

PAPER

MODEL OF RIDDLE PERCEPTION IN THE CHILD'S MIND

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Abstract

This article provides information about what the model of perception is, how this process occurs in the human mind. It also discusses the occurrence of the model of perception in the child's mind and how it occurs. The article includes the theories of several scientists about the model of perception in the mind of children, in particular, the conclusions of research scientists such as Piaget and Vygotsky. The article, in particular, provides a broader and deeper analysis of the model of perception of riddles in the mind of children, and we can also get acquainted with the ideas about the impact of riddles on the mind of children, the importance and useful aspects of using riddles in the teaching process – educational and upbringing processes.

Key words: perception model, children's minds, riddles, age-appropriate riddles, riddles for children, cognitive processes, concentration, thinking development, Piaget's theory, Vygotsky's works.

Introduction

The human mind is intricately structured. When functioning in a fully healthy state, it carries out its sophisticated tasks. These mental processes, known as cognitive functions, are multi-layered and unfold in several stages. The human mind operates based on a psychological model that explains how individuals perceive, process, and integrate new information from their surroundings with their existing knowledge and experiences. This process also naturally occurs in children when they receive new information.

In children, this reception model represents a cognitive mechanism that comes into play as they encounter new concepts, ideas, or technologies. Throughout this process, children take in the information, assess its value, and mentally process it.

Materials and methods

Children take in new information through a mental process that helps them understand and decide what to do with it. This process—called a cognitive reception model—happens when they're exposed to something new, like an idea or technology. Here's how it usually works:

1. Noticing and Judging: First, the child notices the new thing

and starts thinking about how useful or easy it is. They naturally compare it to what they already know or what they need at that moment.

2. Building an Opinion: Based on that first impression, they start forming a feeling or attitude toward it. If they think it's good or helpful, they'll probably feel positively about it and be more open to it.

3. Deciding to Act: That attitude then influences whether they actually want to use or accept the new thing. If their interest or motivation is strong enough, it often turns into real action—like trying it out or making it part of their daily life.

These steps don't just help us understand kids—they also give insight into how all people learn, adapt, and change their behavior when they're introduced to something new.

When we take in new information, our minds go through several mental steps to make sense of it. These steps typically include:

1. Collecting information – noticing and gathering details from what we see, hear, or experience.

2. Processing it – our brain starts analyzing and organizing that information.

3. Storing it – useful knowledge is saved in our memory for future use.

4. Forming mental patterns – we begin to recognize familiar

shapes, ideas, or structures.

5. Building concepts – finally, we connect all of this to what we already know, helping us form a clearer understanding of the world around us.

Jean Piaget, a Swiss psychologist, explored child development and highlighted the importance of early education. His theories on cognitive growth and how we acquire knowledge are known as genetic epistemology.

Piaget's stages of cognitive development study how a child's thinking, judgment, and knowledge evolve from birth to adulthood. He observed and documented the mental development of children and established a scientific approach in child psychology.

His theory proposes that our mental processes adapt to the world around us, with the highest form of cognitive balance being when internal mental operations align with external experiences. Piaget focused on understanding how we perceive, feel, and think, contributing greatly to the fields of psychology, logic, and cognitive development.

He outlined four key stages of cognitive development:

1. **Sensorimotor:** From birth to 2 years
2. **Preoperational:** Early childhood to 7 years
3. **Concrete Operational:** Ages 7–11
4. **Formal Operational:** Adolescence (12 years and older)

Piaget also acknowledged that children might move through these stages at different ages and could sometimes show characteristics of more than one stage simultaneously.

Alongside Piaget, Vygotsky also explored how the human mind develops and brought important theories into the field. His sociocultural theory emphasizes that cognitive development largely happens through interactions with more knowledgeable people, like parents or teachers, and is shaped by the cultural environment around the individual. Central to Vygotsky's ideas are the concepts of "zone of proximal development" and "scaffolding." Essentially, children learn best when they engage with others and receive guidance.

Key points of Vygotsky's theory:

- **Social Interaction Matters:** Learning happens through conversations with knowledgeable people who guide the child.
- **Zone of Proximal Development (ZPD):** This zone is the gap between what a child can do alone and what they can do with help.
- **Scaffolding:** Support is provided within the ZPD and gradually fades as the child becomes more capable of doing things independently.
- **The Role of Language:** Language helps shape thoughts and ideas, and children use it to internalize their learning.
- **Cultural Influence:** A child's cognitive abilities are influenced by the cultural practices and tools available in their environment.
- **Play is Key:** Vygotsky believed play was vital for developing skills, seeing it as a practice ground for important abilities.

In short, Vygotsky argued that our cognitive abilities are shaped by the social and cultural environments we interact with, not just by biology. This means that a child's ability to process and understand new information is deeply tied to their developmental stages, social experiences, and the influences of their surroundings.

Results and discussion

The riddle comprehension model in children is a scientific approach that explores how children understand, interpret, and solve riddles, helping to develop their problem-solving skills. This model is grounded in various cognitive development theories and psychological research. Its key components include:

1. Cognitive Development Theories:

- o Piaget's Theory: Children go through stages of mental development (sensorimotor, preoperational, concrete operational, and formal operational).

- o Vygotsky's Sociocultural Theory: Children learn and grow through social interactions with others.

2. Logical Thinking and Learning by Analogy:

- o Riddles train the brain to make logical connections.

- o They expand a child's worldview through metaphorical thinking.

3. Semantic and Linguistic Understanding:

- o To understand riddles, children need a solid vocabulary and grasp of language structures.

- o The ability to interpret metaphors and symbolic meanings grows with age.

4. Problem-Solving Strategies:

- o Children rely on past experiences to guess answers.

- o Trial and error helps them refine their thinking.

- o New information is integrated into their existing knowledge base.

5. Creative Thinking and Playful Approach:

- o Riddles spark imagination.

- o They encourage flexible thinking and exploring multiple solutions.

Overall, a child's ability to understand and solve riddles involves interconnected processes—language and perception, emotional and social factors—all contributing to their mental growth and learning experience.

Conclusion

The model of the perception of riddles in the child's mind is analyzed in terms of the stages of cognitive development of children (for example, Piaget's theory) and sociocultural influence (Vygotsky's approach). Thus, the child actively uses not only logical thinking, but also creative and emotional elements when solving riddles. Educators and psychologists can form lesson processes based on this model and develop methods aimed at developing children's independent thinking and problem-solving skills. This model helps to study more deeply how a child perceives riddles in his mind and to reveal the complexity of his thought processes.

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