

RESEARCH ARTICLE

Features of The World Perception in Preschool-Age Children

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Abstract

This article highlights the characteristics of preschool children's perception of the world, their acquisition of information, scientific knowledge, and social skills about their environment, and the development of their life experience. The results of studies conducted on this child are analyzed.

KEYWORDS

Infant, early childhood, preschool age, perception, imagination, thinking, communication, sensation, speech, environment, sensory standard, visual model.

INTRODUCTION

Relevance of the topic. The preschool period (ages 3–7) is considered one of the most important stages in a child's psychological development. During this period, the child actively acquires the surrounding world through sensation, perception, imagination, and speech. Perceiving the world is not just seeing or hearing the external environment, but also understanding, analyzing, and giving it meaning. For this reason, this issue has been extensively studied in psychology, pedagogy, and cognitive sciences. Because it is during this period that the child perceives the environment through the senses, gains an initial understanding of objects and events, and begins to form their first impressions of the world. The process of perception serves as an important foundation for the child's subsequent cognitive development, thinking, speech, and formation as a person. Preschoolers have unique perceptual characteristics, which are primarily characterized by being concrete, emotional, and experiential. The child relies more on what they have seen and experienced firsthand, which is why their process of understanding the world differs

significantly from that of adults. During this period, play, speech development, and communication with adults emerge as the primary factors in the formation of perception.

Formulation of the scientific problem. In foreign psychology, children's perception of the world has been studied more from the standpoint of cognitive development. According to J. Piaget's theory, a preschool-aged child is in the preoperational stage. Piaget emphasizes that children's perception of the world develops step by step through experience and active actions. J. Bruner outlines the stages in the development of children's perception of the world, according to which a child is enactive (enactive), iconic (iconic), and symbolic (symbolic), with iconic perception predominating in preschool age. According to M. Montessori, perception develops through active experience via the senses. Here, the "I do it myself" principle, sensory materials (touch, sight, hearing), and a free environment play a crucial role in understanding the world.

Perception develops by touching and distinguishing objects with different textures. J. Bruner emphasizes that in children, the processes of perception and understanding develop through active learning and discovery. According to him, a child does not acquire knowledge in a ready-made form, but rather discovers it for themselves.

According to the Russian scholar L. Vygotsky, a child's perception is shaped through social environment and communication. He introduced the concept of the "zone of proximal development," demonstrating that adult assistance fosters the development of the child's perception and thinking. A. Leontiev studies children's perception in relation to activity and psychological development. According to Leontiev's activity theory, the child actively engages in perceiving the world. Perception is not a passive process but the result of active practical activity. A. Luria studied the neuropsychological foundations of perception and demonstrated the connection between speech and brain development. In his view, a child's perception is closely linked to speech.

Uzbek psychologists in the field of psychology have linked the problem of preschool children's perception of the world to the development of personality and cognitive processes, and have analyzed the age-related characteristics of perception in children. He emphasizes that the development of perception is directly linked to upbringing and education. M. Vohidov studied the processes of sensation and perception in preschool children and highlighted the importance of didactic games. In her research, Sh. Sharipova demonstrated that the pedagogical conditions for perceiving the environment in children, the family environment, and the role of the educator are important.

The preschool period is considered one of the most important stages in a child's psychological development. During this period, the child actively explores the environment through the senses, the perception of objects and events develops rapidly, and the formation of thought and imagination begins. The process of perception directly influences the child's subsequent intellectual, emotional, and social development. Through perception, the child not only takes in the individual characteristics of objects and events but also grasps their overall, unified image.

In preschool age, perception is direct and emotional in nature, based on concrete images, rapidly enriched by experience, and gradually linked to speech. Children at this age primarily

perceive through sight and hearing. They understand concrete and visible things better rather than abstract concepts. Their perception is non-synthetic in nature. The child perceives things and events as a whole, without separating them into individual parts. For this reason, perception can sometimes be inaccurate or superficial. Emotional diversity is one of the main characteristics of a child's perception. The process of perception is closely tied to emotions. A child remembers what they like better and perceives it more deeply. Fear or joy also affect the quality of perception. At the same time, egocentric perception is characteristic of a child. A preschool-age child often perceives reality only from their own point of view. They struggle to take other people's opinions into account. One of the scientists who studied this phenomenon in depth was J. Piaget, who scientifically established the stage of egocentrism in children's thinking and perception. The connection with speech intensifies. As the process of perception becomes linked with speech, the child begins to understand things not only by seeing them but also through words. This leads to the development of the ability to generalize. In the preschool years, perception is considered the fundamental foundation of a child's overall psychological development. During this period, perception is concrete, emotional, and egocentric, gradually becoming enriched by speech and thought.

