WORLDLY KNOWLEDGE
INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCHERS
ISSN : 3030-332X IMPACT FACTOR (Research bib) – 7,293

THE IMPORTANCE OF EARLY EDUCATION IN THE MENTAL DEVELOPMENT OF CHILDREN

Amriddinova Hadyabegim Behzod qizi

bachelor of Navoi State Pedagogical Institute

Tel. Numer: +998904779928 E-mail: hadyabegimamriddinova6gmail.com

(PhD)Scientific adviser: **Istamova D.S.**

Abstract: Every child has a hidden genius. The way he grows up is a product of his parents' attitude and upbringing. This study looked into the value of early schooling on children's mental development. Parents are given recommendations in this regard. It is emphasized that early education is important for learning foreign languages.
Key words:early education, mental development, memory of a young child, teaching style.

Introduction

All people are born in almost the same condition, unless they have physical defects. Whether children are smart or ignorant, innocent or aggressive, depends on their upbringing. If every child is given what he needs at the right time, he will grow up with a sharp mind and a strong will. Masaru Ibuka said," The only goal of early education is to raise a child to be smart and healthy, sharp-minded and attentive ". The period from birth to three years of age is the period when intercellular connections are most actively formed. At this time, we should not be afraid to give a lot of information to the child, because the child receives only the information he needs and does not accept the rest. In this regard, Masaru Ibuka said, " The ability of the brain of a child under three years of age to receive information is superior to that of an adult. Just do not be afraid to give him a lot or arouse interest. A young child's brain "absorbs" knowledge like a sponge; if it feels full, it shuts down and starts learning new things "stops receiving information".Children's memory is stronger than that of adults. The information mechanically entered into children's memory remains with them when they grow up, and they can use it when needed.

Literature review

Early education strongly influences children's intellectual, emotional, and social development (Carew, 1980; Ounsted, Osborn, Sleigh, & Good, 1979). Several longitudinal studies indicate positive effects of early intervention on later academic achievement (Consortium for Longitudinal Studies [CFLS], 1983), IQ (Skeels, 1966), and adult occupational achievement (CFLS, 1983; Skeels, 1966). Additionally, the music participation of preschoolers may accelerate and improve cognitive and psychomotor skills (Brown, Sherrill, & Gench, 1981; Madsen, Madsen, & Michel, 1975; Zinar, 1976). Examination of studies dealing with the development of children's attending skills suggests that attention increases the rate of learning (Horn & Packard, 1985; Piontkowski & Calfee, 1979). Selective attending skills have been noted in preschool children (Pezdek & Hartman, 1983; Sproul, 1973; Turnure, 1971), and several experimental investigations have indicated that selective attention improves with age (Miller & Bigi, 1979; Richards, 1985). The development of perseverance skills (Frodi, Bridges, & Grolnick, 1985; Geppert & Kuster, 1983) and the effect of contingent verbal feedback on children's task persistence (Draper, 1981) have been examined. Children who learn the most may be those who persist at tasks and who do not give up when faced with difficulty or distraction (Bridgeman & Shipman, 1978).

Conclusion

In conclusion, we ought to endeavor to educate a youngster beyond his early years. I would now suggest that parents pick up multiple languages. Through this, the imfant will easily learn multiple languages at the same time if the father begins speaking one language with the newborn, the mother in another, and

the other family in still another. However, speaking to a youngster in multiple languages at once is not something I advise doing since this could lead to the child becoming confused and mistaking one language for another. An additional suggestion is that exposing a child to music in several languages at an early age can facilitate their acquisition of other languages. I may conclude from the aforementioned arguments that children's brains greatly benefit from early schooling. To ensure that our children have an easy time learning in the future, we should take an interest in their education today and implement "early education" from the moment of their birth.

References:

1. Bridgeman, B., & Shipman, V. C. (1978). Preschool measures of self-esteem and achievement motivation as predictors of third-grade achievement. Journal of Educational Psychology, q70 (1), 17-28.
2. Brown, J., Sherrill, C., & Gench, B. (1981). Effects of an integrated physical education/ music program in changing early childhood perceptual-motor performance. Perceptual and Motor Skills, 53, 151-154.
3. Carew, J. V. (1980). Experience and the development of intelligence in young children at home. Monographs of the Society for Research in Child Development, 45 (6-7), 1115.
4. Consortium For Longitudinal Studies (1983). As the turig is bent... Lasting effects of preschool programs. Hillsdale, NJ: Erlbaum.
5. Draper, T. (1981). Maternal acceptance and mastery motivation in older children: Is task persistence related to socialization? Journal of Early Adolescence, 7(4), 311-314.
6. Frodi, A., Bridges, L., & Grolnick, W. (1985). Correlates of mastery-related behavior: A short-term longitudinal study of infants in their second year. Child Development, 56,1291-1298.
7. Geppert, W., & Kuster, U. (1983). The emergence of "wanting to do it oneself": A precursor of achievement motivation. International Journal of Behavioral Development, 6, 355-369.
8. Horn, W. F., & Packard, T. (1985). Early identification of learning problems: A meta analysis. Journal of Educational Psychology, 77 (5), 597-607.
9. Madsen, C. H., Madsen, C. K., & Michel, D. (1975). Use of music stimuli in teaching language discrimination.
10. Miller, H., & Bigi, L. (1979). The development of children's understanding of attention.
11. Masaru, I. (1977) " After three it is too late" Tashkent: "Academic Edition", 2021.
12. Masaru, I. (1977) "The same time until three" Tashkent: "Academic Edition", 2021.
13. Ounsted, M. K., Osborn, M. L., Sleigh, G., & Good, F. J. (1979). A method of developmental assessment at four years and some associated findings. Early Human Development, 3(1), 119.
14. Pezdek, K., & Hartman, E. (1983). Children's television viewing: Attention and comprehension of auditory versus visual information. Child Development, 54, 1015-1023. JRME 235
15. Piontkowski, D., & Calfee, R. (1979). Attention in the classroom. In G. Hale and M. Lewis, Attention and cognitive development (pp. 297-329). New York: Plenum.
16. Skeels, H. M. (1966). Adult status of children with contrasting early life experiences: A follow-up study. Monographs of the Society for Research in Child Development, 31 (3, Serial No. 105).

17. Sproull, N. (1973). Visual attention, modeling behaviors, and other verbal and nonverbalmeta-communication of pre-kindergarten children viewing Sesame Street. American Educational Research Journal, 10 (2). 101-114.

18. Turnure, J. E. (1971). Control of orienting behavior in children under five years of age.Developmental Psychology, 4 (1), 16-24.

19. Zinar, R. (1976, March). Reading and music-Is there a connection? Music Education Journal, pp. 70-74.August 2, 1991