

O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

2-2024

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

application of knowledge in the digital economy.....	360
Z.F.Kasimova	
Beshik to'yi marosimi folklorining o'rganilishiga doir.....	366
M.Y.Mamadjonov, F.A.Bekmuxamedova	
“Mehmon” so'zining o'zbek va ingliz maqollarida ijobiy hamda salbiy ma'noda qo'llanilishi	369
S.A.Mahmudova	
Integrativ yondashuv asosida bo'lajak pedagoglarda ijtimoiy-kreativ kompetentlikni rivojlantirishning pedagogik masalalari.....	373
S.J.Saidmuradova, X.Xolmurodova	
Milliy xarakter va badiiy psixologizm.....	378
G.I.Yuldasheva	
Kompyuter modellarini o'quv jarayonlarida qo'llash tamoyillari.....	383
M.M.Кахарова, З.М.Дадахонова	
Цели и принципы контроля в образовательном процессе	389
A.R.Saydullayeva	
Gender yondashuv asosida bo'lajak pedagoglarni tayyorlash tizimini takomillashtirish zarurati va istiqbollari	393
T.Akhmedova	
The impact of games on the development of pre-school children.....	398
U.Sh.Abduraximova	
Bo'lajak tarjimonlarning lingvomadaniy va kommunikativ kompetentligini rivojlantirishning pedagogik mazmuni.....	402
J.Q.Mirzajonov	
Bo'lajak ijtimoiy ish xodimlarining kasbiy kompetentligini rivojlantirish zarurati va pedagogik imkoniyatlari.....	406



UO‘K: 373.2 (075)

THE IMPACT OF GAMES ON THE DEVELOPMENT OF PRE-SCHOOL CHILDREN

ВЛИЯНИЕ ИГР НА РАЗВИТИЕ ДЕТЕЙ ДОШКОЛЬНИКА

MAKTABGACHA YOSHDAGI BOLALAR RIVOJLANISHIGA O‘YINLARNING TA‘SIRI

Akhmedova Turg‘unoy 

Second-year student of the Preschool Education Program at Fergana State University

Abstract

This article analyzed the literature on the role of play in the child's life in the all-round development of children. Play activities are the basis of preschool children's life. Because all the serious work that children do is manifested in the form of play. We can observe positive features in children's development when ensuring the integral connection of play activities with work and education in the development of children.

Аннотация

В данной статье проанализирована литература о роли игры в жизни ребенка во всестороннем развитии детей. Игровая деятельность – основа жизни детей дошкольного возраста. Потому что вся серьезная работа, которую выполняют дети, проявляется в форме игры. Положительные черты в развитии детей мы можем наблюдать при обеспечении в развитии детей целостной связи игровой деятельности с трудом и обучением.

Annotatsiya

Ushbu maqolada bolalarning har tomonlama rivojlanishida o‘yin faoliyatining bola hayotidagi tutgan o‘rni bo‘yicha adabiyotlar tahlil qilindi. Maktabgacha yoshdagi bolalarning hayotining asosida o‘yin faoliyati joylashgan. Chunki bolalar shug‘ullanadigan barcha jiddiy ishlar o‘yin shaklida namoyon bo‘ladi. Bolalarning rivojlanishida o‘yin faoliyatini mehnat va ta‘lim bilan uzviy aloqasini ta‘minlanganda, ularning rivojlanishidagi ijobiy xususiyatlarni kuzatishimiz mumkin.

Key words: educational tool, games, child development, intellectual, mental aspect, psychologist, activity, preschool age.

Ключевые слова: образовательное средство, игры, развитие ребенка, интеллектуальный, психический аспект, психолог, деятельность, дошкольный возраст.

Kalit so‘zlar: tarbiyaviy vosita, o‘yinlar, bola rivojlanishi, fikriy, aqliy jihat, psixolog, faoliyat, maktabgacha yoshdagi.