From the very first days of life, as the infant interacts with the external environment and forms connections, opportunities arise for independent existence. One of the infant's main characteristics is its ability to acquire all behaviors inherent to the human species and the experiences of past generations [5]. Innate reflexes gradually lose their leading role in the infant's life. Under the specific conditions of daily routine and care, other manifestations of the need emerge, including forms such as seeking impressions, arousal, movement, and communication. As soon as the need for impressions arises in the child, they establish contact through the orienting reflex, perceive the available information in accordance with the readiness level of their emotional cognitive organs, and in the process, they themselves develop. An infant cannot perceive objects, people, and the environment as wholes and with the clarity that adults do. This is because perception occurs in an organic connection with the distinctive typological characteristics of other mental processes in humans. Therefore, in an infant this capacity is extremely limited, and the sensory organs are only capable of simple reflection.

The highly developed parts of the cerebral hemispheres of the

brain play the central role in the infant's interaction with the external world. The brain's own gradual maturation is not sufficient to ensure the development of the infant's sensory organs. These organs develop as a result of the impressions a child receives. In fact, without those impressions, the brain itself cannot grow. In brain development, the extensive activity of the sensory-cognitive organ analyzers that receive stimuli and signals from the external world plays an important role. As stated in scientific sources, if a newborn is placed in sensory isolation, they temporarily fall behind in development due to a lack of external stimuli. Conversely, the increased influx of stimuli to the brain accelerates the development of orienting reflexes. The visual and auditory systems become oriented toward objects, resulting in the formation of human qualities and processes. Adults provide the source of impressions gathered through the visual and auditory organs and ensure the regular development of the nervous system. Once the child begins to focus attention on seeing an object and hearing a sound, significant changes occur in the activation of their movements. Usually, his movements are involuntary and disordered, ending in glancing at objects and turning his head, yet the act of movement serves a purpose: it embodies a simple form of behavior, organically connecting the child to reality and the external world.

Early childhood is considered the period when practical action-thinking emerges, and manipulative activities with various objects and tools take place. As the child acquires the methods of using social tools, they develop object manipulation skills. In mastering various actions with objects, the skill of distinguishing their essential and unchanging characteristics develops, resulting in the process of generalization and the acquisition of general concepts.

Such changes lay a solid foundation for the child to acquire information about the environment, scientific knowledge, and social skills. As a result, the psyche of three-year-olds begins to perform the complex function of reflecting new information and being influenced by it. For this reason, children at this age quickly perceive and remember what they see and hear, even striving to understand it, and they try to show off their knowledge and present themselves as individuals. The desire to find one's place among adults gives rise to the "I period." With a young child's emergence of speech, significant changes also occur in perception. Naturally, speech is considered rich material for perception. The child develops his powers of observation by listening to the words of those around him,

learns to distinguish words that sound the same but have different meanings, and becomes able to tell the difference between very similar sounds. The word helps the child understand what they are perceiving based on their acquired experience and find features of that thing that are similar to what they have seen before. By perceiving the speech of those around him, the child expands his experience, and in this way, the child's opportunities for knowing reality are greatly expanded. Once a young child begins to speak, their perception qualitatively differs from that of an infant. Now, when the child perceives something, they add to that perception what they have heard about it from the people around them. Accordingly, perception becomes more complete and accurate. Moreover, by virtue of its generalizing nature, the word allows one to perceive an object as a whole, without separating it from other similar objects, which is characteristic of infancy. The word allows a young child to find representatives of an entire group of similar things in a specific object, thereby simply classifying and generalizing them. All of this helps to refine the child's perceptions and enhance their imagination. By preschool age, distinctive features appear in a child's cognition. Another of the child's innate, strong needs is the desire to learn about everything. As the child's range of activity expands, their need to learn about the things around them also grows. This is because he has little life experience. Everything is new to the child, and consequently, the child strives to learn about it from every angle. That is why he constantly asks countless questions.

As we noted above, in a person's perception of the world, psychological phenomena arise based on cognitive activities. These activities occur in connection with cognitive processes. Each psychological process ensures a person's understanding of a specific aspect of the world.

In the first half of the preschool period, a significant shift occurs in the child's perception of the surrounding world. First, they master the generally accepted means of carrying out actions, visual-imaginative thinking, the sensory standard, and the visual model. We know that the child first becomes equipped with notions of what objects' external characteristics are like; second, the relationships and connections between objects are reflected and distinguished in a visual form. By the late stage of the preschool period, the child acquires general knowledge about objects and events, which becomes the source of the child's creativity.

Research objective: We set out to study the psychological

characteristics of a child's perception of the world.

The essence of the scientific research. In the preschool period, a child comes to understand the surrounding world through perception. This plays an important role in the child's acquisition of knowledge, skills, and competencies.

Research subject: The characteristics of preschool children's perception of the world.

Research object. In conducting our research, we selected as research subjects 30 children in the middle, older, and preparatory groups at DMTT No. 32 in Qo'shtepa district, as well as 15 children aged 4, 5, and 6 from Uzbek families. Since our research is aimed at studying the age-specific characteristics of children's perception of the world, we also included children from families in different regions who are being raised under the same conditions.

METHOD

In our study, we examined the perceptions of 4-, 5-, and 6-year-old children regarding their understanding of their surroundings. For this purpose, we used the "Children on a Walk" methodology developed by L. A. Venger and O. M. Dyachenko [1].

