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### ПРАВОВЫЕ НОВШЕСТВА: КАК ТЕХНОЛОГИИ ВЛИЯЮТ НА ИЗМЕНЕНИЕ ПРАВОПРИМЕНИТЕЛЬНОЙ И СУДЕБНОЙ СИСТЕМ В РОССИИ

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**Ключевые слова:** юриспруденция, искусственный интеллект, блокчейн, цифровые подписи, IT, респондент

Юридическая профессия традиционно рассматривалась как консервативная отрасль, которая устойчива к изменениям. Однако недавние технологические инновации начали трансформировать то, как юристы работают в России и какие информационные технологии используют в правоприменительной практике. Все технологии, начиная с технологии искусственного интеллекта до технологии блокчейн, позволяют разрабатывать новые инструменты и системы, которые обещают упростить юридические процессы, повысить эффективность правоприменительной практики и облегчить доступ к правосудию. В этой статье мы рассмотрим, как технологии меняют правоприменительную систему в России.

Одной из областей, где технологии оказывают значительное влияние на профессию юриста, являются юридические исследования. Юридические исследования являются жизненно важным компонентом юридической практики, и они могут отнимать много времени и утомлять. Разрабатываются инструменты искусственного интеллекта, которые могут анализировать огромные объемы юридической информации и предоставлять юристам соответствующую судебную практику и юридические прецеденты. Эти инструменты искусственного интеллекта могут помочь юристам проводить исследования быстрее и эффективнее, позволяя им сосредоточиться на других аспектах своей работы. В России платформа искусственного интеллекта “Спутник”, разработанная Министерством связи, используется юридическими фирмами для улучшения своих возможностей в области юридических исследований. Система использует обработку естественного языка и машинное обучение для анализа

юридических текстов и выявления соответствующих случаев и юридических концепций. Эта система сыграла важную роль в повышении эффективности и точности юридических исследований в России.

Еще одна область – это управление контрактами и технология блокчейн. Контракты являются важнейшим компонентом юридической практики. Технология блокчейн используется для создания "умных контрактов", которые могут выполняться и применяться автоматически. Эти контракты могут быть использованы для автоматизации рутинных юридических операций, таких как продажа недвижимости, и уменьшения потребности в посредниках. В России Федеральная налоговая служба экспериментирует с использованием технологии блокчейн для оптимизации налоговых платежей и снижения уровня мошенничества. Использование технологии блокчейн при налоговых платежах потенциально способно революционизировать способ сбора налогов и управления ими в России. Система может сделать налоговые платежи более эффективными, прозрачными и безопасными, улучшая общий процесс сбора налогов. Разрабатываются системы онлайн-разрешение споров (ODR), которые позволяют решать споры без необходимости традиционных судебных разбирательств. Технология ODR также используется для улучшения доступа к правосудию в России. Министерство юстиции разрабатывает систему УСО. Это сделает правовую систему более доступной для людей, у которых, возможно, нет ресурсов для возбуждения судебных исков по традиционным каналам, или будет полезна при решении вопросов с низкой стоимостью, которые, не стоят времени и затрат на обращение в суд. Также в России активно разрабатываются электронные системы управления делами, которые позволяют судам рассматривать дела более быстро и эффективно. Эти системы также могут повысить прозрачность и подотчетность в правовой системе. Например, Федеральная служба судебных приставов использует эту систему для управления делами о взыскании долгов. Данная система повысила эффективность и точность взыскания долгов в России, облегчив кредиторам взыскание причитающихся им долгов.

С развитием искусственного интеллекта (ИИ) инструменты юридических исследований становятся все более совершенными, позволяя юристам быстро и эффективно осуществлять поиск в огромных объемах юридической информации. Например, платформа Legal Insight, разработанная российской компанией Roscom, предоставляет инструменты правовой аналитики и исследований, которые используют алгоритмы машинного обучения для анализа юридических данных и извлечения ключевой информации. В России также активно осуществляют свою деятельность платформы онлайн-обучения, такие как Coursera и edX, которые предлагают широкий спектр юридических курсов и программ, облегчающих начинающим юристам получение знаний и навыков, необходимых им для достижения успеха в юридической профессии. Кроме того, разрабатывается программное обеспечение для юридического моделирования, которое позволяет студентам-юристам практиковать свои навыки в виртуальной среде, обеспечивая безопасные и контролируемые условия для обучения и экспериментов. Вдобавок, в России суды все чаще используют системы электронной подачи, которые позволяют подавать документы и обрабатывать их в электронном виде. Это ускоряет и повышает эффективность судебного процесса, сокращая необходимость в бумажной волоките и личных визитах в здание суда. Вместе с тем, цифровые подписи все чаще используются в юридических документах в России, что упрощает и повышает безопасность подписания и аутентификации контрактов, соглашений и других юридических документов. Цифровые подписи являются юридически обязательными в России, и они признаны действительной формой подписи в соответствии с российским законодательством. В связи с пандемией COVID-19 в 2020 году виртуальные слушания стали более распространенными в России, что позволяет продолжать судебные разбирательства, несмотря на ограничения социального дистанцирования. Виртуальные слушания проводятся с использованием технологии видеоконференцсвязи, что облегчает адвокатам и клиентам дистанционное участие в судебных разбирательствах.

Технологии трансформируют юридическую профессию в России, и инновации, которые мы обсуждали в этой статье, – это только начало. Поскольку искусственный интеллект,

блокчейн и другие технологии продолжают развиваться, мы можем ожидать еще более значительных изменений в том, как мы работаем в правовой и судебной системах. Несмотря на возможные трудности, связанные с изменениями, такими как защита данных и личной жизни, нельзя отрицать огромные преимущества, которые технологии приносят в сферу юриспруденции. Уже сегодня они активно используются для повышения доступности правосудия и улучшения жизни многих юристов и миллионов граждан по всему миру, включая Россию.

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## PAPERS IN ENGLISH

### RUBRIC

#### «PSYCHOLOGY»

### DEVIANT BEHAVIOR OF A TEENAGER AS A RESULT OF TROUBLE IN THE FAMILY

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### ДЕВИАНТНОЕ ПОВЕДЕНИЕ ПОДРОСТКА КАК СЛЕДСТВИЕ НЕБЛАГОПОЛУЧИЯ СЕМЬИ

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**Abstract.** The article is devoted to the problem of educating teenagers in dysfunctional families. The types of families and their features are considered. The dominant styles of education in dysfunctional families are described.

