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Gnoseological Substantiation of Cognitive Development Children

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Abstract: The article presents theoretical materials on the possibilities of refraction of ideasS.P. Baranova in the implementation of the epistemological approach to learning in the field of cognitive developmentpreschool children.

Keywords: epistemological approach, preschool education, cognitive development of children, teaching principles.

Targets of one of the most important areas of modern preschool education - the cognitive development of children - are reflected in the relevant educational area of the Federal State Educational Standard preschool education (FSES DO), providing for "... the formation of primary ideas about oneself, other people, objects of the surrounding world, properties and relations of objects of the surrounding world (shape, colour, size, material, sound, rhythm, tempo, quantity, number, part and whole, space and time, movement and rest, cause and effect, etc.)

Methodological approaches to the justification of technologies for the cognitive development of children have developed to date. preschool age: systemic (N.A. Vershinina, V.I. Loginova, N.N. Kondratieva,M.V. Krulekht , L.Ya. Musatov), personality-oriented (N.A. Alekseev, L.I. Bozhovich ,I.B. Kotova, T.N. Khabarov), epistemological (S.A. Kozlova, A.K. Matveeva, A.M. Leushina ,P.G. Samorukova , R.P. Chudnova) and other approaches. However, in our opinion, significant opportunities for enriching the methodology of cognitive development of children preschool age provides the concept of an epistemological approach to education, developed by S.P. Baranov, since it contains provisions that are universal for different levels of education, including for preschool education.

Developing the epistemological foundations of the learning process, S.P. Baranov in his work "The Essence of the Learning Process", emphasized that reaching the rational level knowledge is possible through the student's sensory experience as the initial basic stage of cognitive activity, the success of which is ensured by further movement through the stages of cognitive activity. S.P. Baranov does not count the logical component is dominant in the formation and development of the learning process.

However, the systematization and comprehension of sensory experience on the basis of logical experience is the essence epistemological approach in teaching. In justification of the provision on systematization sensory experience based on the management of sensory cognition of children in learning, author comes from the correlation of figurative and conceptual, concrete and abstract in development personality. On this basis, he singles out three main factors for the control of sensory cognition of students: 1) the quality of the reflection of reality in a sensual image on based on the original or model; 2) the number of sensory images that are adequate ideas of students of the surrounding reality or its individual aspects in studied pattern; 3) a measure of the sensual when reflecting a pattern, characterized by the totality of sensory images that allows present in a generalized form a group of objects and phenomena reflected in the studied patterns [3]. These factors, to a greater or lesser extent, always manifest themselves in understanding of the learning material. Therefore, the

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management of the sensory cognition of the younger schoolchildren S.P. Baranov considers a pedagogical pattern, which manifests itself in principles and methods of teaching. And consequently, the construction of a lesson in compliance with these provisions allows you to significantly activate the thought of children, deepen their process knowledge of certain aspects of objects and phenomena of the surrounding world.

At preschool age, systematic education of children is not carried out - this is in the future will take place at school, not educational, but play activity is leading, but At the same time, it is at this age that the foundations of the cognitive development of the child are laid and in as a whole - the basis of personality development, including its intellectual potential.

The formation of the sensory experience of a preschool child occurs on basis of sensory development, since the source of knowledge about the world is sensations and perceptions arising from the contact of the sense organs with various signs and properties of objects and phenomena of the surrounding world. touch problem development of children in psychological and pedagogical research is covered by domestic and foreign scientists in various aspects (B.G. Ananiev, L.A. Venger, A.V. Zaporozhets,V.P. Zinchenko, M. Montessori), N.N. Poddyakov , E.G. Pilyugina, J. Piaget, F. Frobel . Unscientific works by these authors, sensory development was understood as the formation sensory experience of the child, which is the foundation of general intellectual development children, since on its basis there is an ordering of their chaotic ideas, obtained by interacting with the outside world, observation develops, attention, thinking, imagination. Children get the opportunity to learn and apply in practice various ways of examining objects, assimilate sensory standards.

The younger the child, the more important in his cognitive development plays sensory experience. Preschooler for a long time learning to use sensory standards as a means of perception, and this process has its stages: pre-standard (up to about 2 years) - the period of enrichment of the baby with impressions, preparing him for the subsequent assimilation of sensory standards. At this stage, they create conditions so that he can follow moving bright toys, grab objects of different shapes and textures. At the second stage, the child already accumulates a certain reserve ideas about the various properties and features of objects in the surrounding world, and some of them begin to play the role of samples with which he compares the properties of new objects in the course of their perception. Having some sensory references, children they begin to generalize, systematize. At this stage, the following are available for assimilation sensory standards like color, shape, size. The third stage lasts up to 5 years. On this stage there is an acquaintance with generally accepted sensory standards and methods for their use. Simultaneously with the formation of the main standards (color, shape, size) children learn ways to examine objects and other properties: weight, tactile sensations, temperature readings and auditory reactions.