Main section

We analyze the results of studying the development of 4-, 5-, and 6-year-old children's imaginations using the "Children on a Walk" methodology.

When analyzing the results of the 4-year-old children, we found 34 points on the task, 0 on the supplement, 34 total, 14 errors, 14 additional instructions, and 6 unanswered. The results show that the children's thinking is based on concrete images. Therefore, their perception manifests in a visual-imaginative way. A child can only imagine the image they are perceiving. This indicates that the children's imaginative

imagery in perceiving the world is not yet well developed. They required more guiding instructions when imagining incomplete images.

Analyzing the results of the 5-year-old children, we found 50 points for the task, 4 bonus points, a total of 54 points, 7 errors, 8 additional instructions, and 2 unanswered. As the results show, by this age the children have experienced a dramatic development in their imaginative thinking. They have begun to abstract images in their thinking, meaning they can create mental representations of objects in their imagination. This is the result of the child's growing life experience and understanding of the surrounding world, as well as their ability to begin perceiving the essential properties of objects and events by this age.

When analyzing the results of the 6-year-old children, they scored 56 points on the task, 5 on the additional instructions, for a total of 61 points; they made 4 errors, received 5 extra instructions, and left 0 questions unanswered. As the results show, by this age the children have experienced development in their imagination. When the children think about objects and events in their surroundings, they can connect their mental images to their imaginative concepts, relying on their prior understandings. This is evident in the fact that when these children create images of objects they have not yet fully mastered in their imaginative thoughts, they make virtually no mistakes and require no additional guidance. The increase in life experience is also reflected in the greater variety of their imaginative representations of objects and events, indicating a growing understanding of the surrounding world.

Next, let's compare the indicators of the imaginative fantasies of 4-, 5-, and 6-year-old children.

General indicators of 4-, 5-, and 6-year-old children according to the "Children on a Walk" methodology

Table 1

No	Children's Ages	Assignment Score	Bonus Score	Total Score	Number of Errors	Additional Instructions	Left Blank
1	4years old	34	0	34	14	14	6
2	5years old	50	4	54	7	8	2
3	6years old	56	5	61	4	5	0

As can be seen, between the ages of four and five, a dramatic shift occurred in the child's imagination. As the child grew older, their scope of thought expanded. This can be seen in the increasing number of additional responses. The development of children's concepts about surrounding objects and events based on perception and memory can be observed in the decreasing number of errors and the fewer instances of tasks left unanswered. Therefore, the imaginative perceptions of preschool-aged children develop in conjunction with their increasing age and life experience, with a corresponding increase in the quantity and quality of the perceived images. This indicates that their development is linked to an increasing understanding of the things and events in their environment. This was manifested in the children's increasing scores on the task, their ability to earn bonus points, a decrease in the

number of errors, and the elimination of the need for additional instructions. From this, it can be concluded that children's imaginative perceptions arise in connection with their age, increasing life experience, and the growing quantity and quality of perceived images. This is considered a key stage in their perception of the environment and the world. The formation of a child's knowledge about the surrounding world also depends on their ability to visualize things and events in imaginative images.

We conducted a Pearson correlation analysis to determine the age-related development of a child's level of spatial conceptual development.

Analysis of results obtained for all age groups according to the "Children on a Walk" methodology.

X	y	X ²	y ²	Xy
4	34	16	1156	136
5	64	25	2916	270
6	61	36	3721	366
Σx=45	Σy=149	Σx ² =77	Σy ² =7793	Σxy=772

x - the child's age

y - the total score collected on the assignment.

$$D_x = \sum x^2 - \frac{(\sum x)^2}{n} = 77 - \frac{(15)^2}{3} = 77 - 75 = 2$$

$$D_y = \sum y^2 - \frac{(\sum y)^2}{n} = 7793 - \frac{149^2}{3} = 7793 - 7400 = 393$$

$$r = \frac{\sum xy - \frac{\sum x * \sum y}{n}}{\sqrt{D_x * D_y}} = \frac{772 - \frac{15 * 149}{3}}{\sqrt{2 * 393}} = \frac{772 - 745}{28} = 0,96$$

The reliability level of the result was determined as follows:

$$S_n = \frac{1 - r^2}{\sqrt{n}} = \frac{1 - 0,96^2}{1,7} = \frac{1 - 0,92}{1,7} = 0,04$$

$$S_y = \sqrt{\frac{\frac{1 - r^2}{n - 2}}{n - 2}} = \sqrt{\frac{\frac{1 - 0,96^2}{3 - 2}}{3 - 2}} = \sqrt{\frac{\frac{1 - 0,92}{1}}{1}} = \sqrt{\frac{0,28}{1}} = 0,53$$

The reliability of the results is 0.53.

CONCLUSIONS

During the preschool period, the development of a child's

imaginative perceptions progresses in proportion to age. Thus, a child's perception of the world develops in accordance with increasing age and life experience. At each age stage, the emergence and development of the process of understanding

the surrounding world have their own distinctive psychological characteristics.

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