**Аннотация.** Статья посвящена проблеме воспитания подростков в неблагополучных семьях. Рассматриваются типы семей их особенности. Описываются доминирующие стили воспитания в неблагополучных семьях.

**Ключевые слова:** девиантное поведение, неблагополучная семья, типы неблагополучных семей, стиль воспитания.

**Keywords:** deviant behavior, dysfunctional family, types of dysfunctional families, parenting style.

Traditionally, the main institution of education is the family. What a child acquires in the family in childhood, he retains throughout his subsequent life. The importance of the family of the insti-



tution of education is due to the fact that the child is in it for a significant part of his life, and in terms of the duration of his impact on the personality, none of the institutions of education can be compared with the family.

It lays the foundations of the child's personality, and by the time he enters school, he is already more than half formed as a person. The family can act as both a positive and a negative factor in upbringing. The positive impact on the personality of the child is that no one, except for the people closest to him in the family – mother, father, grandmother, grandfather, brother, sister, treats the child better, does not love him and does not care so much about him. And at the same time, another social institution cannot potentially do as much harm in raising children as a family can do. Many domestic and foreign researchers identify a dysfunctional family as one of the main risk factors for the development of deviant behavior in adolescents. This statement is quite appropriate, since it is in the family that a person goes through the first and most important stage of his development and formation as a person, assimilates patterns and forms of behavior accepted in society.

The psychological essence of the social deviation of children and adolescents can be revealed if it is known according to what psychological laws this phenomenon proceeds, what components form it. Two circumstances become the most important prerequisites for deviation. The first is the family factor. The drunkenness of parents, neglect of children, connivance, indifference of adults, bordering on cruelty, contribute to their pathological development at the earliest stages of growth, in contrast to later ones, in which an unfavorable family environment is only an aggravating, and not at all a necessary prerequisite. The family determines the early development of a number of initial forms of deviation, namely, difficult education, nervous disorders.

Unfavorable conditions of life and upbringing in the family, problems of mastering knowledge and related failures in studies, inability to build relationships with others and conflicts arising on this basis, various psychophysical deviations in the state of health, as a rule, lead to deviation, loss of the meaning of existence.

The result of deviation is an imbalance in relations with society, a distortion of the content of goals, motives, value orientations, the diffusion of social roles until the adoption of certain ones that do not allow conflict-free resolution of problems and satisfaction of needs.

Deviations in the behavior of adolescents are understood as such features and their manifestations that not only attract attention, but also alert the public. These features indicate deviations from generally accepted norms, requirements, carry the beginnings and origins of future misconduct, violations of moral, legal, social, law requirements, and pose a potential threat to the subject's behavior, the development of his personality, and the people around him [2].

As a teenager grows up in conditions of family trouble and the progressive pedagogical neglect associated with it, a transition from deviant to delinquent (opposite) behavior is possible.

One of the researchers of this problem, S.L. Sibiryakov, the relationship between the type of educational influence of the parent and the percentage of adolescent delinquents was revealed [4]:

- conflicts in relations with the child – mutual misunderstanding of children and parents, turning into temporary or permanent clashes (65-70%);
- ignoring the child in the family – neglect of the child, his "abandonment" (70-80%);
- deviant manifestations on the part of parents – the mechanism of "bad example" (90-95%).

The role of the family in society is incomparable in its strength with any other social institutions, since it is in the family that a person's personality is formed and develops, he masters the social roles necessary for painless adaptation of the child in society.

It is in the family that the foundations of human morality are laid, the norms of behavior are formed. the inner world and individual qualities of the personality are revealed. The family contributes to the self-affirmation of a person, stimulates his social, creative activity, reveals his individuality. Or vice versa, taking on increased responsibility, adapting to changes in their role and financial situation, parents often fail in their attempts to adapt to the changed conditions of life.

The causes of family trouble are interrelated and interdependent. There are three groups of causes of trouble in the family that negatively affect the child [3]:

- crisis phenomena in the socio-economic sphere, which directly affect the family and reduce its educational potential;

- causes of psychological and pedagogical properties related to intra-family relations and the upbringing of children in the family;
- biological nature (physically or mentally ill parents, poor heredity in children, the presence in the family of children with developmental disabilities or disabled children).

Falling living standards and deteriorating conditions for children, a reduction in the social infrastructure of childhood and a sharp decrease in the level of social guarantees for children in vital areas of spiritual and physical development, an unresolved housing problem, distancing the school from children with difficult destinies, a sharp turn in the value orientations of society and the removal many moral prohibitions, as well as the strengthening of the influence of asocial criminal groups in the microenvironment.

Types of dysfunctional families that contribute to the formation of deviant behavior in children and adolescents:

- Conflict families. Conflicts in families can manifest themselves in an open form (quarrels, scandals, physical violence) and in a hidden or not pronounced form. Regardless of the form of manifestation, in most cases, conflicts in the family lead to the emergence of childhood and adolescent nervousness, reduce self-esteem and increase the risk of juvenile delinquency.

- Morally dysfunctional families. These families include families with alcohol-addicted and drug-addicted parents. This type of family occupies a special place in the problem of family troubles, since this type of deviation is widespread, this is especially true in relation to the alcoholization of the population.

Adolescents in families with alcohol-dependent parents are characterized by an increased level of anxiety and alienation. There is an impoverishment of the emotional-volitional sphere, the development of communicative abilities is delayed and the volitional resources necessary to overcome difficulties are limited.

In morally dysfunctional families, a permissive style of upbringing develops, characterized by a lack of attention and control over actions, behavior, and even compliance with sanitary and hygienic standards. As a result, neglect of a teenager develops into homelessness and neglect.

- Crime family. The presence of convicted relatives has a great influence on the formation of the personality of children. Children and teenagers in a criminal family are early involved in criminal activities, often under pressure from elders.

