

# THE USE OF THE GAME IN THE UPBRINGING OF MORAL AND VOLITIONAL QUALITIES IN PRESCHOOL CHILDREN

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**Abstrakt:** This article discusses the importance of the game in the life of preschoolers. The views of famous teachers and psychologists are analyzed, the influence of the game on children is studied. The importance of educating moral-volitional qualities in children is also given, the necessary recommendations are given for solving these qualities by analyzing pedagogical, psychological and physiological data.

**Key words:** preschooler, child, game, activity, creativity, life, morality, will, qualities, main action, game object.

**INTRODUCTION.** Play is one of the activities of a child used by adults to educate preschool children, teach them various actions with objects, methods and means of communication.

In the game, the child develops as a person. The game forms such a quality of actions as self-regulation, taking into account the personality of the child, the tasks of collective activity. The sense of community restores the intellectual sphere, as there is an interaction of different ideas in the team game, the development of the content of the event and the achievement of a common game goal.

The tasks of comprehensive upbringing in the game are successfully carried out only if the psychological foundations of the game's activities are formed in each age period of early and preschool age. The development of the game is associated with progressive changes in the child's psyche and primarily in his intellectual sphere, which is the basis for the development of all other aspects of the child's personality. Role-playing modes of action specific to the game are replaced by modes of communication. It is these methods that act as carriers of the socially generalized experience of the child's activities. Currently, the issue of increasing the role of the game in the comprehensive upbringing of children in preschool educational organizations and in the family is very relevant.

A good game is also an effective means of correcting disorders in the emotional sphere of children raised in disadvantaged families.

**LITERATURE ANALYSIS AND METHODS.** Research by many modern psychologists shows that the experience of emotions, game events is important for a child. Emotions strengthen the game, excite it, create a favorable atmosphere for relationships, increase the pace necessary for the spiritual comfort of each child, and this, in turn, becomes a prerequisite for the predisposition of a preschool child to educational influence and joint activities with peers.

The Swiss psychologist scientist Eduard Klapared assures that the game is of great importance in the psychological development of the child. Divides games into the following types: games that develop the individual character of children; intellectual games (those that develop cognitive abilities); affective games (those that develop emotions). Klapared's scientific research is aimed at studying thinking and its stages in the development of the child.

Klapared studied the intellectual environment in children, identifying the most fundamental feature in child thought, that is, syncretism - says that children's perceptions of the universe are formed. In his opinion, psychic development occurs as a result of the development of logical thinking, studying the appearance and name of objects, then understanding its sign.

William Shtern says that the child first understands the subject as a whole, and then begins to add parts and understand the whole universe.

As we study scientific and psychological information, one of the first was. We can see that K.D. Ushinsky proved the importance of the game for the child. K.D. Ushinsky, in his work "man as a subject of upbringing" (1867), evaluates that "...play is a way for a child to enter into all the complexity of the adult world around him."

Famous psychologist D. B. Elkonin calls the game "a huge storehouse of the true creative thought of the future person", which gives children the opportunity to orient themselves in an external, visible world that cannot provide any other activity.

As noted by A. N. Leont'ev: "didactic games" are called "borderline" games that represent a form of transition to non-game activities that they prepare. These games contribute to the development of cognitive activity, intellectual operations, which are the basis of learning.

"Each child is a small explorer who discovers the world around him with joy and admiration. The task of adults, parents and teachers is to help him maintain a passion for knowledge, satisfy the child's need for active activities, give him food for the mind," writes V. P. Novikova.

Also, the research of A.N. Leontyev, D.B. Elkonin, R.I. Zhukovskaya shows that the development of the game goes in the entire direction of the preschool child, children restore the relationship between people in role-playing games, restoring the actions of adults on the topic of the game.

**RESULTS AND DISCUSSION.** The game enters the whole life of children. It is a process capable of creating miracles with the skillful guidance of childhood and adults with an organic character. He is able to make lazy hardworking, ignorant educated, incompetent qualified. Game-as if a magic wand, the game can change the way children react to what sometimes seems to them too boring, simple, and boring.

The game is a constant companion of childhood. Each adult, whether teacher or parent, must know the games, have a methodology for their implementation, be able to choose them according to the age of preschool children in order to achieve pedagogical goals.

If we talk about games in kindergarten, then this will help the educator to unite the children's team, introduce shy and Shy children into active activities. In the game, conscious discipline is brought up, children are taught to follow the rules, to justice, the ability to control their actions, to correctly and objectively assess the actions of others.

