

THE ROLE OF GAMES IN THE PEDAGOGICAL PROCESS OF A PRESCHOOL EDUCATIONAL ORGANIZATION

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ABSTRACT

The article examines the role and significance of play in the pedagogical process of a preschool educational organization, the goals and objectives of developing a child's worldview through play, problems of organizing activity processes in preschool educational organizations through play, recommendations and conclusions.

Keywords: Play as the main type of children's activity, play as a means of developing and educating children, the role of play in the pedagogical process, creative games, staged games, games with rules.

INTRODUCTION

Play is a manifestation of human identity, a way of improving it. Although play plays an important role in the lives of adults, it is especially important for children. It is commonly called the "companion of childhood." It is the main content of the life of preschool children. It manifests itself as a leading activity, inextricably linked with work and education. Most of the serious work that a child does takes the form of play. All aspects of personality are manifested in play: the child moves, speaks, perceives and thinks. Play is considered an important tool for education.

The first stage of play in early childhood is an introductory game, which is an object-object play activity. Its content is complex and subtle movements in a craft. The next stage is a game of reflection. This is the highest point in the development of the psychological content of play in early childhood. When adults carry out their educational work with a certain consistency, children of this age learn the names of objects and things, their purpose and begin to apply this new knowledge in games.

The play of children of this age is subject-cognitive in its content.

The plot is reflected in the play of children at the end of the first year and in the second year of life. The child shows how to use the object that is in his hand.

The next stage is role-playing games, in which children reproduce the activities of adults they know and the social relationships of people.

Scientific understanding of the gradual development of children's play activities has made it possible to develop clear, systematized recommendations for guiding the play activities of children of different age groups.

Thus, the role of play in the pedagogical process of preschool education is very great, and play is widely used in the upbringing and education of preschool children. Because:

- ✓ play is an independent activity of children, in which the child's psyche is manifested;
- ✓ Play is a form of organizing the life of preschool children;
- ✓ Play is one of the means of comprehensive education of children;

- ✓ Play is a method and way of teaching and educating children;
- ✓ Play is a means of preparing children for educational activities.

Research conducted by prominent academics and educators has shown that through comprehensive guidance of the game, it is possible to influence the content, organization, structure, moral attitudes of children, and the level of development of children's play.

Children's play is diverse in its content, nature, and organization.

Children themselves come up with creative games. There are no pre-established rules. The rules of the game are determined by children themselves during the game. The content and rules of the games are determined by adults. Games with rules include: didactic games, outdoor games, musical games, and fun games. For the purpose of raising children, the ability of adults to choose games and correctly guide them ensures the successful implementation of the tasks set in the "Program for the training and preparation of preschool educational institutions".

Play is a means of developing and teaching children. Psychologists consider play to be the leading activity in preschool age. During play, qualities are formed that ensure the child's transition to a higher level of development, significant changes occur in his psyche. In play, all aspects of the child's personality are formed through interaction with each other. Watching a child play, you can learn about his interests, perception of the world around him, as well as about his relationships with adults and peers.

To cultivate a certain quality in a person, it is necessary to develop other aspects of it. For example, meaningful games should be created that will develop the child's interest in the game and organizational skills. In turn, a well-organized children's team is necessary for the development of creative play in children. Play plays a large role in the system of physical education of children, in the educational work of the MTT, in moral, labor and aesthetic education. In play, the needs and requirements inherent in the child's body are satisfied, life activity increases, endurance, energy and cheerfulness are cultivated. That is why the game takes a worthy place in the system of physical education of children.