A teenager, joining the values and norms of the criminal subculture, very quickly learn deviant forms of behavior. At the same time, public opinion and the authority of senior offenders exert great pressure on him, which only aggravates the situation.

This or that type of dysfunctional family affects the choice and intensity of the manifestation of the style of education. So, in the domestic literature, several special styles of upbringing in dysfunctional families are presented [5].

1. Inharmonious parenting style. In this style, six types of inharmonious upbringing are distinguished, which can lead to the formation of deviations in a teenager:

- Indulgent hyperprotection. Parents give their child too much time and attention. This type of upbringing is characterized by the satisfaction of any needs of a teenager, constant praise and adoration. Children in such families do not know the denial of their desires and the punishment for wrongdoing. As a result, children develop "inflated self-esteem, intolerance to difficulties and inability to overcome obstacles on the way to satisfaction of desires" [5, p. 225]. Adolescents, faced with difficulties and not having the skills and desire to overcome them, resort to the use of psychoactive substances, which enable them to change their mood without any effort.

- Dominant hyperprotection. Parents establish complete control over the teenager, they themselves choose friends for him, organize leisure, impose their views and norms of behavior. This type of inharmonious upbringing is characterized by petty control over the actions of a teenager, a rigid system of prohibitions and, in some cases, surveillance. This leads to the formation in the child of a sense of inferiority, the inability to act independently and make decisions, to the lack of initiative and responsibility for their actions. As a result, a teenager in such a family strives for independence, runs away from home, becomes uncontrollable, and forms a conflict type of personali-

ty. He develops “a fear of a situation of tension, a test, which in the future often becomes an impetus for the use of psychotropic substances” [5, p. 258].

- Increased moral responsibility. It is characterized by excessive demands on the part of parents to their child, which do not correspond to his capabilities. With this type of upbringing, parents ignore the needs and interests of a teenager, his psychophysiological characteristics. As a result, adolescents, unable to withstand the assigned duties, avoid any responsibility, become aggressive towards their family members, experience indignation and hatred.

- Emotional rejection. The parent rejects the teenager in explicit or implicit forms. In the first case, the parent shows rejection of his child, feels irritation towards him. In the second – despite the internal discontent and hostility, the parent still fulfills his parental duties. In this case, the teenager feels that they are burdened, that without him the family would be better, etc. Rejection can manifest itself along with strict control, the imposition of the proper type of behavior. But rejection can also be combined with a lack of control and indifference. In such a situation, teenagers show independence, protest, try to attract attention with the help of inexplicable thefts, ostentatious interest in alcohol and tobacco, and demonstration of suicidal tendencies. Some teenagers, having not received love from their parents, seek attention on the side or withdraw into themselves, plunging into their own fantasies.

- Abusive relationships. This style is characterized by physical violence, severe punishments for minor offenses, and parents venting evil against their child. Adolescents in such families become vulnerable and suspicious, they are not trusting, they cannot understand their own feelings and experiences, they are prone to cruelty.

- Hypoprotection. Parents pay reduced attention to the teenager, are little interested in his affairs, experiences. Teenagers in such families grow up uncontrolled and neglected. Hyperprotection can manifest itself in combination with good emotional contact and with emotional coldness. If hypoprotection is combined with good emotional contact, then the teenager grows up in a situation of permissiveness, he is not capable of self-organization, control of his behavior. With hypoprotection, combined with emotional coldness, a teenager is hard pressed by the indifference of his parents, forming an inferiority complex in him. As a result, children and adolescents grow up aggressive, able to achieve their goals through deceit and force.

2. Chaotic style or inconsistent leadership. This style is characterized by the absence of a unified approach to education, specific requirements for a teenager, expressed disagreements in the style of education. This style of parenting entails increased anxiety, insecurity and impulsivity, as well as impulsiveness, uncontrollability and social maladjustment of adolescents.

Thus, the use of one of the presented styles of upbringing in a dysfunctional family can lead to the formation in a teenager of his own “distorted” base of values, views and relationships, through which the entire environment is interpreted. As a result, a teenager becomes uncontrolled, neglected and abandoned, and parents become models of deviant behavior.

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## RUBRIC

### «TECHNICAL SCIENCES»

#### COGNITIVE SCIENCE OF ART: HOW NEURAL NETWORKS HELP US BETTER UNDERSTAND AESTHETIC PREFERENCES

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**Abstract.** The cognitive science of art involves the use of neural networks to analyze aesthetic preferences and understand the relationship between cognitive processes and art. This research investigates the basic principles and methods of analyzing aesthetic preferences using neural networks and how these methods can be applied in various fields such as design, marketing, and advertising. The study explores topics related to aesthetics perception theory, cognitive processes related to aesthetic perception, emotional regulation, cultural differences in aesthetic preferences, and the use of artificial intelligence to predict aesthetic preferences. Theoretical foundations of cognitive art science based on cognitive psychology concepts such as attention, memory, imagination, and thinking are also examined. The findings of this research are relevant to understanding how people perceive and evaluate art and can lead to new discoveries and innovations in various fields.

**Keywords:** cognitive science of art, neural networks, aesthetics perception theory, emotional regulation, cultural differences, artificial intelligence.

#### Introduction

Theme of this scientific work is "The Cognitive Science of Art: How Neural Networks Allow Us to Better Understand Aesthetic Preferences". Relevance of this topic is proved by several reasons: artificial intelligence (AI) is becoming increasingly prevalent in our lives, application of AI in the field of art is becoming increasingly significant. The use of neural networks for analyzing aesthetic preferences helps us understand how the human brain works in the process of perceiving and evaluating art, as well as help create more effective tools for creation and promotion of artistic works. The Cognitive Science of Art may play an important role in understanding the relationship between science and art, for example: "How art affects our lives and how we perceive it".

This topic has practical significance for various areas related to art, including design, marketing, and advertising. Neural networks can help identify trends and understand needs of your target audience, which can be useful in developing art-related products and services.

The aim of this study is to investigate the possibilities of using neural networks for analyzing aesthetic preferences and understanding the relationship between cognitive science of art and artificial intelligence. The following objectives were set to achieve this goal:

- To study the basic principles and methods of analyzing aesthetic preferences using neural networks;
- To investigate which aspects of art can be analyzed using neural networks;
- To study the relationship between aesthetic preferences and cognitive processes in the brain;
- To assess the applicability of the research results in practice, including for design, marketing, and advertising.

