

FEATURES OF PLAY ACTIVITIES OF PRESCHOOL CHILDREN (WORKSHOP)

Karimova Mukarramkhan.

QDPI – Senior Lecturer at the Department of Interfaculty Pedagogy and Psychology

Phone +998913241491

ABSTRACT

Play activities of kindergarten children. Information is given about the psychological development of children and the influence of gaming activities on the child's psyche. Home is the main activity of preschool children, and it is such a multifaceted activity in a child's life that it includes sources of imagination, relaxation and entertainment. Features of children's play activities are shown in practical classes.

Key words: child, socialization, activity, game, science and technology, development.

The fact is that play is the main activity of preschool children. The leading activity of preschoolers is this game. The issue of play activity of preschool children has attracted the attention of many scientists for centuries. Kindergarten children strive to reflect in their play activities all aspects of our increasingly busy life. It is known that as a child grows up and gains the opportunity to act independently, his view of surrounding things and events expands.

In the process of learning about the objective world around him, a child of kindergarten age strives to have a direct practical relationship with these objects. In this place, it is characteristic that the child, due to his thirst for knowledge, strives to be in a practical relationship not only with the things around him that are accessible to him, but also with things that are beyond his control, that belong to adults.

For example: a child wants to drive a car, a tram, ride a horse, become a pilot, fly an airplane, become a policeman. However, it is natural that the child cannot satisfy any of these needs in a real way. Here a question arises. How can the conflict between children's increasingly diverse needs and their limitations be resolved? This contradiction can be resolved only through one activity, that is, through the child's play activity. This can be explained by the fact that, firstly, children's play activities are not activities aimed at producing any material product. Consequently, the reason (motive) that motivates children to play is not related to the result, but to the content of various actions during this game. Secondly, during play, children are free to act as much as they want, turning the things at their disposal into things that interest them, but belong only to adults. Children's play activity is one of the means of their harmonious physical and mental development.

Play is such a multifaceted activity in children's lives that it includes the work of adults, thinking about different things, raw imagination, relaxation and sources of fun, that is, all these processes are manifested in play. It should also be emphasized that play is not only a means of learning about external events, but also a powerful means of education. In creative and story-based games, children's individual characteristics are formed along with all mental processes. Therefore, the success of educational work in kindergarten largely depends on the organization of children's play activities in accordance with the goal.

Thus, play is not something created by a child's imagination; on the contrary, it is that the child's imagination itself develops through the process of play. It should also be noted that

amazing things created in our modern age, when science and technology are developing like no other, seem like a miracle to children. As a result, in the process of their various games, by modeling (i.e., by analogy), they come up with various imaginary things (like a flying horse, a man-machine, a talking tree). Moreover, the fact that children make up different imaginary things means that in their varied play activities they reflect not only what is around them, but also what their needs simultaneously require.

From the fact that children create various imaginary and mythical images in their play activities, the following conclusion can be drawn: the processes of reflection by a person (including children) of objects and events of the external environment is not a passive process, but an active and creative process. creative, transformative process.

Another remarkable feature of children's play activities is that the actions and roles performed by the child during play are often of a general nature. It should be understood that in his various games the child reflects not only the behavior of an individual driver, doctor, policeman, educator, pilot, but also the behavior of drivers, doctors, educators and pilots as a whole. Of course, young children (sometimes children of a small group) with a very limited range of life experiences and activities reflect specific people and their actions in their games. (For example, mother, sister, brother, teacher, etc.). And in the games of children of middle and older kindergarten age, such images begin to have a general character. In role-playing games, children mainly reflect the behavior of the adults they see and observe every day. The play of children aged 4-5 years gradually begins to acquire a team character. In senior kindergarten, role-playing games develop, but even now these games are distinguished by the richness and variety of their themes. During these games, children begin to develop leadership, and also begin to develop organizational abilities and competencies. Fine arts are also of great importance among the creative activities that preschool children engage in. By the nature of a child's imagination, one can assess how he perceives the world around him, memory, imagination and thinking. Pictures drawn by children of older kindergarten age also reflect their inner experiences, mental states, dreams, hopes and needs. Preschool children are also extremely interested in drawing. Drawing is a unique form of play activity for children. The child first draws what he sees, and then what he knows, remembers and invents. For older preschoolers, competition is very important, and it is in such games that success is formed and consolidated. The most enjoyable time for children of this age are important competitive games that bring victory and success.

In older children, construction games gradually turn into labor. In play, the child begins to acquire basic labor skills and abilities, begins to understand the properties of objects, and develops practical thinking.

Music, which is an artistic and creative activity, is of great importance in the mental development of children 3-7 years old. Through music, children learn to sing and perform rhythmic movements to the music. During the period 3-7 years, the main activities of children occur in the following sequence:

- subjects of study
- houses with individual objects, role-playing games with a collective plot,
- individual and group creativity,
- competitive games,

- communication games,
- housework.

When we talk about the play activities of kindergarten-aged children, it is necessary to dwell on the issue of their toys. When giving toys to children, it is necessary to take into account their age characteristics, level of development and at the same time what interests them most.

It is known that children 1-3 years old still absorb very little of the external environment. Therefore, together with the dog, they should be given rags of different colors and different pieces of fabric. Girls especially practice wrapping their dolls in colorful fabrics and scarves. And it's useful for boys to give toys of different colors that fit inside each other.

Play activities prepare children for educational activities, which are an active form of acquiring the social experience of humanity. A person cannot suddenly begin to master social experience. In order to actively acquire social experience, a person must first of all be able to speak, have certain skills, abilities and elementary concepts. The child achieves this through play activities, which we discussed in detail above.