INTRODUCTION

During the meeting held on August 16, 2017, under the leadership of the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, crucial tasks were set as a priority for fundamentally reforming the preschool education system structurally and ensuring full coverage of children in kindergartens[1]. It is known that as a person is born and develops, the experience of movement they acquire finds its expression in the emergence and consolidation of various levels of movement programs during their development process. In preschool education, it is essential to educate and teach children comprehensively based on pedagogy and psychology within the physical education system, including the development of their physical skills, habits, and knowledge under the influence of the adult's pedagogical process. Movement games play a crucial role in maximizing the achievement of the task of developing movement abilities in this development, due to their content being directed towards forming and exchanging movement programs. The importance of children's active participation in the game process for their psychological development lies in the fact that not only do various qualities and virtues of children become evident during the game, but these qualities and virtues are also strengthened and assimilated. Therefore, from a psychological standpoint, wisely, that is, correctly organized games contribute to the all-around development of a child's personality and assist in the rapid development of all psychological processes in a child, including perception, cognition, attention, memory, thinking, imagination, and willpower[2].

LITERATURE ANALYSIS AND METHODOLOGY

Games are a manifestation of human identity and a method of perfection. While games hold a certain place in adult life, they are of particular importance for children as well. It would be apt to call games the «companion of childhood.» They are considered the main content of pre-school children's lives. In the all-around development of pre-school age children, games are regarded as the primary activity type. There are unique characteristics associated with developing the basic types of movements at this age. At this stage of teaching, there is an expansion of movement skills and abilities, linked to the development of physical virtues (speed, endurance, agility, etc.). Games manifest as the leading activity in organic connection with labor and education. Nearly all serious activities a child engages in take the form of games. During the game process, all aspects present in the person are activated: the child moves, speaks, perceives, thinks. In child development, the most important tool of education is «Game»

Games have attracted the attention of educators, psychologists, philosophers, ethnographers, and art critics since ancient times, standing second in society's life after labor and defining its content. Primitive communal tribes reflected hunting, warfare, and farming activities in their games. For example, the rice sowing process of some tribes in that era was carried out as a significant celebration with games.

The ideas of J.A. Comenius, K.D. Ushinsky, A.S. Makarenko, P.F. Lesgaft are still important for the theory of modern children's games. «Children's play has a centuries-old history,» wrote K.D. Ushinsky, «It is a powerful educational tool developed by man himself, and therefore it expresses the true needs of human nature.» [3-4]

Jan Amos Comenius considers play to be an essential form of activity for a child, suitable for their nature and inclinations. In his view, play is a serious intellectual activity where all capacities of a child develop, the scope of ideas about the universe expands and enriches, and speech develops. During play, a child makes friends with peers. Viewing play as a joyous childhood and a condition for harmonious development, Comenius advised adults to be attentive to children's games and to lead them wisely.

P.F. Lesgaft states that children reflect impressions from their surroundings in their games. Such activity is of great importance in a child's development.

RESULT AND DISCUSSION

Games are considered an activity aimed at comprehensively learning about the surroundings and various relationships among people at each age stage of a child. Children are curious and easily bored with monotony. The game activities of preschool-age children change depending on the situation around them. Due to the constant changes in their game activities, children do not tire or become bored of playing. A child's various needs, desires, interests, abilities, and personal virtues directly develop during the game process.

Many psychologists and educators have directly addressed the psychological issues of games, emphasizing the significance of games in a child's psychological development. For a child, a game represents a reflection of reality, which is far more interesting than the reality surrounding them. Indeed, in game activities, children exhibit new forms of movement and previously unseen cognitive and intellectual aspects, making games a primary form of initiating thought processes. The critical role of games in a child's intellectual development and overall advancement is evident through this fact. The role of games in the advancement of a child's psychology is unparalleled. Through games, a child learns about the world, its phenomena, and their characteristics, not just acquiring knowledge but also developing speech, independent thinking, imagination, creativity, and social skills. The appeal of games lies in their ease of understanding. The simpler and more interesting the game is, the better it is for the child. It is known that children are easily distracted and quickly bored. The desired outcomes are best achieved when a child participates willingly in an activity.

When discussing the impact of games on the development of movement in preschool-age children, it's important to note that, firstly, organizing games itself creates an ideal condition for enhancing and perfecting the movements of children at this age. Secondly, the reason and characteristics of the game's impact on a child's movements are such that the complex skills of movement are not learned during the game itself but directly through practice. Thirdly, the

advancement of games creates the most favorable conditions for all processes, thus, game activity becomes an independent goal that ensures the child's activeness, as it (the game) becomes the first object of the subject (creature)'s consciousness. Preschool children choose roles with specific characteristics, striving consciously to perform the precise behaviors associated with one character or another. Therefore, games become the most necessary activity for these children, turning the possibility of recalling new types of actions and improvements, and their understanding, into a clear reality. Mastering these actions enables the child to consciously perform physical exercises (A.V. Zaporozhets). The child finds expression in performing light, purposeful actions stemming from the game context, becoming processes of setting goals and recalling them.