In the field of cognitive science of art, numerous studies are conducted that help better understand how the perception and evaluation of art occur in the human brain. One of the key areas in this field is the study of the relationship between cognitive processes and aesthetic preferences, which can be facilitated through the use of neural networks. Below you can find topics that connected with theme of scientific work.

I. Aesthetics perception theory suggests that the perception and evaluation of art are based on the interaction between cognitive processes such as attention, perception, and memory, as well as emotional and motivational factors. It suggests that humans process information about art at multiple levels, ranging from simple characteristics of the work (such as color and shape) to higher levels such as meaning and context.[1]

II. The emotional aspect of aesthetic perception involves individuals' evaluation of art based on the emotions it elicits in them. For example, some works of art may elicit joy or enthusiasm, while others may evoke sadness or anxiety.[2]

III. Cognitive processes related to aesthetic perception include attention, memory, imagination, thinking, and speech. For example, attention can be directed towards specific aspects of a work of art, such as color or shape, while memory can help individuals remember and re-experience the artwork.[3]

IV. Artificial intelligence can be used to create algorithms that enable the evaluation and prediction of aesthetic preferences. For example, neural networks can be trained on a large amount of art data and then used to analyze new works of art. Such algorithms can be useful for artists and designers who want to create works that match people's aesthetic preferences.[4]

V. Art and emotional regulation: Some studies have shown that art can be used to regulate emotions in people. For example, some works of art can elicit emotions that help individuals cope with stress or depression. Art can also be used to improve mood and increase well-being.[5]

VI. Cultural differences in aesthetic preferences: Studies show that aesthetic preferences can vary depending on cultural differences. For example, in some cultures, works of art that are considered "simple" and "natural" are valued, while in others, more complex and ornate works are preferred. Studying cultural differences in aesthetic preferences can help us better understand how and why people evaluate art.[6]

These and other studies in the field of cognitive science are conducted to better understand how the human brain perceives and evaluates art, what processes occur at the level of neurons, and how these activities are related to our emotions, preferences, and sensations. Moreover, studies in cognitive art science might help to better understand how to create art that maximally corresponds to people's preferences and emotional needs.

Furthermore, studying the interaction between art and the brain in a special way lead to the development of new technologies and applications that can be used in various fields, including medicine, design, and education. For example, the use of virtual reality in combination with art is one of the effective methods of treating various mental disorders. Thus, research in the field of cognitive art science is relevant and important, as it might lead to new discoveries and innovations in various fields, as well as help to better understand people and their aesthetic preferences.

## Theoretical Foundations of Cognitive Art Science

Cognitive psychology is one of the key directions in psychological research, which studies mental processes related to perception, thinking, memory, and problem-solving. In the context of art, cognitive psychology allows for the investigation of processes that occur in the human brain when interacting with works of art.

The main concepts of cognitive psychology that have found application in the study of art include the following:

Attention – in cognitive psychology, attention is defined as a mental process that allows one to focus on certain aspects of the surrounding world while ignoring everything else. In art, attention plays an important role as it allows the viewer to focus on certain elements of the artwork, such as lines, colors, or shapes.

Memory – cognitive psychology studies the processes related to the retention and reproduction of information. In the context of art, memory allows the viewer to retain information about the artwork and reproduce it in the future.

Emotions – cognitive psychology studies the mental processes related to emotional reactions to various stimuli. In the context of art, emotions play an important role as artworks often elicit strong emotional reactions from viewers.

Perception – cognitive psychology studies the processes related to the perception of information through the senses. In the context of art, perception allows the viewer to receive information about the artwork through sight and other senses.

The application of cognitive psychology concepts to the study of art allows for a better understanding of how the perception and evaluation of artworks occur. The concept of "aesthetic experience" is one of the key concepts in cognitive psychology and the study of art. According to this concept, aesthetic experience represents a special form of perception and evaluation of objects and situations related to art and beauty.

The components of aesthetic experience are:

Attention: a special attention that a person pays to objects and situations related to art. This attention can be directed towards various aspects of the object, such as colors, shapes, textures, composition, etc.

Sensations: emotional and sensory experiences that objects and situations related to art evoke. These sensations can be positive or negative, and they are often a key factor in evaluating the beauty and attractiveness of the object.

Cognitive processes: thinking processes that are involved in perceiving and evaluating objects and situations related to art. These processes include comparing objects with previous experiences, analyzing objects based on previously established criteria, making decisions, etc. Subjective experience: a personal attitude towards objects and situations related to art, which depends on individual preferences, experience, and mood. All of these components are interconnected and interact with each other in the process of aesthetic experience. Understanding these components helps to better understand how people perceive and evaluate art and beauty. The concept of perception and evaluation of art includes many theories that explain how people perceive and evaluate works of art. Let's look at some of them in more detail:

Evolutionary approach theory to aesthetic experience suggests that certain aspects of aesthetic experience are the result of evolution and are related to what contributed to the survival of our ancestors. For example, preference for certain colors may be linked to indicating the presence of certain types of food or danger.

Semiotics theory considers the perception of art as a process of interpreting symbols and signs that are contained within the artwork. Symbols and signs can have not only linguistic but also visual, auditory, and tactile meanings.

Emotional approach theory asserts that aesthetic experience is related to emotional experiences elicited by the artwork. For example, music can evoke an emotional response in the listener.

Gestalt theory views artwork as a holistic phenomenon, where not only the sum of individual elements but also their interaction and interrelation are important.

Cognitive load theory suggests that the perception of artwork depends on the amount of information that needs to be processed. If there is too much information, it leads to cognitive overload and makes perception difficult.

Social context theory asserts that our perception and evaluation of art are heavily influenced by social factors such as cultural norms, public opinion, and personal preferences.

### **Neural methods in studying aesthetic preferences**

Neural networks are computer algorithms that attempt to simulate the workings of the brain. They consist of a multitude of interconnected neurons that process information conveyed to them through input data. Each neuron receives input data, performs some calculations, and transmits output data to other neurons. As a result of this process, the neural network creates a certain model that can be used for various tasks, including pattern recognition, data classification, and generating new data.

