

EFFECTIVE ASPECTS OF THE GAME TECHNOLOGY IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This article talks about the important aspects of the game, such as creating an opportunity to learn in cooperation with other children, allowing them to take risks, make mistakes, overcome difficulties, make learning fun, and develop children's imagination and creativity. In particular, some comments about the role of pre-school education organizations and their importance in the field are given in bringing out these qualities.

Keywords: play, research, creativity, manners, imagination, attitude, personality, maturity, physical and mental work, education, upbringing, preschool education organization.

INTRODUCTION

Ensuring the implementation of the Law of the Republic of Uzbekistan "On Preschool Education and Training" and the Cabinet of Ministers' Decision No. 802 of December 22, 2020 "On Approval of the State Standard of Preschool Education and Training", as well as regulation of working documents maintained in preschool education organizations, staff in order to increase their responsibility in the educational process, on August 28, 2023, the order No. 99 of the preschool education agency under the preschool and school education of the Republic of Uzbekistan "Approving the working documents of pedagogues of preschool education organizations" was adopted. With this, it is important to increase the responsibilities of preschool educational organization educators for their work, to ensure that the educational process is properly implemented, and to effectively organize the process of improving their qualifications. It creates a foundation for children to get an education in accordance with the requirements of the times, for them to grow up in decent conditions, to show and develop their talent and potential.

LITERATURE ANALYSIS AND METHODOLOGY

Play is a leading activity in preschool age. Learning through games is one of the approaches to children's education and development. Play is a natural way to encourage a child to learn about himself and the world around him. The game develops the child's personality, cognitive, social-emotional, creative and physical aspects. In the game, children's interaction with their peers and the teacher helps to develop speech and social skills, and their motor skills improve. The game can be different – completely free on the initiative of the child or a group of children, games organized by the pedagogue and carried out with the help of his instructions, with minimal or complete participation of the pedagogue. Along with understanding and recognizing the importance of free play, it is necessary to recognize the decisive role of the pedagogue in organized play. The education and training process should provide the

opportunity to play the game, and the developmental environment should contribute to the opportunity to play the game. Creating an environment for play, that is, providing children with sufficient time, space, supportive resources, and toys, is essential. Pedagogues working with children of preschool age should help with children's play. [4, 4.1].

The ideas of Y.A.Komensky, K.D.Ushinsky, A.S.Makarenko, P.F.Lestgaf are also important for the theory of modern children's games. "Children's game has a centuries-old history," wrote K.D.Ushinsky. – "It is a powerful educational tool developed by man himself, and therefore it expresses the true need of human nature". Jan Amos Comenius considers the game as a necessary form of the child's activity, corresponding to his nature and inclinations. In his opinion, the game is a serious mental activity that develops all the child's abilities, the range of ideas about existence and the world expands and enriches in the game, speech develops. The child makes friends with his peers during the game. Y.A.Komensky considered the game as a condition for a happy childhood and a child's harmonious development, and advised adults to pay attention to children's games and guide them wisely.

DISCUSSION AND RESULTS

In the game, all available aspects of the person are activated: the child acts, speaks, perceives, 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, and art historians. Educators should observe the following when guiding children's play:

- establishing the right relationship between play and work;
- education of children's physical and mental qualities characteristic of future workers in the game.

In this way, the game is a social activity that emerged as a result of work in the process of historical development; the game always reflects real life. So, as social life changes, so does its content. Play 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. A child's educational activity develops on the basis of game activity, the better the child plays, the better he studies at school. Scientific ideas about the step-by-step development of children's play activities made it possible to develop specific systematic recommendations for guiding children's play activities in different age groups. Thus, the role of the game in the pedagogical process of preschool educational institution is very large, and the game is widely used in the upbringing and education of children of preschool age. Because:

- play is an independent activity of children, in which the psyche of the child is manifested;
- the game is a form of organizing the life of children of preschool age;
- game is one of the means of comprehensive education of children;
- game is a method and method of education and upbringing of children;
- game is a means of preparing children for educational activities. [6, 42].

The role of the pedagogue in the organization of children's play is represented by the following:

- creating conditions for children's games (time, place, resources). The teacher prepares the playground and provides stimulating play resources appropriate to the child's age, interests, abilities and culture. The teacher creates opportunities for play both inside and outside the room, observing safety requirements;

- development of children's play. The teacher creates opportunities for children to learn and develop through play. The teacher develops skills that help children enter the game situation and/or continue playing. He is an individual of children. plans the game based on observing their characteristics, interests, abilities and developmental needs;

- to help children interact in the game. Observing children in the game helps the pedagogue to understand how the child plays with other children, what skills and competencies the child demonstrates in the game, what skills should be developed through the game. The pedagogue joins the game and helps the child's education, his ability to describe, explain, justify, use appropriate language, as well as to form positive behavioral skills;

- to give children the opportunity to show themselves and their abilities. In planning, the teacher allocates enough time for the child to play based on his own idea or on his initiative, in which children can play without rushing and without fear of being interrupted by adults. Children are given time for free play and the opportunity to express themselves and their abilities without the active intervention of adults. [4, 4.1].