For children, play is an important means of self-expression, a test of forces. In games, the educator gets to know his educators, their character, habits, organizational skills, creative opportunities better, which allows him to find the most correct ways to influence each of them. Games bring adults closer to children, helping to establish closer contact with them.

Often parents have a bad idea of the educational significance of the game and its age characteristics, so their indifference, which limits the pedagogical impact on games by purchasing toys for children. Therefore, in kindergarten, games are organized that bring the maximum benefit to the comprehensive development and upbringing of preschool children. When the game is aimed only at leadership in children and its gradual formation, it becomes dynamic, taking into account the factors that ensure the comprehensive development of gaming activities of all ages. For adults, it is important to rely on the personal experience of the child. The action of the game formed on its basis will have a special emotional glow.

An important role in the development of moral and volitional qualities is occupied by educational games aimed at separating the tasks of communication. Adults who are one of the participants in the game encourage children to have joint discussions, conversations, conflicts that contribute to the joint solution of the game's problems.

Nevertheless, plot games that form moral and volitional qualities and physical qualities play an important role. In Story Games, children's behavior creates favorable conditions to meet their need for movement and emotional tone. It is also important that children join or leave such a game at their discretion. The plot game affects aesthetic education. This is primarily provided by the choice of toys that meet the requirements of artistic taste, as well as the appropriate design of the position and playing fields in the room. The aesthetics of the content of the games are equally important.

Individual or co-directing plays are not uncommon in preschool age. In its essence, they are similar to role-playing games in that, on the one hand, they reflect the general level of knowledge of children's life events, while on the other hand, they contain elements of creativity and fantasy. The improvement of play activities creates the necessary psychological conditions and favorable ground for the comprehensive development of preschool children. However, the story games themselves cannot solve all the problems of comprehensive upbringing of children in the game. This can be achieved only in conditions of a balanced combination in the course of various types of Education.

Children, observing adults, strive to imitate them in everything, to live on equal terms with them, to repeat something close and interesting to them in the game (actions of people in everyday life, work processes, the attitude of people towards each other, their rest, entertainment, etc.). and so on). The theme, content, sequence of events shown are important in these games (the driver controls the car, the pilot controls the plane, the mother teaches her daughter, and not vice versa).

**CONCLUSION.** In the game, the child reveals the possibilities of his whereabouts, which is not implemented in everyday life. It's like looking into the future. In the game, the child becomes stronger, kinder, more resilient, smarter than in many other situations. It's really natural.

The child must relate his desires to the desires of other children, otherwise he will not be accepted into the game. He can be capricious with parents, caregivers, but not with partners in the game. The game develops the child's communication skills, he needs to learn to build certain relationships with peers. By accepting this or that role, the child learns the norms of behavior necessary to fulfill this role and at the same time does not behave as he wants. He must be as gentle and caring as a parent, as kind and attentive as a doctor, as polite and orderly as a salesman.

From experience we give the following example. Children in kindergarten played each other impulsively. Each child does their job: drawing, cooking dinner, rocking dolls, playing shop-by-shop, and just running. They are so impressed by the games that the group also does not pay attention to the voice of the educator who calls them to be silent. The children almost did not respond to the teacher's request to be silent. But then one of the adults told the children loudly: "children, let's think that we are fish in the sea. From experience we give the following example. Children in kindergarten played each other impulsively. Each child does their job: drawing, cooking dinner, rocking dolls, playing shop-by-shop, and just running. They are so impressed by the games that the group also does not pay attention to the voice of the educator who calls them to be silent. The children almost did not respond to the teacher's request to be silent. But then one of the adults told the children loudly: "children, let's think that we are fish in the sea. Blowing our cheeks, we go on a trip and swim. And you all know that fish cannot speak, they are silent as if their mouths were filled with water." And, of course, after this proposed game, the children calmed down and began to depict the fish with great pleasure. Silence prevailed in the group.

Team play requires the child to mobilize all his strength and capabilities: physical and mental.

The game intensively develops the child's imagination: he builds from chairs, cubes to a garage to a train. The child constantly improvises in the game. Tries to contain everyone and everything around him. So the game will not only bring joy to the child, but also help him develop.

Another educational function of preschool children's games is that they serve as a means of meeting the various needs of the child and developing his motivational sphere. New interests, new motives of the child's activity appear and are strengthened in the game.

Play is a child's lively activity.

All human qualities, especially moral and volitional ones, are formed in various manifestations that make up a person's life, his social existence. Play, as a type of activity, is an activity aimed at the child's knowledge of the world around him through Labor and active participation in the daily life of people.

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