In cognitive science of art, neural networks are used to study aesthetic preferences and perception of art. For example, studies have shown that neural networks can be trained to recognize certain characteristics of art, such as color, shape, and composition, and use this knowledge to create new works of art.

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## ҚАЗАҚ ТІЛІНДЕ МАҚАЛАЛАР

### БӨЛІМ

### «ЭКОНОМИКА»

#### ШАҒЫН ЖӘНЕ ОРТА БИЗНЕСТІ ДАМУДЫҢ ШЕТЕЛДІК ТӘЖІРИБЕСІ

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Шағын және орта кәсіпкерлік секторы дамыған экономиканың ажырамас, объективті қажетті элементі, экономикалық дамудың қозғаушы күштерінің бірі болып табылады, онсыз тұтастай алғанда экономика қалыпты өмір сүре алмайды. Қазіргі уақытта Қазақстан Республикасының ЖІӨ қалыптастырудағы шағын және орта бизнестің үлесі 1/3-тен асады, бұл орта тапты қалыптастыруға және дамытуға мүмкіндік береді.

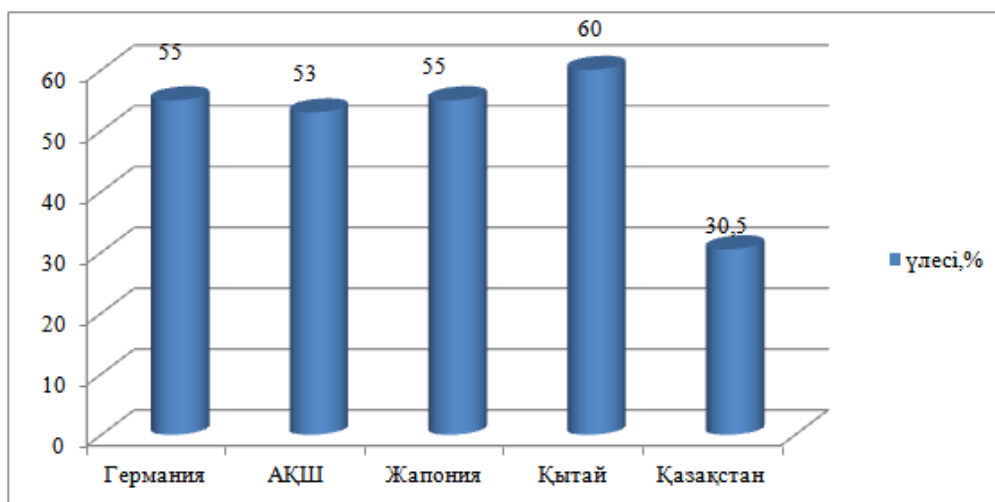
Әлемде шағын және орта бизнесті дамытуға көп көңіл бөлініп жатыр. Бұл секторды қалыптастырусыз нарықтық экономиканы құру және нығайту іс жүзінде мүмкін емес. Шағын мүмкіндікті кәсіпорындардың жалпы санындағы шағын және орта бизнеске жалпы ұлттық өнімнің 70-90% – на дейін келетін индустриалды дамыған елдердің тәжірибесі бойынша бағалауға болады.

Біріккен Ұлттар Ұйымының Даму Бағдарламасының деректері бойынша, әлемде шағын кәсіпорындар саны барлық кәсіпорындардың жалпы санының 95% – ынан асады. Әлемдік экономикада мұндай кәсіпорындардың үлесіне жұмыспен қамтылғандардың 60% – дан астамы келеді, ал олардың ЖІӨ-дегі үлесі 50% – ға дейін жетеді [1, 76].

Әлемдік тәжірибе нарықтық қатынастардың қалыптасуы кезінде, әсіресе шағын және орта бизнес мемлекеттік қолдауды қажет ететіндігін көрсетеді. Бұл ретте шағын және орта бизнесті қолдаудың мемлекеттік саясатының нысаны мен мақсаты шешуші мәнге ие. Бұл туралы соңғы уақытта экономикада серпіліс жасаған көптеген елдердің тәжірибесі айтады.

Қазіргі уақытта Жапония, АҚШ, ЕО, Оңтүстік-Шығыс Азия және Латын Америкасы сияқты дамыған елдер шағын және орта кәсіпкерліктің өсуіне және дамуына мүмкіндік беретін экономикалық климатты құруға және қолдауға тырысады. Шағын және орта бизнеске үлкен көңіл бөлінеді, өйткені оның әртүрлі микро және макроэкономикалық көрсеткіштерге әсері, мысалы, ЖІӨ, несиеге сұраныс, мемлекеттің бәсекеге қабілеттілігі, халықты жұмыспен қамту және басқа да өте маңызды экономикалық шамаларға әсері өте зор болып табылады (сурет 1).





Сурет 1. Дамыған елдердегі ШОБ-тің ЖІӨ-дегі үлесі, %

Ескерту: сурет [3, 56] негізінде автормен құрастырылған.

Сурет 1-дегі статистикаға сәйкес, АҚШ-тағы ШОБ-тың жалпы ішкі өнімдегі үлесі 53%-ды құрайды. Көптеген зерттеушілер ШОБ-ті мемлекеттік қолдаудың шетелдік тәжірибесін зерттей отырып, АҚШ-ты шағын бизнесті дамытуда танымал көшбасшы ретінде бөледі, оның елдің ЖІӨ-дегі үлесі 23 миллионға жуық ШОБ кәсіпорындарының жұмыс істеуінен көруге болады.

АҚШ-тағы мемлекеттік қолдауды дамытудағы маңызды оқиғалардың бірі-1953 жылы бекітілген "шағын бизнес туралы" Заң, оның негізінде шағын бизнесті дамыту жөніндегі әкімшілік (SBA) құрылды.

SBA жұмысындағы басымдық шағын бизнесті дамытудың жалпыұлттық Стратегиясына қол жеткізу үшін келесі қызметтерді ұйымдастыру болып табылады:

- шағын бизнесті дамыту бағдарламаларын іске асырудың тиімділігін бақылау функциясы;
- даму сапасының коэффициенттері мемлекеттегі орташа деңгейден төмен болатын ел өңірлерінде бизнес-саласы кәсіпорындары санының өсуі үшін жағдай жасау;
- үкіметтік мүлікті сатып алуға және пайдалануға қолдау көрсету [3, 36].

