

GAMES AND TYPES OF GAMES LEADING ACTIVITY OF PRESCHOOL CHILDREN

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ABSTRACT

This article reflects the views on the fact that play is the leading activity in a child's life, that play is an educational tool, types of play, their content, the organization of play, and the formation of all existing positive moral qualities in a person through play.

Keywords: game, human, child, work, education, training, mental activity, didactic games, action games, musical games, leisure games, moral relations

INTRODUCTION

The game is a manifestation of the human personality, a way of its improvement. The game is of special importance for children, and it is accepted to call it "companion of childhood". The game is the main content of the life of preschool children. It is manifested as a leading activity in an integral relationship with work and education. Most of the serious work that a child does is in the form of play. In the game, all available aspects of the person are activated:

- the child moves
- speaks
- perceives
- he thinks.

The game is shown as an important means of education. Since ancient times, the game has attracted the attention of pedagogues, psychologists, philosophers, ethnographers, art historians. Play comes after work in the life of society and determines its meaning. Primitive community tribes reflected hunting, war, farming in their games. For example, the process of sowing rice in some tribes at that time was carried out as a huge ceremony with games.

The ideas of Ya.A. Komensky, KDUshinsky, ASMakarenko, PFLestgaf are also important for the theory of modern children's games. "Children's play has a centuries-old history," wrote KDUshinsky, "it is a powerful educational tool developed by man, and therefore it expresses the true need of human nature."

Jan Amos Comenius considered the game as a necessary form of the child's activity, corresponding to his nature and inclinations. According to him, the game is a serious mental activity in which all forms of the child's abilities are developed, in the game, the range of ideas about existence and the world expands and enriches, speech develops. The child makes friends with his peers during the game. Yes. A. Comenius considered the game as a condition for a happy childhood and a child's harmonious development.

PFLestgaf says that children reflect the impressions of their surroundings in their play. Such activity is of great importance in the development of the child. Thus, advanced scientists and pedagogues have proven through their observation and scientific research that the game is a social event, that the surrounding existence is reflected in the game.

Educators should observe the following when guiding children's play:

1. Establishing the right relationship between play and work

2. In the game, education of children's physical and mental qualities characteristic of the future working spirit.

Play like this:

- is a social activity that emerged as a result of labor activity in the process of historical development;

- the game always reflects real life. So, with the change of social life, its content also changes, the game is a conscious activity directed to a certain goal, it has a lot in common with work and serves to prepare young people for work. On the basis of game activity, the child's educational activity develops, the better the child plays, the better he studies at school.

The first stage of early childhood play is introductory play, which is an object-object-play activity. Its content is complex and delicate movements in handwork.

The next stage is the reflection game. This is the highest point in the development of the psychological content of early childhood play. If adults carry out their educational work with a certain consistency, children of this age will learn the names of objects and objects, what they are used for, and start using this new knowledge in their games. Children's game of this age reflects object activity in terms of content. At the end of the first age and in the play of children of the second age, the reflection of the plot occurs. The child demonstrates how to use the object in his hand.

The next stage is a role-playing game, in which children reflect the work of adults and social relations of people they know.

Scientific ideas about the step-by-step development of children's play activities made it possible to develop clear systematic recommendations for guiding children's play activities in different age groups. Thus, the role of the game in the pedagogical process of MTT is very large, and the game is widely used in raising and teaching children of pre-school age. Because:

- play is an independent activity of children, in which the psyche of the child is manifested;
- the game is a form of externalizing the life of preschool children;
- the game is one of the means of comprehensive education of children;
- game is a method and method of education and upbringing of children;
- the game is a means of preparing children for educational activities.

Researches conducted by well-known pedagogues-scientists have shown that it is possible to influence children's content, organization, structure, moral relations of children, and the level of development of children's play through complex guidance of the game.

Children's play is diverse according to its content, nature, and organization. Game activity has an important place in a child's life. Games with rules have a special place, and during the game, the child is formed as a person. The content and rules of games with rules are determined by adults. Regular games include:

- didactic games
- action games
- musical games
- fun games.