Play is inextricably linked with education, learning and observation in everyday life and has great educational value. In creative games, an important process of acquiring knowledge takes place, which involves the child's mental abilities, requires the activation of thinking, imagination, attention and memory. The child learns to solve problems independently, finds a better and simpler way to implement what he has conceived, learns to use his knowledge and express it in words. Curiosity arises to find out what is reflected in the game. Often, the game serves to give children new knowledge and expand their thinking and knowledge. Creative play cannot be subordinated to narrow didactic goals; it can solve very large educational tasks. Playing by the rules allows the child to regularly train sensory development, thinking and speech, involuntary attention and memory, as well as various movements. Each game with rules has a specific didactic goal and is aimed at the general development of the child. It is important that the training takes place in a playful form and is aimed at the comprehensive development of the child. It is important that the training takes place in a playful form and corresponds to the age characteristics of the child. An interesting game increases the child's mental activity, and in a game, a child can solve a more complex problem than in the classroom. This does not mean that education should be carried out exclusively in the form of

games. Education requires the use of various methods and techniques. Play is a form of learning that is most effective when combined with other methods, such as observation, conversation, storytelling, etc. While playing, the child learns to use his knowledge and apply it in various situations. Creative games provide children with a wide scope for imagination, creativity and experimentation.

Along with intellectual development, moral qualities are also formed in the game. The experience gained during the game leaves a deep imprint on the child's consciousness, so the game helps to develop good feelings, lofty dreams and aspirations, as well as healthy interests. The game is an independent activity, during which children begin to communicate with their peers. They are united by a common goal and a common experience of achieving it. Thus, the game is important for strengthening friendly relations, developing teamwork skills and organizational abilities. Complex relationships arise in a small group of children united by a common game. The task of the educator is to involve each child in an active game, to establish relationships between children based on friendship, fairness and a sense of responsibility for their peers.

Play also helps to fulfill the task of labor education. In their games, children portray people of different professions. Thus, they not only imitate the actions of adults, but also reflect their attitude to labor and work. Play often awakens in a child the desire to work, forcing him to prepare and make the things necessary for the game. Play develops and maintains an interest in technology, typical of modern children. Children build various machines and play with technical toys. Play is an important means of aesthetic education. Creative imagination and thinking abilities are formed and developed in play. A properly selected toy contributes to the development of artistic taste. The beauty and rhythm of movements in outdoor games fascinate children. The enormous educational value of play does not arise by itself. Play can be meaningless, even harmful, and sometimes even cause bad feelings. In order to fulfill the task of comprehensive development of children through play, the educator must consistently influence them. In solving this problem, it is necessary to include play in all aspects of educational work in kindergarten. The game reflects and develops the knowledge and skills acquired by children during training, and through them the child learns about life. On the other hand, the qualities developed in the game are transferred to other types of activity.

The fundamental role of play in the development of a child requires enriching the life of a children's institution with it. That is why play is an integral part of children's daily life. Time is allocated for play before and after breakfast, after training, after walks and before going home in the evening. In the morning, it is desirable to create conditions for games that do not require excessive mobility. It is better to play didactic toys, board games and role-playing games, which are more meaningful. During a walk, it is useful to organize active games and construction. Allocating special time for play in the daily routine is the most important pedagogical condition for the existence of play as an independent activity and its use as a form of organizing children's lives and a means of education.

The uniqueness of children's play is that it reflects the surrounding life, activity, work, actions of people, their interaction in the process of work. During the game, the room can become a sea, a forest, a subway or a railway carriage for children. The child never plays quietly, even when playing alone, he talks to the toy, enters into a dialogue with the character he portrays,

and speaks for everyone - for the mother, for the patient, for the doctor. The word helps to better reveal the image.

Speech is very important in the game process. Through speech, children exchange ideas, share their feelings and experiences. Words help children establish friendly relationships and react to events in the surrounding life in the same way. The idea, content, game actions, roles and rules of the game, regardless of whether they come from a game invented by the children themselves or suggested by adults, are aspects that make up its structure.

The idea of the game is to determine what to play: "shop", "hospital", "pilots", "child care facility" and so on. The teacher directs the children's game. The game is not only an interesting pastime for children, but also an important means of developing and raising children. However, the game gives positive results only when it is organized and directed by adults.

When guiding children's play, the teacher must pay attention to the following requirements: the content of the game must have educational value, the ideas about the objects being represented must be correct and complete, the game actions must be active, goal-oriented, and creative. It is necessary to guide the game taking into account the interests of all and individual children, to use toys and other necessary materials appropriately, and to ensure that children are kind and happy in the game.

When guiding children's play, the teacher must influence all aspects of the child's personality: his mind, emotions, will, behavior, and use this to educate children intellectually, morally, aesthetically, and physically.