Жапония тәжірибесі. ШОБ ЖІӨ-нің 55% – ын және өнеркәсіпте жұмыс істейтіндер санының 80% – ын қамтамасыз етеді. Жапонияда шағын және орта кәсіпкерлікті қолдаудың негізгі шаралары мыналар болып табылады:

- ШОБ жаңғырту үшін кредиттер мен жеңілдікті кредиттерге кепілдік беру және сақтандыру жүйесі арқылы қаржыландыру көздеріне қолжетімділікті жеңілдету (20 жыл мерзімге 1,05% мөлшерлеменен);
- зерттеулерді дамыту деңгейі бойынша жетекші рөлді Жапония технопарктері атқарады.

Жапондық технопарктердің шамамен 70% – ы өңірлердегі шағын кәсіпкерлік кәсіпорындарын қолдау үшін құрылған, бұл ретте олардың жалпы санының 58% – ы жоғары технологиялық өнім өндіруге бағдарланған [1, 156].

Қытай тәжірибесі. Шағын және орта бизнесті белсенді қолдау және алға жылжыту Қытай үкіметінің басымдықтарының бірі болып табылады. Қытайдағы барлық шағын және орта кәсіпорындарды басқару жүйесінде "ұжымдық басқару" бұрыннан қолданылып келеді, онда бірыңғай басқару орталығы іс жүзінде жоқ, бірақ China SME Online (СМЕО) қоғамдық ақпараттық қызметі жұмыс істейді. Ол ҚХР-ның барлық өңірлерінде өз қызметін жүргізеді, оның қызметтеріне күн сайын 200 000-нан астам клиент жүгінеді [2, 56]. СМЕО ақпараттық желісі шағын бизнес өнімдері нарығының жай-күйі, ШОБ сегменті шығаратын ең жоғары сапалы өнімдердің сипаттамалары туралы ең толық және қазіргі ақпаратты көрсетеді.

СМЕО елдің әртүрлі өңірлері мен қалаларындағы шағын және орта бизнес кәсіпорындарындағы бос жұмыс орындары туралы хабарлайды. Желі жұмыс іздеушілер туралы ақпарат жинайды және жұмыс берушілерге ұсынады, кәсіпкерлерге кеңес береді, техникалық және білім беру қызметтерінің кең тізімін ұсынады.

Германия тәжірибесі. Бұл елде ісін жаңа бастаған кәсіпкерлердің барлығы мемлекеттен 50 мың еуро көлемінде өтеу мерзімі 20 жыл жеңілдікпен несие алу мүмкіндігіне ие. Инновациялық және ғылыми қызметті мемлекет өте белсенді қолдайды, мемлекет мұндай қызметті жүзеге асырғаны үшін ШОК субъектілерінің шығындарын 40 мың еуроға дейін өтейді. Шок пен жоғары оқу орындары арасындағы коммерциялық ынтымақтастық тұрақты дамып келеді. Бүгінде Германияда түлектердің 80% – дан астамы өздерінің кәсіби қызметін шағын кәсіпорындарда бастайды [4, 76].

Шетелдік тәжірибені зерделеу көрсеткендей, шағын және орта бизнес жан-жақты және тұрақты мемлекеттік қолдауды қажет етеді деген ереже шағын және орта бизнесті дамытудағы табыстың міндетті шарты болып табылады. Заңнаманы қабылдау және орындау, нақты кешенді бағдарламалардың бағдарламаларын әзірлеу және іске асыру маңызды рөл атқарады.

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**ARTIKEL IN DEUTSCHER SPRACHE****RUBRIK****«PÄDAGOGIK»****THEORETISCHE GRUNDLAGEN FÜR DIE ENTWICKLUNG DER  
AUFMERKSAMKEIT ÄLTERER KINDER IM VORSCHULALTER*****Vera Gamayunova****Student,**Staatliche Nationale Forschungsuniversität Belgorod,**Russische Föderation, Belgorod****Larisa Miroschnitschenko****Wissenschaftlicher Leiter,**Staatliche Nationale Forschungsuniversität Belgorod,**Russische Föderation, Belgorod*

Altersmerkmale von Vorschulkindern Das Vorschulalter ist eine sehr wichtige Etappe im Leben eines Menschen. Während dieser Zeit findet eine funktionelle Verbesserung des Gehirns, des Nervensystems, der wichtigsten Organe und Systeme des Körpers statt. Die Kenntnis der Altersmerkmale der Entwicklung des Kindes wird Eltern und Erziehern helfen, die künstlerisch kreative Erziehung von Vorschulkindern richtig durchzuführen: ihre körperliche geistige und kreative Entwicklung zu überwachen, die für das Kind verfügbaren Erziehungsmethoden auszuwählen, das notwendige Material für den Unterricht vorzubereiten. Der große russische Lehrer D.B. Elkonin schrieb: "Wenn die Pädagogik einen Menschen in jeder Hinsicht erziehen will, muss sie ihn zuerst auch in jeder Hinsicht kennenlernen» [33].. Das Vorschulalter ist sowohl für die körperliche, geistige, emotionale als auch für die kreative Entwicklung eines Kindes von großer Bedeutung. Es gibt drei Perioden: das jüngste Vorschulalter (von 3 bis 4 Jahren), das mittlere Alter (von 4 bis 5 Jahren), das ältere Vorschulalter (von 5 bis 6-7 Jahren). Der Beginn des Vorschulalters wird normalerweise mit der Krise von 3 Jahren in Verbindung gebracht. Die treibenden Kräfte für die Entwicklung der Psyche eines Vorschulkinders sind die Widersprüche, die sich aus der Entwicklung einer Reihe seiner Bedürfnisse ergeben. Die wichtigsten sind: das Bedürfnis nach Kommunikation, durch das soziale Erfahrungen aufgenommen werden, das Bedürfnis nach äußeren Eindrücken, wodurch kognitive Fähigkeiten entwickelt werden, sowie das Bedürfnis nach Bewegungen, das zur Beherrschung eines ganzen Systems verschiedener Fähigkeiten und Fertigkeiten führt. Die Entwicklung der führenden sozialen Bedürfnisse im Vorschulalter zeichnet sich dadurch aus, dass jeder von ihnen eine eigenständige Bedeutung erhält. Die soziale Situation der Entwicklung eines Vorschulkindes. Die Notwendigkeit, mit Erwachsenen und Gleichaltrigen zu kommunizieren, bestimmt die Identität des Kindes. Die Kommunikation mit Erwachsenen wird auf der Grundlage der zunehmenden Selbstständigkeit des Vorschulkinders entwickelt und seine Bekanntschaft mit der umgebenden Realität erweitert. In diesem Alter ist die Rede das führende Kommunikationsmittel. Jüngere Vorschulkinder stellen Tausende von Fragen. Sie wollen herausfinden, wohin die Nacht geht, woraus die Sterne bestehen, warum die Kuh brüllt und der Hund bellt. Wenn Sie den Antworten zuhören, verlangt das Kind, dass der Erwachsene ihn ernsthaft wie einen Begleiter, einen Partner behandelt. Diese Zusammenarbeit wurde als kognitive Kommunikation bezeichnet. Wenn ein Kind eine solche Einstellung nicht trifft, hat es Negativität und Sturheit. Im Vorschulalter gibt es auch eine andere

