

THE IMPORTANCE OF GAME ACTIVITIES IN THE DEVELOPMENT OF SOCIAL PROCESSES OF PRESCHOOL CHILDREN

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ABSTRACT

This article provides valuable information about the psychological importance of play in the formation of a child's personality and the development of cognitive processes.

Keywords: honesty, enthusiasm, kindness, courtesy, love for the country, intuition, perception, attention, thinking, imagination.

The pre-school period is important for a person's spiritual maturity. Especially during this period, human characteristics such as kindness, friendship, modesty, truthfulness, enthusiasm, cordiality, politeness are formed. Cultivating these characteristics is an urgent task of today.

Great changes are being made in the field of education, including preschool education, which is considered its first step. Studying the scientific and theoretical aspects of the psychological characteristics of children of early childhood and preschool age is of great practical importance in higher pedagogical education. As each child lives in society, he strives to occupy a unique place and an independent position in it, therefore, he demonstrates his own aspirations, abilities and activity, and examples of intellectual work. According to the famous Russian pedagogue Lesgaft, "The period of human's kindergarten age is such a stage that during this period children's character traits are formed and the foundations of moral character are formed."

Taking into account that there are very rapid quality changes in the psychology of children of preschool age, it is divided into 3 periods (3-4 years old) junior preschool period, (4-5 years old) junior kindergarten age and high school period (secondary kindergarten age), 6-7 years and pre-school age can be divided into kindergarten age. In the process of development, the child interacts with the world of objects and events created by his generation. The child actively learns and acquires all the achievements of mankind. In this case, the acquisition of the world of objects, actions performed with their help, language, relationships between people, the development of activity motives, the growth of abilities, should be carried out with the direct help of adults, mainly from this period, the independent activity of the child begins to increase. It is known that as the age of the child grows and the possibility of independent action increases, his outlook on things and events around him expands.

In the process of getting to know the world of things around him, a child of kindergarten age tries to have a direct practical relationship with these things, the characteristic thing is that the child, due to his thirst for knowledge, not only the things around him that are within his reach, but those that belong to adults, he He tries to deal practically with things that are beyond his power and beyond his reach. For example: a child wants to drive a car or a tram, ride an honest horse, become a pilot, fly an airplane and become an honest policeman. Naturally, the child cannot satisfy any of these needs in a real way. At this point, the question arises: How to resolve the conflict between the increasingly diverse needs of children and their limited

opportunities? This contradiction can be solved only through one activity, that is, through the child's game activity. The leading activity of preschool children is play. This can be explained as follows:

- firstly, children's game activity is not an activity aimed at producing some kind of material product. Therefore, the reason (motive) that urges children to play depends not on the result, but on the content of various actions in the process of this game;

- and secondly, during the game, children can freely act as they wish, turning the things at their disposal into things that interest them, but belong only to adults. Children's play activities are the only means for their harmonious physical and mental development. Play is such a multifaceted activity in children's lives that adult labor, thinking about various things, imagination, relaxation and cheerfulness are all evident in play. It should also be noted that the game is not only a means of learning about the events of the external environment, but also a powerful means of education. In creative and plot games, children's individual characteristics are formed together with all mental processes. Therefore, the success of educational work in kindergarten largely depends on the ability to organize children's play activities in accordance with the purpose. Thus, the game is not something created by the children's imagination, on the contrary, the children's imagination itself is something that arises and develops in the process of the game.

It is also worth noting that in our modern era, when science and technology are developing like no other, surprising things seem like a miracle to children. As a result, in the course of their various games, they come up with all sorts of imaginary things (such as a flying horse, a man, a car, a talking tree) by simulating (that is, analogically). In addition, the fact that children come up with various imaginary things means that in their various play activities, they reflect not only the things around them, but also their needs.

Children's creation of various imaginary and mythical images in play shows that a person's (including children's) reflection of things and events in the external environment is not a passive process, but an active, creative process.

In addition to being a tool for learning about the surrounding things and events, the games of children of kindergarten age are also of high social importance, in other words, the game is a powerful educational tool. Through children's games, it is possible to educate socially useful, that is, high human qualities. If we observe children's game activities from the outside, we will see that all their personal qualities (who is more interested in what, ability, will, temperament) are clearly manifested during the game. Therefore, children's play activities are a very convenient tool for their individual learning. Preschool children usually play alone. Through games with objects and constructors, children of this age develop their perception, memory, imagination, thinking and movement skills. In story role-playing games, children mainly reflect the actions of adults whom they see and observe every day. The game of 4-5-year-old children gradually acquires team-like features.

It is convenient to observe the individual characteristics of children, especially through their team games. In these games, children reflect not only the attitude of adults to objects, but also their interactions. Also, in team games, children reflect the complex life activities of a group of people. For example, let's take the game "train". There will be a driver, a coal stoker, conductors, controller, cashier, station employees and passengers. Such team games of children are similar

to the activities of artists. Because every child in the team game strives to fulfill his role well, but also tries not to deviate from the general meaning of the game. This requires every child to use all his abilities. The game, which is divided into certain roles, requires children to obey strict rules and perform certain tasks within the requirements. Therefore, such team games for children are psychologically important. Because such games educate and develop children's willpower, politeness, obedience to the rules of the game, discipline and other such positive qualities.

Plot-role games at the age of senior kindergarten are now distinguished by the richness and diversity of their subject. In the course of these games, children begin to develop leadership skills, organizational skills and competences begin to develop in them.

At the age of senior kindergarten, construction games gradually turn into work. In the game, the child begins to acquire simple labor skills and abilities, begins to understand the properties of objects, and develops practical patterns of thinking.

When we talk about the play activities of children of kindergarten age, it is necessary to dwell on their toy issues.

When giving toys to children, it is necessary to take into account their age characteristics, levels of development, and at the same time what they are most interested in.

It is known that children of 1-3 years old have mastered the external environment very little. They still cannot distinguish the color and size of many things.

Therefore, along with the doll, it is necessary to give them various colored cloths and cloths. Girls in particular practice by wrapping their dolls in different colored cloths and scarves, and giving boys different colored nesting construction toys. is useful.

Game activity prepares children for educational activity, which is an active form of mastering the social experience of humanity. A person cannot start mastering social experience all at once. In order to actively acquire social experiences, a person must first of all have a sufficient level of speech, have certain skills, studies and simple concepts. achieved through game activity.

In conclusion, we can emphasize that active daily activities are necessary for the development of a child's personality. Only with the help of activity, the child establishes a relationship with the environment, through which his cognitive abilities develop, character qualities improve and mature.

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