

# PRESCHOOLERS' GAMES OR "SPIRITUAL VITAMIN" FOR CHILDREN

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**Abstract:** Game is the main and most favorite pastime of preschool children. Therefore, the inclusion of game elements and problem situations in the educational process enlivens learning. The article presents some views and decisions about the essence and originality of the game as a child's activity.

**Key words:** game, activity, educator, children, task, training, education, communication, creative activity.

**INTRODUCTION.** Playing is the main and most favorite activity of preschoolers. The game establishes the interaction of children, develops their feelings, strengthens their masculinity. Therefore, the inclusion of game elements and problem situations in the educational process enlivens learning. In the process of learning and upbringing, the use of a variety of games, verbal, tabletop, mobile, creative, imaginary journeys, game quizzes, problem situations, finding solutions, argumentation, and achieving results increase the effectiveness of learning. The implementation of the learning game process, especially outdoors, develops children's powers of observation and creativity, teaches them to identify colors, major and minor shades of shapes, serving, taste, and develops sensory abilities in general.

**LITERATURE ANALYSIS.** Theory of play activity there are a number of studies on the study of the psychological characteristics of a baby in the period up to a year. Among them are N.L.Figurin, M.P.Denisova, M.Y.Kistiakovskaya, A.Vallon, D.B.Elkonin, E.A.Arkin, S.Faience, S.Buhler, the works of F.I.Fradkin are important in their connection. In experiment S. When the baby was shown beautiful and attractive toys from a distance of 9 cm, he strove for them with his whole body, later, when the interval was 60 cm, the child's aspiration, stretching of hands, lethargy, stretching, involuntary movements completely disappeared. He looked so indifferently at the adult standing next to the toy. It can be observed that the further he winters, the stronger the child's desire and interest in him. According to M.Y.Kistayakovskaya, at 5-6 months old she looks a little at the stranger she is dealing with, and then either smiles or turns away from him, even, frightened, cries. It happens that a child becomes attached to the loved ones he cares about. That's why he meets his mother or babysitter screaming, pushes her, and involuntarily stomps on her hands and feet. By the time he turns six months old, he will get used to becoming attached (learning) to the people around him, relatives, and even neighbors. From about 8-9 months of age, he begins his initial play activities with adults. A smile, animation, joy, and emotions in play activities first manifest themselves only in the presence of adults; over time, the game itself brings joy to the child. As the child approaches age, in addition to consistently observing the behavior of adults, their passion for helping gradually arises in him. As a result, the child also begins to move from an individual activity to a joint activity. Certain joint activities contribute to the expansion of the sphere of communication. The general psychological development of a child occurs only in the process of play (A.Leontiev), paying great attention to the meaningful enrichment of their games. The game occupies a large place in the work of preschool organizations for the physical education of children. The game satisfies the inherent demands and needs of a young body, increases vitality, fosters cohesion, cheerfulness, and cheerfulness. That is why the game occupies a worthy place in the upbringing of children. The outstanding coach and doctor

E.A.Arkin called the game a "spiritual vitamin" for a reason. Various forms of physical activity are used for the full-fledged physical development and health promotion of children. During the game, it is extremely important to create suitable conditions for the physical growth of the child. To achieve this, it is necessary to ensure that games give children enough pleasure, that they become active, that these games include various activities, and that the lavish games are followed by a transition to less active games.

**RESEARCH METHODOLOGY.** The game establishes the interaction of children, develops their feelings, strengthens their masculinity. Therefore, the inclusion of game elements and problem situations in the educational process enlivens learning. The article discusses some views and solutions on the essence and specifics of play as a child's activity. Play activity is the main content of a child's life, it manifests itself as a leading activity in close connection with work and upbringing. Researchers note the importance, value of the game, its conditioning, as well as its great importance in shaping social behavior that determines a person's place in society, his behavior during communication, as well as in preparing the brain for the next subject being studied. They emphasized that play is very important during the development of a child's mental abilities from birth to 3 years old. The game is a way of self-expression of a person, his improvement. It forms the basis of preschool children's lives. All sides of the personality come into play in the game: the child acts, speaks, perceives, thinks, during the game period the child's imagination and memory are actively working, the qualities of responsiveness and will are manifested. Story-based role-playing games for preschool children, divided into story-based role-playing games, are conducted almost all the time without a team. Story-based role-playing games contribute to the development of many mental processes and personal and psychological qualities of children.