Form der Kommunikation – eine persönliche (siehe Ebenda), die dadurch gekennzeichnet ist, dass das Kind aktiv versucht, das Verhalten und die Handlungen anderer Menschen und ihre eigenen im Hinblick auf moralische Normen mit dem Erwachsenen zu besprechen. Aber für Gespräche auf diese Themen erfordern ein höheres Maß an Intelligenz. Für diese Form der Kommunikation lehnt er die Partnerschaft ab und wird zur Position des Schülers, und dem Erwachsenen wird die Rolle des Lehrers zugewiesen. Persönliche Kommunikation bereitet das Kind am effektivsten auf das Lernen in der Schule vor, wo es dem Erwachsenen zuhören muss, indem es alles, was der Lehrer sagen wird, einfühlsam aufsaugt [8]. Eine wesentliche Rolle bei der Persönlichkeitsbildung eines Kindes spielt das Bedürfnis nach Kommunikation mit Gleichaltrigen, in deren Kreis er sich seit den ersten Lebensjahren befindet. Es kann eine Vielzahl von Formen von Beziehungen zwischen Kindern geben. Daher ist es sehr wichtig, dass das Kind von Anfang an in einer Vorschule eine positive Erfahrung der Zusammenarbeit und des gegenseitigen Verständnisses sammelt. Im dritten Lebensjahr entstehen Beziehungen zwischen Kindern hauptsächlich auf der Grundlage ihrer Handlungen mit Gegenständen, Spielzeugen. Diese Handlungen werden kollaborativ, voneinander abhängig. Im fortgeschrittenen Vorschulalter lernen Kinder bereits in gemeinsamen Aktivitäten die folgenden Formen der Zusammenarbeit kennen sie wechseln sich ab und koordinieren Aktionen; führen gemeinsam eine Operation durch; kontrollieren die Handlungen des Partners, korrigieren seine Fehler; helfen dem Partner, führen einen Teil seiner Arbeit aus; akzeptieren die Bemerkungen des Partners, korrigieren ihre Fehler. Im Laufe der gemeinsamen Aktivitäten erwerben die Kinder Erfahrung in der Führung anderer Kinder, Erfahrung in der Unterordnung. Das Streben nach Führung bei einem Vorschulkind wird durch die emotionale Einstellung zur Aktivität selbst und nicht durch die Position des Vorgesetzten bestimmt. Vorschulkinder haben noch keinen bewussten Kampf um Führung. Im Vorschulalter entwickeln sich die Kommunikationswege weiter. Genetisch ist die früheste Form der Kommunikation Nachahmung. A.V. Zaporozhets stellt fest, dass die willkürliche Nachahmung des Babys einer der Wege ist, soziale Erfahrungen zu meistern. Im Laufe des Vorschulalters verändert sich das Nachahmungsmuster des Kindes. Wenn er im jüngeren Vorschulalter bestimmte Verhaltensformen von Erwachsenen und Gleichaltrigen nachahmt, ahmt das Kind im mittleren Vorschulalter nicht mehr blind nach, sondern nimmt bewusst Muster von Verhaltensnormen an. Die Aktivitäten des Vorschulkinders sind vielfältig: Spielen, Zeichnen, Konstruieren, Arbeits- und Lernelemente, worin sich die Aktivität des Kindes manifestiert. Die führende Aktivität eines Vorschulkindes ist ein Rollenspiel. Das Wesen des Spiels als führende Aktivität ist, dass Kinder die verschiedenen Aspekte des Lebens, die Besonderheiten der Aktivität und die Beziehungen von Erwachsenen im Spiel widerspiegeln, ihr Wissen über die umgebende Realität erwerben und verfeinern, die Position des Themas der Aktivität, von der es abhängt, beherrschen. Im Vorschulalter erscheinen Arbeitselemente in den Aktivitäten des Kindes. In der Arbeit werden seine moralischen Eigenschaften, sein Gefühl des Kollektivismus und der Achtung vor Menschen gebildet. Kinder im Vorschulalter denken rein spezifisch, sie denken in lebendigen Bildern. Der Färbung wird eine besondere Bedeutung beigemessen. Wenn Sie einem Vorschulkind ein Märchen über ein Mädchen in einem rosa Kleid erzählen und wenn Sie das nächste Mal sagen, dass es ein Mädchen in Blau ist, werden Sie dem jungen Zuhörer Empörung bereiten. Entwicklung der kognitiven Sphäre des Vorschulkindes. Im Vorschulalter entwickelt sich unter dem Einfluss von Lernen und Erziehung eine intensive Entwicklung aller kognitiven mentalen Prozesse. Dies bezieht sich auf die sensorische Entwicklung. Sensorische Entwicklung ist die Verbesserung von Empfindungen, Wahrnehmungen, visuellen Darstellungen. Bei Kindern sinken die Empfindungsschwellen. Die Sehschärfe und die Farbdifferenz werden erhöht, das phonemische und akustische Gehör entwickelt sich, die Genauigkeit der Gewichts-Schätzungen von Gegenständen nimmt deutlich zu. Als Ergebnis der sensorischen Entwicklung beherrscht das Kind Wahrnehmungsmaßnahmen, deren Hauptfunktion darin besteht, Objekte zu untersuchen und die charakteristischsten Eigenschaften darin zu isolieren, sowie sensorische Standards, allgemein akzeptierte Muster von sinnlichen Eigenschaften und Beziehungen von Objekten zu assimilieren. Die am besten zugänglichen sensorischen Standards für einen Vorschüler sind geometrische Formen (Quadrat, Dreieck, Kreis) und Farben des Spektrums. Sensorische Benchmarks werden in der Aktivität gebildet. Modellieren, Zeichnen, Konstruieren trägt am