During the game, children's knowledge and imagination are enriched and deepened. When playing a role, the child must focus all his attention on the game. While playing, the child realizes that his understanding of people's activities, their specific actions and relationships is insufficient, and as a result, he begins to ask adults questions. By answering such questions from children, the teacher clarifies and enriches their knowledge.

Through the game, the teacher forms and strengthens children's positive attitudes towards their homeland, their people and people of other nationalities. Through the game, teachers develop such qualities in children as courage, honesty and self-control.

The game is a unique school that forms children's social ethics, their attitude to life and to each other. Through the game, the child learns about people's moral standards and their attitude to work. By guiding the children's game, the teacher also teaches them through the team. During the game, children learn to coordinate their desires with the desires of the team and follow the rules established in the game.

However, if the game is not properly directed, it can lead to unpleasant consequences. The teacher widely uses the game for 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 correct development of the child's body and beautiful movements. Through the game, the teacher creates a joyful mood and a positive attitude in children, which helps improve the child's mental, emotional and physical development.

Play is also widely used as a means of aesthetic education for children. Children also reflect the life and reality around them through images and roles. Imagination is of great importance in play, as children create images based on their previous impressions. In many games,

children make extensive use of previously learned songs, poems, dances, and riddles. Teachers use this to develop children's aesthetic taste and pleasure.

It is also important to be able to choose the time of play. Between breakfast and training, children are given 8-10 minutes to play. In this case, children often continue the games they started earlier. During a walk, children are given 1 hour - 1 hour 20 minutes to play. After a nap and an evening snack, children are given time to play. In this case, children can play more role-playing games, with building materials, dolls and board toys. Along with lyuya, fun games are also used.

However, the connection between play and learning changes as the child grows. Although in a small group the main form of learning is play, the role of learning in lessons increases when moving to a large group. When children attend a preparatory group, they become enthusiastic about school.

It should be noted that the value of play for children does not disappear, but its content changes. Nowadays, children are increasingly interested in games that require greater mental activity, as well as sports-type games.

Children need certain tools to play. In role-playing games, children use various tools, the main ones being: the children's own actions; toys and other materials; words. The main means of expression for children is their movements. For example, a child imitates a rabbit by jumping on two legs. He moves both arms, makes sounds, etc.

Many of the children's activities involve construction and handicrafts. They spend hours building steam locomotives, steamboats, and electric locomotives, trying to make them look like themselves. Often, construction is the beginning of a game. The imitation tool kit also includes a toy. The toy complements the child's movements and helps him to realize his imagination and thoughts. Clothes and its elements also allow the child to better and more accurately play the role assigned to him. During the game, children play very well, calling certain objects by the names they want and assuming that they want the same. For example, they can call food "candy", sand "sugar", and a chair "car".

With the help of words, children agree on what games they will play. They communicate with each other and express their thoughts with the help of words. Words allow us to express various impressions. Children often use all the tools at the same time. The more reflective carriers, the richer the content of the game and the more fully the impressions of the surrounding events are reflected. As the content of the game develops, a team of children begins to form, which is a complex process. Since the game is an independent activity for children, the plot is invented and organized by the children themselves. During the game, children feel part of a small community and learn to cooperate.

In a social environment, every child should have the opportunity to join a group of children playing, find their place there and get used to this group. The teacher develops in young children the ability to play with objects and concentrate on them. This helps to develop the ability to play peacefully with other children. When children begin to play together, they need to establish certain relationships with each other. In God, these relationships form a community. The teacher achieves this by teaching children to play together.

In conclusion, it can be said that play is a means of comprehensively developing a child's personality, a way of organizing his life, a means of forming a children's community.

Through play, the teacher forms and strengthens in children a positive attitude towards their homeland, their people and people of other nationalities. Through play, teachers develop in children such qualities as courage, honesty and self-control.

Play is a unique school that forms children's social ethics, their attitude to life and to each other. Through play, a child learns about people's moral standards and their attitude to work. By guiding children's play, the teacher also teaches them through a team. During the game, children learn to coordinate their desires with the desires of the team and follow the rules established in the game.

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