Practical classes will continue using the "Working with small groups" technology.

Students are encouraged to work in groups, for which they must comply with the following requirements.

- Grouping is carried out by the teacher.
- Each group is assigned a leader.
- It is necessary to achieve the same level of knowledge among students in each group.
- During the work, attention is paid to the activities and ideas of each group.

Divide the listeners into 4 groups, separate for each group, i.e. group "Game is the main activity of preschool children", group "The content of role-playing games and their characteristics", group 3 "The significance of games in the mental development of a child", group 4 "The significance of toys in the mental development of a child" will be given. The essence of the technology of "working with small groups" is to rely on the creativity of students and create an atmosphere of free discussion in the lesson.

Training is carried out in the following stages.

Call stage. At this stage, the goal is to activate the listeners, understand the essence of the topic and prepare them for the process of understanding it.

Brainstorm. This method can be used at the beginning of a lesson or anywhere. At this stage, the problem is communicated to the audience through brainstorming and revealed through their thoughts.

Understanding stage. Convincing thoughts on the topic are listened to and supplemented by the teacher with new thoughts.

Thinking stage. The task is to tell the acquired knowledge and concepts on the topic in short sentences.

In addition, you can provide clear guidance to groups by allowing enough time to complete tasks, rewarding strong groups, and evaluating performance. It is also possible to change group members during the lesson.

Each group is given handouts with a brief summary of the topic. After gaining basic knowledge of their topic, they enrich the topic with their knowledge, choose one person from among the group members and explain their topic. After all groups have given their presentations, the group discussion begins. At the end of the training, students combine their knowledge using the “Cluster” method.

Games for preschool teachers to play with children.

Game "Let's take a walk"

Goal: helps children wear clothes correctly, reinforce the general concepts of “top of the head”, “leg”, and develop a good attitude towards the world around them. Necessary equipment: dolls, clothes for all seasons, a small clothes hanger, chairs. Children 3, 4 years old. Progress of the game: a new doll comes to kindergarten. The children invite him for a walk. But the doll says that it doesn't know how to dress. Then, with the help of the teacher, the children help the doll choose clothes according to the weather and dress it. When they dress, they must say what clothes they are wearing.

Children go for a walk with their teacher. Returning from a walk, they take off their clothes, put them on, then, after taking off the clothes, they put the doll on the shelf. They have to tell the teacher what they did, one by one.

“Circles” – determination of the characteristics of the perception of the size of objects. The child is shown 3 circles of the same color and asked to name the largest and smallest. A three-year-old child completing tasks independently is considered normal.

“Numbers” to determine the characteristics of the perception of the shape of objects. Materials: 2 sets of geometric shapes (circle, square, oval, triangle, rectangle) of the same color.

Two of the five figures are placed in front of the child. Then he is shown one figurine from the second set and asked to say which one is similar to the one in his hand. For example, a circle and a square from the first set are placed in front of the child, then a square and a square from the second set.

A three-year-old child can confuse an oval and a circle, a square and a rectangle.

“Pyramid” – perception of size, visual-motor thinking.

Material: pyramid of 5-7 elements.

The examiner shows the children the pyramid and focuses the child's attention on how it is composed. Then this pyramid is dismantled, and the child is asked to build it again. Help is provided if the child has difficulty completing the task.

If a child completes a task independently on the first try, the child's perception of size is highly developed.

“Box of shapes” – perception of shape and spatial relationships. This task requires the child not only to perceive the figures, but also to correctly move the figures in space.

Material: box with recesses in the shape of a circle, triangle, rectangle, square, polygon.

Various forms and boxes are laid out in front of the child and the following task is given: “We have an unusual mailbox and unusual letters. Each letter has its place. Find the place of the

letters and remove them. If a child places figures in the slots by eye, then his spatial perception is highly developed.

For children 5 years old.

“Coral” - to determine the characteristics of the perception of primary colors and their types.

The child is placed in front of 9 circles of the same size, but of different colors (red, dark red, blue, yellow, green, light green, purple, air colors) and asked to make a “necklace” in which the Examiner tells how to arrange the circles, it is mentioned that this will be posted later. After completing the task, the child is asked to name the color of the “necklace.” A task is considered satisfactory if it is completed independently and correctly by a five-year-old child.

"Creating a whole from parts."

Determining the level of development of spatial perception, mobilization of attention and imagination.

Instructions: A picture is laid out in a chaotic order in front of the child, divided into several (three or four) parts, and the following instructions are given: “Look carefully at the details. If you put them together correctly, a whole picture will emerge.”

If a child independently correctly assembles the parts of a picture, he has well-developed spatial perception and imagination, and high mobilization of attention.

REFERENCES

1. Xamidovna, Mamayusupova Iroda. "EVACUATION OF THE LEVEL OF CONFLICTS IN CONFLICT SITUATIONS BETWEEN ADOLESCENTS." *Confrencea 1.1* (2023): 23-27.
2. Khamidovna, Mamayusupova Iroda. "MASTERY OF MANAGING PEDAGOGICAL COMMUNICATION STUDY, GENERALIZATION AND DISSEMINATION OF ADVANCED PEDAGOGICAL EXPERIENCE." *Galaxy International Interdisciplinary Research Journal* 10.12 (2022): 1217-1222.
3. Khamidovna M. I. CAUSES OF FAMILY CONFLICTS //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 12. – C. 870-872.
4. Khamidovna, M. I. (2022). The influence of older people on the formation of the spiritual environment in Uzbek families. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(10), 360-364.