In order to educate children, the ability of adults to choose the game, to properly lead it, ensures the successful implementation of the tasks defined in the "Preschool Education Organization Education and Training Program".

The game is a means of development and education of children. Psychologists consider play to be the leading activity in preschool age. Thanks to the game, qualities are formed that ensure the transition of the child to a higher stage of development, significant changes occur in his psyche.

In the game, all aspects of the child's personality are formed by interacting with each other. By observing a child at play, you can learn about his interests, his perception of his surroundings, and his attitude towards adults and peers.

In order to cultivate a certain quality in a person, it is necessary to develop other aspects of it. For example, in order to develop the child's interest in the game and the ability to play, games rich in content should be created. In order to develop children's creative games, a well-organized team of children is necessary.

The game plays an important role in the system of physical education of children, in the educational work of the preschool educational organization, in moral, labor and aesthetic education.

In the game, the demands and needs specific to the child's organism are satisfied, vital activity increases, endurance, freshness, cheerfulness are cultivated. That is why the game occupies a worthy place in the system of physical education of children.

The game is inextricably linked with education and training, with observations in everyday life, and has a great educational value.

In creative games, an important process of acquiring knowledge occurs, it uses the child's mental power, requires the activation of thinking, imagination, attention, and memory, the child learns to solve problems independently, there is a better and easier way to implement what he thinks. comes up with, learns to use his knowledge and express it in words.

Interest is aroused to find out what is reflected in the game. Often, the game serves to give children new knowledge and expand their thinking and knowledge. A creative game cannot be subordinated to narrow didactic goals, with the help of this game, huge educational tasks are solved.

The regular game allows the child to regularly train his sensory development, thinking and speech, involuntary attention and memory, and various movements. Each game with rules has a certain didactic purpose and is aimed at the general development of the child. Education in the form of a game is of great importance and is aimed at the general development of the child. It is important that education is in the form of a game, and it corresponds to the age characteristics of the child. An interesting game increases the child's mental activity, in the game the child can solve a more complex problem than in training. This is not to say that education should be entirely in the form of games. Education requires the use of various methods and methods. The game is one of the forms of education, which gives a good result only when it is combined with other methods, such as observation, conversation, telling, etc. While playing, the child learns to use his knowledge, to be able to use it in different situations. In creative games, children's imagination, making things, and experimenting open up a wide path.

Along with mental development, moral qualities are also formed in the game. Experiences during the game leave a deep impression on the child's mind, so the game helps to cultivate good feelings, lofty dreams and aspirations, and healthy interests in the child.

Play is an independent activity in which children begin to communicate with their peers. They are united by a common goal and common ways to achieve it. Therefore, the game is important in fostering friendly relations, forming team life skills, and organizational skills. In a small group of children united by joint play, complex relationships arise. The teacher's task is to involve every child in an active game, to establish relationships between children based on friendship, honesty, and a sense of responsibility for their peers.

The game also helps to fulfill the task of labor education. In their games, children portray people from different professions. In this way, they not only imitate the actions of adults, but also reflect their attitude towards their work. The game often arouses the desire to work in the child, forces him to prepare and make things necessary for the game. In the game, the interest in technology that is characteristic of modern children appears and develops, children build various machines and play with technical toys.

The game is an important tool of aesthetic education. Creative imagination, thinking skills arise and develop in the game. A well-chosen toy helps to cultivate artistic taste. Children are fascinated by the beauty and rhythm of movement in action games.

The great educational value of the game is not realized by itself. The game can be useless, even harmful, sometimes it can cause bad feelings. In order to carry out the task of all-round development of children with the help of games, the educator needs to influence them regularly.

In solving this task, the game should be connected with all aspects of educational work in kindergarten. In the game, the knowledge and skills acquired by the children during the training are reflected and developed, and through them the child is taught about life. On the other hand, the qualities cultivated in the game are transferred to other types of activity.

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