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Child Thinking and Problem Solving

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Abstract: The article highlights the importance of mathematics in developing children's thinking, with an emphasis on problem solving. Problems in the development of thinking and their solutions are also discussed.

Keywords: thinking, problem, correct solution, problem situation.

Thinking is goal-oriented. When in the course of life and practice a person has a new goal, a new problem, a new situation and new conditions of activity, it is necessary to think first. This is the case, for example, when a doctor encounters a new, previously unknown disease and tries to find and use new methods of treatment. In essence, thinking is only necessary when new goals are born and the old, old tools and methods of action are not enough to achieve them. Such situations are called problematic situations. Creating, discovering new ways and means to achieve goals and meet needs with the help of mental activity, starting from problematic situations, can be found, and discovered. Contemplation means seeking and discovering innovation.

A problem situation does not arise when it is possible to limit one to previously known methods, old knowledge and skills of action, and therefore thinking is not required at all. For example, what is 2 * 2 for a child in the pre-school group? The type of question does not make you think. The old knowledge that these children have is enough to answer such questions. Thinking here is redundant. If the child is well versed in a new way of solving a certain problem or example, but is aware of it, and the rest is forced to solve the same type of problem and example again and again, the need for thinking activity Therefore, any situation in life is not a problem situation, that is, a situation that stimulates thinking.

It is important to distinguish the issue from the problematic situation. In a problematic situation, a person often encounters something unexpected, incomprehensible, unknown, and anxious during the activity.

The problem is that the perceptions are still vague and little understood. A problem situation is a signal that "something is not right, something is wrong." For example, a child begins to notice an incomprehensible event in the engine, but he still cannot determine in which part of the engine, for what reason, what is happening. He also does not know what to do to prevent the danger. This is the beginning of the process of thinking about a problem situation. Thinking begins with an analysis of the problem itself. The analysis of the problem situation gives rise to a problem in the pure sense.

The occurrence of the problem is different from the problematic situation, though which means that something that has already been given and unknown has been roughly broken into pieces. The division into these parts is reflected in the verbal part of the problem. For

example, in the case of a child, his or her basic conditions are more or less clearly stated, and requirements and questions are asked. This defines what is being sought in the form of an initial approach and in an absolutely approximate manner. Searching for and finding this unknown is the solution to the problem. Consequently, the basic premise of the issue only defines what is being sought in a minimal and highly approximate way. In the process of solving the problem, the aspects sought are increasingly identified in the process of demonstrating the important conditions and requirements of the new watt obora. The characteristics of the problem become more meaningful and clear. A complete solution to the problem means that the object you are looking for has been found and fully identified. If what is being sought is fully and completely defined in the initial expression of the problem, that is, if its basic conditions are defined in the expression of the requirements of the period, then there would be no need to search for the unknown. The thing would be known immediately, that is, there would be no problem that required thinking to solve. Conversely, an unknown would not be possible if there were no initial representation of the problem in which the unknown was to be sought, that is, if there was no minimum foresight. There would be no presumptive information, no basis, no purpose left to search for the unknown. It would have caused nothing but a painful feeling of confusion and confusion like a problematic situation.

Thinking is especially evident in the process of problem solving. Interpreting thinking as a process means, first of all, that the determination of thinking activity itself is enhanced as a process. In other words, in solving a problem, a person reveals new conditions and requirements that are still unknown to him. These are the reasons why thinking continues. Consequently, the definition of thinking is somehow absolutely ready and cannot be given in advance as a complete thing. The definition of thinking is formed during the solution of the problem, the content is gradually formed and developed, that is, it manifests itself in the form of a process.

Thinking and problem solving are intertwined. But by turning thinking into a problem-solving tool, they cannot be equated with each other. The only way to solve the problem is to think, there is no other way. But thinking is not just about solving problems. As noted above, the activity of thinking is not only necessary to solve the tasks that have already been put forward, structured. It is necessary both for the task and for the presentation and understanding of new problems. Being able to find and solve a problem often requires more mental effort than solving it further. Thinking is needed not only in problem-solving situations, but also in knowledge acquisition, reading comprehension, and many other situations.

Although thinking does not become a means of problem-solving, it is better to form it in the process of problem-solving, that is, in the way the child approaches problems and questions in his or her own way and expresses them. In recent years, methods of problem-based education for children have been developed on the basis of psychological research of problem situations and problem solving. Such teaching methods are aimed at making researchers the first discoverers of some of the problems that children can solve on their own. For example, a child solves a number of problems and, as a result, opens a new theorem for himself, which is the basis for solving all these problems. In such circumstances, it is very good to cultivate a truly independent thinking in children to overcome the difficulties that always open up something new. Psychology concludes that not all difficulties in a child's path need to be overcome. Only in the process of overcoming these difficulties can a child develop his mental abilities.

The support and guidance provided by the educator should not consist in overcoming these difficulties, but in teaching the children themselves to overcome them.

In the process of education, children should be taught not only the basics of science, but also how to apply them in practice. In this regard, work is being done to enrich the understanding and imagination of young children about the events around them and to increase their interest in mathematics. It also builds practical skills and competencies in children. Preschoolers are interested in everything. But if they work hard and do not do their job well, their interest in science can plummet. As a result, children develop negative perceptions, such as lack of self-confidence and indifference. The work should be organized in such a way that the child is always satisfied with what he has done and is happy. Only then will the child's interest in science increase.

Mathematics is like a building on top of another. In order to reach the top, of course, it is necessary to go through the initial stages, that is, from the first day of school, children learn the basics of science, have a conscious attitude to the environment, be able to apply their knowledge in life, as well as, as a way to ensure the development of creative activity, first of all, children develop knowledge, skills and abilities to create simple problems. Only then can complex problems be created and solved.

It is important to note that preschool education is mathematics

In their lessons, children should be taught to create problems, to get used to talking about what they are thinking, how they are discussing the problem and the example. Only then will children learn to think seriously about the task and look for a convenient way to solve the problem and example.

Thinking about teaching preschoolers problem-solving

strengthening their effectiveness, enabling children to succeed in education, and engaging them in independent thinking. In order to work creatively, a person must be able to think independently, understand the essence of things and events, and be selective. Independence of thought is manifested in one's ability to express oneself in relation to social experiences. It is known in psychology that the development of thinking is determined by the creative activity of the individual. In particular, the organization of independent formulation and solution of problems allows the educator to learn how to use children's mental abilities. In the process of problem-solving, which is a factor in the development of the child's thinking, the child discovers something new that he did not know before. For example, when a child creates a problem that is logically correct, within our limits, based on real-life facts, he will definitely discover something new for himself. In the process of problem-solving, a child's thinking is always inextricably linked to emotional cognition, that is, intuition, perception, and initiative. It is only when a child has a new goal, a new situation, and a new environment in which to work that he or she will need to think. Thinking is intertwined with problem-solving and problem-solving, but it is not possible to equate them by turning thinking into a problem-solving tool. Problem-solving is done only through thinking, there is no other way. But thinking is not just about creating problems. Although thinking is not just a problem-solving tool, it is great to be able to structure it through problem-solving, that is, through the child’s own approach to problems and questions and their expression. But not all difficulties in the path of the child need to be overcome. The support and guidance provided by the educator should not consist in overcoming the difficulties encountered during problem-solving, but in teaching the children to overcome themselves.

In order to increase the quality and effectiveness of the educational process, it is necessary to ask questions and tasks that develop children's thinking skills at all stages of learning. One way to accomplish this goal is to give children assignments to create independent problems.

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