The formation of sensory experience in preschoolers is carried out not only by assimilation of sensory standards, but also by mastering the actions of perception, which are becoming increasingly more differentiated and precise. Mastering the actions of examining objects by children is carried out as a specially organized perception of an object in order to identify those properties that are important to know about in order to successfully cope with the upcoming activity.

The same object is examined in different ways depending on the goals. Examination and the examined qualities themselves (N.A. Kurochkina, L.A. Paramonova, N. N. Poddyakov , E.S. Rogaleva, N.P. Sakulina). There is a general algorithm for many types of examination: perception of the integral appearance of the object; mental division into main parts and identification of their features (shape, size, colour, material);spatial correlation of parts with each other; picking out small details establishing their spatial arrangement in relation to the main parts; repeated holistic perception of the subject (N.N. Podyakov).Examination according to this scheme will help children master generalized methods

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sensory knowledge, which they can use in independent activities. Throughout preschool age, the nature of cognition changes: from manipulation with objects, the child gradually proceeds to get acquainted with them on the basis of vision, touch, as well as "visual palpation".

The generalization of the sensory experience of preschool children was studiedA.V. Zaporozhe's, U.V. Ul'enkova , F.I. Fradkinaand others. So, the study of F.I. Fradkinathe formation of generalizations among preschoolers showed that for grouping objects they have, first of all, those of their signs and connections that are revealed by the child in his practical activities, that is, sensory experience. It can be concluded that the level of generalization, which a child of three to six years old reaches, directly depends on:

a) on the degree of familiarity of children with the variety of subjects included in this group;

b) knowledge of a word that generalizes all objects included in a given group;

c) The forms of requirements presented to the child .

Among them, the requirement to define a concept, that is, answer the question "what is it?". The requirement to combine homogeneous objects into a group is easier for kids. Only after 6 years of generalization as a "collection of things" in life situations are replaced by generalizations on one function of objects, and then generalizations on the material from which objects are made, and only later on the type of objects. According to the resultsF.I. Fradkina, at the age of three , children mainly make generalizations on random connections. She gives the following results of her research: in a four -yearage is dominated by generalizations of the "collection", in the five-year-old - by adjacency, in the six-year -along with the predominance of generalizations - "collections", a significant place is occupied by generalizations on according to the material and according to the selected function, in the seven-year-old - according to the material and generalizations according to generic characteristics appear. The author shows that there are complex dynamic relationships between the selection of a part and the transition to the general. This difficulty is most pronounced in preschoolers, if necessary, reveal the subordination of different, but homogeneous things, and establish some kind of hierarchy of features.

As conditions for the successful formation of the sensory experience of childrenthe natural environment, the developing object-spatial environment and special educational (didactic) games. Cognition of the natural environment is initially carried out in a sensual way, with the help of sight, hearing, touch, smell. How the more sense organs are involved in cognition, the more signs and properties it highlights the child in the object under study, the phenomenon, and therefore, the richer his representations on the basis of which thought processes arise, are formed aesthetic feelings. Knowledge of characteristic features, objects and phenomena observed child, helps him to establish causal relationships (provided that they clearly presented). The developing subject-spatial environment created in the preschool educational institution, provides a variety of objects of knowledge due to variability. Educational games with children are designed to examine an object, identify its features and distinguish these features with the requirement of their verbal description. In some games, the child learns group objects according to one or another property, compare objects that have similar and different features, highlight the essential ones. As a resultit becomes possible to lead children to generalizations based on the identification of essential signs that are fixed in speech.

Thus, the analysis of S.P. Baranova showed that his ideas about dependence of the educational process on the characteristics of cognitive activity child, its structure and stages, about the systematization of sensory images that provide the transition of a child's thought from the sensual to the abstract, and vice versa, enrich conceptual provisions of the epistemological approach to the cognitive development

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of children preschool age. In accordance with these ideas, we can distinguish such factors organization of the sensory experience of preschoolers: 1) the quality of reflection of reality in sensual image based on the original (object or phenomenon of the surrounding world);2) the number of sensory images that are adequate to children's ideas about objects the surrounding world or their individual features and properties in establishing causal relationships (quantitative, spatial, temporal, logical); 3) measure sensual when reflecting cause-and-effect relationships characterized by theta set of sensory images that allows us to present in a generalized form groups of objects and phenomena reflected in these links. These factors are more or less to a lesser extent are always manifested in the understanding of cognitive material.

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