The main role of the game in the upbringing of the child requires enriching the life of the children's institution with it. That is why the game is permanently included in the agenda of children's lives. Time is reserved for games before and after breakfast, after training and outings, before going home in the evening. It is advisable to create conditions for games that do not require extreme mobility in the morning. It is better to play more didactic toys, board games played on the table, role-playing games. It is useful to organize action games and construction games during the walk. Determining a special time for the game in the agenda is the most important pedagogical condition for the existence of the game as an independent activity and its use as a form of organization of children's life, as a means of education. The uniqueness of children's games is that they reflect the surrounding life, people's activities, work, actions, and their interactions in the work process. During the game, the room can be a sea, forest, subway, railway carriage for children. A child never plays quietly, even if he plays alone, he talks to the toy, communicates with the character he is portraying, speaks instead of his mother, the patient, the doctor, and so on. The word helps to reveal the image better. The idea of the game is to decide what to play: "shop", "hospital", "pilots", "children's institution" and so on. It is a special art for the teacher to lead the children's game. The game is not only an interesting pastime for children, but also an important tool for developing and educating children. However, the game gives a positive result only when it is organized and led by adults. [6, 12].

Recommendations for the organization of game activities in the conditions of a preschool educational organization are as follows:

The "First Step" state educational program provides an opportunity to use various games in all areas of development, free play activities, educational activities and excursions. Every child has a developed potential, the game helps to develop it. The purpose of game pedagogy is to form and develop children's good and effective relationships with each other and the ability to cooperate in joint game activities.

Story-role games. Role-play (social-imaginative play) is an important component of high-quality preschool programs because it provides children with opportunities to engage in high levels of creativity, problem-solving, reflection, language, and social interaction. creates.

Research shows that socially imagined play can positively impact all areas of development. During social-imaginative play, children:

change objects and use symbolic thinking (a block becomes a car, a box becomes a house);

§ perform and support roles that require repeating the actions and thoughts of another person (mother, doctor, astronaut);

§ understand the relationship between roles and how they interact (mothers speak differently to their children than to their friends);

§ negotiate with other people who have different points of view;

§ create a story or plot through discussion and exchange of ideas.

In story role-playing games, children rely on the experiences they know and feel first-hand, and create something new based on this experience. Role-play is a multifaceted process that demonstrates how young children are ready to acquire complex behavioral and civic and cultural competencies. These competencies are formed and directed by experienced pedagogues of preschool educational organizations. They teach children how to successfully interact with others and how to fulfill the roles they will assume as adults. As part of the role-playing game, children will have the opportunity not to lose their interest, to educate and develop them. The teacher plays a key role in determining the quantity and quality of children's role-playing games. It takes into account children's interests, creates an environment for social-imaginative play, provides time and space, and prepares the ground for stimulating children's imagination. Sorts and categorizes materials to increase their play and learning value. Through role-playing, children generate, communicate and test ideas; they learn by trial and error; make and execute plans; use materials in symbolic and creative ways. Children use their memories to recreate places, roles, actions and events.

Story-role games not only improve children's speech development skills, but also reveal their acting skills. Children come up with plot-role games themselves. Compared to other games, it is precisely in these games that they show that they have the ability to make more independent decisions in such processes as choosing a topic, implementing a plan, placing a plot, and choosing partners. Based on their experience and interest in the surrounding reality, as well as the guiding influence of the educator, children reflect different aspects of adult life, their attitude to their work and other people. Depending on the role given to him, the child can portray a loving mother, a beloved teacher, a brave ship captain or an astronaut.

The main tasks faced by the pedagogue in managing role-playing games:

III development of the game as an activity;

III using the game for the purpose of educating children's groups and individual children.

The development of the game as an activity means expanding the theme of children's games and deepening their content. In the game, children should have a positive social experience, so adults should work in it needs for friendship and mutual support should be reflected.

CONCLUSION

When leading a children's game, the pedagogue should pay attention to the following requirements: the content of the game should have an educational value, the ideas about the displayed things should be correct and complete, should be active, goal-oriented, creative in game actions. Taking into account the interests of all and individual children, it is necessary

to lead the game, to use toys and other necessary materials for the purpose, to ensure that children are benevolent and happy in the game. While leading the children's game, the pedagogue should influence all aspects of the child's personality: mind, emotions, will, and behavior, and use this to educate children intellectually, morally, aesthetically, and physically. The educator uses the game widely in the physical education of children. Many games require children to be active, which in turn improves metabolism in the body and accelerates blood circulation. In addition, active movement ensures the proper growth of the child's body and beautiful movements. Through the game, the educator creates a cheerful mood in children, creates a positive mentality, which improves the child's mental and physical education.

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