meisten zur Beschleunigung der sensorischen Entwicklung bei. Eine Neubildung der vorschulischen Entwicklungszeit ist die Vorstellungskraft. Der Autor glaubt, dass es im Vorschulalter möglich ist, drei Stufen und drei Stufen gleichzeitig zu unterscheiden die drei Hauptkomponenten dieser Funktion sind: die Grundlage für die Sichtbarkeit, die Verwendung vergangener Erfahrungen und eine besondere innere Position. Die Haupteigenschaft der Phantasie – die Fähigkeit, das Ganze vor den Teilen zu sehen – wird durch einen ganzheitlichen Kontext oder ein semantisches Feld eines Objekts oder Phänomens bereitgestellt. Es stellte sich heraus, dass das in der Praxis angewandte System, Kinder mit verschiedenen Standards vertraut zu machen, in einem frühen Alter stattfindet und die vorausgehende Entwicklung der Vorstellungskraft widerspricht der Logik der Entwicklung der zentralen Neubildung im Vorschulalter. Die Phantasie des Kindes beginnt sich am Ende des zweiten bis Anfang des dritten Lebensjahres zu entwickeln. Die Anwesenheit von Bildern als Ergebnis der Vorstellungskraft kann anhand der Tatsache beurteilt werden, dass Kinder gerne Geschichten, Märchen hören und sich mit Helden einfühlen. Verschiedene Aktivitäten wie Spielen, Konstruieren, Modellieren und Zeichnen tragen zur Entwicklung der nachgebildeten (reproduktiven) und kreativen (produktiven) Vorstellungskraft von Vorschulkindern bei. Die Besonderheit der Bilder, die das Kind erstellt, ist, dass sie nicht alleine existieren können. Sie brauchen eine externe Unterstützung in der Aktivität. Zum Beispiel, wenn ein Kind im Spiel das Bild einer Person erstellen muss, dann übernimmt er diese Rolle und handelt in einer imaginären Situation. Die Wortbildung von Kindern ist von großer Bedeutung für die Entwicklung der kreativen Vorstellungskraft. Kinder komponieren Märchen, Teaser, Lesegeräte usw. Im kleinen und mittleren Vorschulalter ist der Prozess mit der Wortbildung begleitet die äußeren Handlungen des Kindes. Im höheren Vorschulalter wird es unabhängig von seiner äußeren Tätigkeit [30]. Daher ist das Vorschulalter die Anfangsphase der Persönlichkeitsbildung. Kinder haben solche Persönlichkeitsbildung, wie das Unterordnen von Motiven, das Erlernen von moralischen Normen und die Bildung von Willkürlichkeit des Verhaltens. Die Unterordnung der Motive besteht darin, dass die Aktivitäten und das Verhalten von Kindern auf der Grundlage eines Motivsystems durchgeführt werden, bei dem die Motive des öffentlichen Inhalts, die andere Motive unterordnen, immer wichtiger werden. Das Studium der Motive von Vorschulkindern ermöglichte es, zwei große Gruppen unter ihnen zu etablieren: persönliche und gesellschaftlich bedeutsame. Bei Kindern im kleinen und mittleren Vorschulalter dominieren persönliche Motive. Sie manifestieren sich am deutlichsten im Umgang mit Erwachsenen. Das Kind strebt danach, die emotionale Wertschätzung eines Erwachsenen zu erhalten – Zustimmung, Lob, Zuneigung. Der Konsum ist bei ihm so groß, dass er oft mitschreibt

### **Schlußfolgerung**

Die Hauptänderung der Aufmerksamkeit im Vorschulalter besteht darin, dass Kinder zum ersten Mal anfangen, ihre Aufmerksamkeit zu kontrollieren, sie bewusst auf bestimmte Objekte, Phänomene zu lenken, sich auf sie zu halten, indem sie bestimmte Methoden anwenden. Die Ursprünge willkürlicher Aufmerksamkeit liegen außerhalb der Persönlichkeit des Kindes. Dies bedeutet, dass die Entwicklung unfreiwilliger Aufmerksamkeit allein nicht zu willkürlicher Aufmerksamkeit führt. Letzteres wird dadurch gebildet, dass Erwachsene das Kind in neue Aktivitäten einbeziehen und mit Hilfe bestimmter Mittel seine Aufmerksamkeit lenken und organisieren. Um die Aufmerksamkeit des Kindes zu lenken, wendet der Erwachsene die Mittel an, mit denen das Kind später beginnt, seine Aufmerksamkeit selbst zu verwalten. Sie können die Aufmerksamkeit von Vorschulkindern mit verschiedenen Mitteln entwickeln, aber das Spiel fungiert als das effektivste Mittel, um Aufmerksamkeit zu entwickeln. Wenn sie am didaktischen Spiel teilnehmen, sollten Kinder ihre Handlungen sorgfältig überwachen und sich an die Regeln halten. Kind Es ist für ein Kind schwierig, an Spielaktivitäten teilzunehmen, wenn seine Aufmerksamkeit schlecht entwickelt ist. Das Interesse, das ein Kind an einem didaktischen Spiel zeigt, entwickelt alle grundlegenden Eigenschaften der Aufmerksamkeit eines Vorschulkinders

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