**ANALYSES AND RESULTS.** The game environment itself requires children to actively focus on the surrounding objects and phenomena. This makes children extremely active during play activities, meaning they become observant, quick to remember, and imitate everything in detail and profoundly. Story-based role-playing games, divided into story-based role-playing games, allow children to actively interact with each other during the game. This leads to the rapid development of children's speech. As you know, games that are divided into story and role-playing have their own rules. By observing these laws and rules, children use their willpower. Consequently, the volitional qualities of children develop in the process of play activities. The play activities of kindergarten children of different ages structure and develop all their reflexive, that is, mental processes, mental abilities, personal and psychological qualities, and character traits. It is characteristic that the diverse play activities of preschool children gradually prepare them for learning activities. Role-playing is the most important activity of children of this age. In such a game, they seem to directly perform all the tasks and affairs of adults in practice, therefore, they try to reflect the events of the game and the events of family life in a generalized form of interpersonal relationships. In order for children to experience the peculiarities of the lifestyle, feelings, interaction and communication of adults with themselves and others in the form of explicit reality, various toys are used, as well as objects that perform their function.

D.B.Elkonin writes in his research that along with the plot of the role-playing game, there is also its content. He believed that in the game the child more accurately reflects the main aspect of adult activity, and the content of the game is determined by A.P. Usova's research showed that role-playing game expands the circle of participants depending on their sexual preferences as they grow up. Three-year-old iiki children form groups of three and play together for three to five minutes. A 4-5-year-old group consists of 2-3 participants, their joint activity lasts 40-50 minutes. The number of participants also increases during the game. Children aged 6-7 have a desire to play a role-playing game together in a group or team. First, the roles are assigned, the rules and conditions of the game are explained (during the game, the children control each other's movements).

The factor that does not encourage a child to play is his perception of adults about the existence and interpersonal relationships and the desire to try them out in his individual activities, as well as his

passion for direct communication with his peers playing in a team. Based on the analysis of data collected in the field of child psychology, the following conclusion can be drawn for this age period:

1) in play activities, the child is passionate about a full-fledged demonstration of various actions, showing ways to perform them;

2) then he tries to summarize and reflect all the actions. As the child grows, it becomes easier to rename objects and toys and call them by a new name. It also becomes possible not only to rename objects in a new situation, but also to apply them according to the new name. The new name of the objects used in the game activity creates a number of problematic situations. Renaming objects in a game activity is a difficult psychological condition. In particular, in the interaction of a word and an object, actions that are inextricably linked with them acquire special significance. Based on the above considerations, it can be said that substitute objects of adult life and activity are the material basis for the generalized expression of their movement. Consequently, the development of a child's movement in play activity depends more on the content of the game. Any game and play activity is based on the child's ability to reflect and repeat the activities and interactions of adults and their behavior in their own way. Accordingly, the game acquires social significance, allowing the child to learn valuable knowledge, practical skills, skills and habits created by mankind over the centuries, which ultimately leads him to the essence of interpersonal communication. So, the psychologist, based on the analysis of literature, believes that the features of preschoolers include:

1) the child is interested in people's activities, their attitude to objects and interactions;

2) children in a story role-playing game reflect outwardly expressive, dynamic, emotional sides of the surrounding reality;

3) in a story-based role-playing game, a child realizes his desire in practice, feeling that he lives in the same conditions as an adult, on the same earth.;

4) entering adulthood and activity, although it manifests itself as the embodiment of a child's imagination, it generally leaves an indelible mark on his true personal life. As you know, a game is a reflection of reality for a child. This reality is much more interesting than the one that surrounds the child. The interesting thing about the game is that it's easy to understand. For example, games play a big role in shaping the most important aspects of everything, from the simplest mental process to the most complex mental process. Speaking about the impact of the game on the growth of movement in preschoolers, first of all it should be said that:

Firstly, the very organization of the game creates the most favorable conditions for the development and improvement of the child's movements at this age.

Secondly, the reason and feature of the influence of the game on the child's movements is that complex motor skills are mastered by the subject directly during the learning process, and not during the game.

Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, play activity turns from a means of implementing behavior into an independent goal that ensures the activity of the child. Because it (the Game) grows to the level of the initial object of consciousness of the subject (being). A preschooler chooses a role that has a certain character, while consciously striving to fulfill the firm gait inherent in a particular character. Thus, play becomes the most necessary activity for this child, and the possibility of remembering actions in a new form, improving, and realizing them begins to become an obvious reality. Mastering these movements gives the child the opportunity to consciously perform physical exercises. The conscious goal of the child, resulting from the game conditions, finds its expression at the moment of performing actions, and the goal set for him is transformed into the processes of memorization and memorization.

**CONCLUSION.** The outstanding coach and doctor E.A.Arkin called the game a "spiritual vitamin" for a reason. Various forms of physical activity are used for the full-fledged physical development and health promotion of children. During the game, it is extremely important to create suitable conditions for the physical growth of the child. Outdoor games help to increase children's cheerfulness, foster

relationships and feelings. Moral qualities such as the ability to follow the rules of the game, courage, and justice are fostered. Outdoor games performed during classes, walks and various daily activities occupy an important place in the development of a child's personality. Play forms the basis of preschoolers' lives. All sides of the personality come into play in the game: the child acts, speaks, perceives, thinks, during the game period the child's imagination and memory are actively working, the qualities of responsiveness and will are manifested.

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