TEACHING CHILDREN TO THINK INDEPENDENTLY IN SPEECH DEVELOPMENT ACTIVITIES OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning. The science of child development and early learning makes clear the importance and complexity of working with young children from infancy through the early elementary years. Research during the past decade has revealed much about how children learn and develop. Studies have shown that early childhood is a time when developmental changes are happening that can have profound and lasting consequences for a child's future. While people have long debated whether "nature" or "nurture" plays the stronger role in child development, recent studies reveal the importance of how the two influence each other as a child develops: what a child experiences and is exposed to interacts with his or her underlying biological makeup.

Keywords. Author, novel, times, literature, novel, metaphor

ОБУЧЕНИЕ ДЕТЕЙ САМОСТОЯТЕЛЬНОМУ МЫШЛЕНИЮ В РЕЧЕРАЗВИВАЮЩЕЙ ДЕЯТЕЛЬНОСТИ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

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Аннотация. Маленькие дети процветают, когда у них есть безопасные, позитивные отношения со взрослыми, которые знают, как поддержать их развитие и обучение. Наука о

развитии ребенка и обучении в раннем возрасте проясняет важность и сложность работы с маленькими детьми с младенчества до первых начальных лет. Исследования, проведенные за последнее десятилетие, многое рассказали о том, как дети учатся и развиваются. Исследования показали, что раннее детство — это время, когда происходят изменения в развитии, которые могут иметь глубокие и долгосрочные последствия для будущего ребенка. В то время как люди уже давно спорят о том, играет ли «природа» или «воспитание» более важную роль в развитии ребенка, недавние исследования показывают важность того, как они влияют друг на друга в процессе развития ребенка: что ребенок испытывает и чему подвергается, взаимодействует со своими или ее основной биологический состав.

Ключевые слова. Автор, роман, времена, литература, роман, метафора

The developmental window (rapidity of brain development during early childhood). The brain develops through a dynamic interaction between underlying biological processes and exposures and experiences in the environment. This process begins at conception and continues throughout life. During a child's early years, the brain develops in rapid and fundamental ways, and connections among neurons are reinforced. Because of this, early childhood is a window of both great risk of vulnerability to disruption and great potential for the impact of positive developmental influences. The interplay of genes and environment. In many or even most cases, the causes of healthy, normal development – as well as disease, disorders, and developmental problems – are best viewed as an interplay between genes and environment. While a child's genetic makeup has an influence on how strongly he or she is affected by some environmental factors or experiences, emerging research also shows that influences in the environment can shape whether

genes are turned off or on. Neither environment nor biology alone is destiny. The impact of stress on development. There is now strong evidence that early psychological and social adversities – beginning even during fetal development – can have important short- and long-term effects on the brain's development and the way the brain and body handle stress. In addition to the brain, multiple systems are involved in the response to stress and can be affected by chronic adversity, including the immune system and the endocrine system. While enriching experiences in the early years will support healthy brain development, disturbances or deficiencies before birth or in early childhood can interrupt or alter the growing brain, resulting in changes that range from subtle incapacities to generalized developmental disabilities. Examples of serious stressors faced by many children include abuse or neglect, the death of a parent, food insufficiency, housing instability, a parent living with mental illness, or exposure to conflict or violence in the home or neighborhood. Although children at any socioeconomic level can experience stressors, children in marginalized populations or who experience chronic economic adversity face a disproportionate risk of experiencing a confluence of multiple sources of chronic stress. Individual differences in sensitivity to environments. There are substantial individual differences in how susceptible children are to influences in their environment. Some individuals seem more sensitive to both positive and negative influences; others survive challenging environments and seem to thrive with little detrimental effect.

Together with the research in developmental biology and neuroscience, research in developmental, cognitive, and educational psychology has contributed to a greater understanding of the developing child. The picture that has emerged is remarkably complex and reveals that many aspects of development and learning are interrelated. For example, a child relies on developing an ability to regulate emotions and attention in order to concentrate and stay engaged long enough to learn new ideas and skills. Similarly, while certain skills and concepts are distinct to particular subject areas, learning in these subject areas also relates to general cognitive skills

such as reasoning, attention, and memory. Learning is also influenced by a child's developing relationships with adults and peers. A child's security both physically and in relationships creates the context in which learning is achievable. Physical health matters as well; studies have linked food insecurity among children and their families to poor academic outcomes, for example, while increased physical activity has been linked to improved academic performance. Keeping in mind that there are multiple interrelated and mutually reinforcing aspects of child development, the sections that follow describe developmental processes in three areas:

1. General cognitive development,

2. Subject-area learning, and

3. Social and emotional development.

Research has shown that what is going on in babies' and young children's minds is much more complex and sophisticated than their outward behavior reveals. Early learning occurs on two levels: the growth of knowledge that is visible and apparent – language learning, for example, and learning about how objects work – and the growth of implicit learning, which is harder to observe. Many of the strikingly competent and insightful things going on in young children's minds are not transparent in their behavior. Because of this, the cognitive abilities of young children are easily underestimated. Some of the recent research has shown that even very early, children: Have a "theory of mind." Babies have a capacity to reason about and understand the mental lives and intentions of others. For example, when 1-year-olds are faced with something or someone unfamiliar, they look at their mothers to read her expression to determine whether the unfamiliar person or object is benign or dangerous. Babies as young as 14 months old who see an adult struggling to reach for an object will interrupt their play to crawl over and hand the object to the adult. Have theories of numbers. Even babies seem capable of intuitively understanding something that approximates addition and subtraction, and they are surprised when something counter to these principles occurs. For example, when babies see an

object that is then screened from view and then they see that another object is placed behind the screen, they are surprised when the screen is lowered if there is only one object there. Can make inferences about cause and effect. Young children can experience observations and learning that allow them to conclude that a particular factor X causes (or prevents) an effect Y. In one study, for example, preschool children were shown a machine and told that "blickets" make the machine go. Block A placed on the machine always made it go. Block B was associated with the machine turning on but only when Block A was also on the machine. Children correctly identified Block A as the "blicket" and not Block B. They were also able to intervene correctly to make the machine stop by removing Block A and not Block B. Are sensitive to the statistical probability of events. In one set of studies, for example, 11-month-old babies were shown an opaque box full of many red balls and only a few white balls. The babies showed surprise when balls were poured out of the box and all of them happened to be white, or when someone reached into the box and happened to retrieve all white balls. The babies were registering the low proportion of white balls and recognizing the improbability of these events. However, if the experimenter looked into the box as she picked up the balls, the babies were not surprised if all white balls were selected. This suggests that babies' implicit knowledge of theory of mind – in this case, understanding that a person can deliberately select objects – will trump their reasoning about statistical likelihood.

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