, deprivation, cognitive processes, memory, attention, emotional deprivation, cognitive deprivation, sensory deprivation, social deprivation, hidden deprivation, psychological prevention, psychocorrection.

The upbringing of a comprehensively developed generation is carried out in preschool educational institutions, which are the initial link of the education system. Great attention to preschool institutions was also paid during the time of the First President of our country, I.A. Karimov. "It would be appropriate to begin this work by thinking deeply about the creation of territorial complexes of children's institutions, including kindergartens, children's polyclinics, sports grounds with swimming pools, and institutions for extracurricular activities with children, along with schools"[1].

Due to the fact that the concept of psychic deprivation is still incomplete and unstable, it manifests itself more in the diversity of terms that should express this concept and directly indicate the author's main theoretical point of view. In the literature, the term "deprivation" (deprivation, or corresponding privation) is often used, which refers to losses due to the loss of something, insufficient satisfaction of some important need.

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

Deprivation in emotional relationships is an insufficient opportunity to study a person's personal emotional attitude towards a particular person, or, if so created, a break in a similar emotional connection.



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Cognitive deprivation is a highly variable chaotic structure of a clearly chaotic and meaningless external world where one cannot understand, be surprised by, and control the phenomenon occurring outside.

Stimulatory deprivation refers to the reduced amount of sensory stimuli or their limited variability and modality. (does not receive sufficient stimuli - sight, hearing, touch, etc.)

- Deprivation of identity is a limited opportunity for mastering 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 themselves. Based on the research of scientists, we tried to analyze the influence of psychological deprivation on the lifestyle of people.

The main development of the initial theoretical aspect of the problem of mental deprivation was carried out on the basis of psychological analysis. However, this subsequently led to interruptions in research in these areas. According to him, the modern state of the theoretical study of the problem of mental deprivation is reflected in the fact that it does not correspond at all to psychological theory and is incomplete.

Memory is involuntary in preschool age. A child remembers better what leaves the best impressions that are of great interest to them. The volume of recorded material is largely determined by the emotional attitude towards the given thing or phenomenon. Compared to early and middle preschool age, the relative importance of involuntary memorization decreases somewhat in children aged six to seven, while the strength of memorization increases. An older preschooler is able to reproduce impressions even after a sufficiently long period of time. Although involuntary memory, not associated with an active attitude towards the activity being performed, generally maintains a dominant position, it is not sufficiently productive [3]. The similar proportionality of the forms of voluntary and involuntary memory is determined in relation to such a mental task as imagination. A significant shift in its development is provided by the game, the necessary condition of which is the presence of suppressing activity and substitutes. In older preschool age, substitution



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becomes purely symbolic, and a gradual 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 possibilities in interaction with the external environment, contributes to its assimilation, and, along with thinking, serves as a means of perceiving reality [4].

The purpose of the article is to study the negative impact of preschool children on the development of cognitive processes in pupils in various institutions, i.e., in preschool educational institutions, orphanages, and children's towns (SOS) under deprivation conditions. The article was prepared based on the Youth Scientists Project No. Yo 1-14 of the Committee for Coordination of Science and Technology Development on the topic "Psychological Features of Deprivation in Preschool Children."

The study was conducted on preschool children left without parental care in orphanage No. 24, SOS (Children's Town), and preschool educational institution No. 112. 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 influence of deprivation on the development of memory in preschool children, one of the important features of cognitive processes, we used the "10 objects" methodology. In the methodology we presented to the child, 10 large drawings of various objects are depicted, located at a certain distance from each other, which are shown to the child for 1-2 minutes, after which, after 15-20 minutes, the child is asked 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 following table.

Development of memory in pupils of various educational institutions

Subjects	N	x	Σ	m	t
Preschool educational institution	76.	4.5	1.33	0.21	10.06***
Orphanage	38.	1.97	1.1	0.15	
Children's Town (SOS)	38.	2.81	0.83	0.13	3.75**



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According to the research results, we can see that the arithmetic mean of memory development in preschoolers is 4.50, the standard deviation is 1.33, and the average error is 0.21. Analyzing these results, it can be seen that the memory of children receiving education in preschool educational institutions is well developed. In the process of preparing 6-7-year-old children for school, preschool educational institution educators use all their capabilities to ensure they remember the given materials well and try to approach children individually. We can see that parents highly appreciate children's interest in learning and encourage them for even small achievements, which has a positive effect on the development of children's memory.

According to the same situation, 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. The criterion of inevitability of the difference in the memory of pupils of this institution is $t=10.06$ ($p<0.001$). Sensory insufficiency in orphanage pupils negatively affected the development of their cognitive processes.

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

We also obtained the analysis of the above results in the diagram. This diagram creates a clearer picture.

When studying the cognitive processes of children in various preschool institutions, it can be concluded that parents and the environment play a significant role in the child's psychological development and the development of their cognitive processes.



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Since the majority of preschoolers are children from complete families, educators and parents have provided timely satisfaction of children's needs and desires, giving them the necessary care, and these children are significantly better developed in cognitive processes and psychological development compared to children in orphanages, meaning they are well-developed in all aspects. The cognitive processes of pupils of the Children's Town (SOS) are somewhat higher than those of children living in orphanages, which is due to the fact that the living conditions of children living in the children's town differ from those of children raised in orphanages. They are raised in an environment close to a comfortable family environment. They have a mother and sisters and brothers. In their conditions, children feel like they have a family and achieve love and affection in sibling relationships. Their mothers try to maintain close emotional relationships with the growing child. This, in itself, has a positive effect on the child's psychological development.

If a child feels comfortable in their environment, receives timely encouragement from adults, and all their needs are met in a timely manner, all their psychological characteristics and psychological states develop in a timely manner. The results of research conducted in orphanages indicate that the lack of parental love for the children being raised there, the absence of close emotional communication, the discipline established by 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 memory from cognitive processes. Since the majority of preschool institution pupils are children from complete families, both educators and parents have provided timely satisfaction of children's needs and desires, giving them the necessary affection, these children have significantly higher cognitive processes and psychological development compared to children in orphanages, meaning they are well-developed in all aspects. The cognitive processes of pupils of the Children's Town (SOS) are somewhat higher than those of children living in orphanages, which is due to the fact that the living conditions of children living in the children's town differ from those of children raised in orphanages. They are raised in an environment close to a comfortable family environment. They have a mother and sisters and brothers. In their conditions, children feel like they have a family and achieve love and affection in sibling relationships. Their mothers try to



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