Psychologist J. Piaget seriously considers the act of giving new names to objects in play, concluding that this practice is a cornerstone in the formation of symbolic, meaningful thinking. However, this conclusion does not imply that renaming objects is the sole correct way to reflect reality. Thus, expecting cognitive and intellectual growth in a child by merely changing the names of objects is entirely illogical. In fact, changing the characteristics of play activities, rather than merely renaming objects, can significantly impact a child's intellectual growth. Indeed, in play activities, a new form of movement, namely its cognitive and intellectual aspect, becomes apparent, initiating the development of thinking processes in children. The significant role of play in a child's intellectual development or overall growth is evidenced through this fact.

Play not only perfects cognitive processes but also positively affects a child's behavior. According to psychologist Z.V. Manuylenko, who studied the psychological problem related to preschool children's ability to control their behavior, behavioral skills can be acquired more readily and easily in play than in any targeted activity. Particularly, this factor finds its expression as a characteristic of the preschool age. When considering a child's intellectual growth, it should be noted that, based on the act of giving new names to objects or inventing new names during play, the subject tries to engage in active movement. There must be a pivot point for a child to transition from the physical form of objects to their imaginary appearances, and most objects used directly in play serve as such pivot points.

The creation of various imaginary and mythical figures in children's play activities leads to the conclusion that the processes of reflecting objects and phenomena in the external environment (including by children) are not passive but active, creative, transformative, and innovative. Another remarkable feature of children's play activities is that the actions and roles performed by a child during play often have a universal character. In their various games, a child does not only reflect the actions of a single familiar driver, doctor, educator, or pilot but represents the actions of drivers, doctors, educators, and pilots in general. Of course, young children with very limited life experiences and activities (sometimes even younger group children) reflect specific people and their actions in their games (e.g., their mother, father, brother, educator, etc.). In the games of older preschool-aged children, such figures begin to acquire a more generalized character.

In thematic and role-playing games, children primarily reflect the behaviors of adults they see and observe every day (children are observant and highly imitative). The play of 4-5-year-olds gradually takes on a collective character. It is more convenient to observe children's individual characteristics through their collective games. In these games, children reflect not only adults' relationships with objects but more so their interpersonal relations. Moreover, in collective play, children depict the complex life activities of a group of people. Thematic and role-playing games develop at the preschool age but now distinguish themselves with the richness and diversity of their themes. In the process of these games, leadership qualities begin to emerge in children, along with the development of organizational skills and abilities. Their ability to interact with peers is formed.

Among the creative activities that preschool children engage in, visual arts hold significant importance. Depending on a child's ability to imagine, one can assess how they perceive their environment, memory, imagination, and thinking characteristics. The drawings of older preschool group children reveal their inner feelings, emotional states, dreams, hopes, and needs. Preschool children are extremely interested in drawing. Drawing is considered a unique type of play activity for children. Initially, a child draws things they see, and later, things they know from memory and

have conceived. Children approach drawing with creativity, avoiding replication of others' works [5-9].

CONCLUSION

It is known that children's attention is scattered and they easily become bored with one thing. The desired outcomes are best achieved when a child voluntarily participates in an activity. Just as work, service, and chores hold importance in adult life, play is equally important in a child's life. Based on the wealth of information collected from the science of world psychology, it is possible to argue that games play a crucial role in forming the most important aspects of all psychological processes, from the simplest to the most complex. Younger preschool children usually play alone. Through object-oriented and construction games, children at this age develop their perception, memory, imagination, thinking, and motor skills.

A human child cannot immediately assimilate social experience upon birth and growing up. To actively acquire social experiences, a child first needs to have a sufficient level of speech, certain skills, practices, and elementary concepts. Children achieve these through play activities. In preschool children, the development of senses, perception, attention, memory, imagination, thinking, speech, fantasy, emotions, and willpower progresses rapidly. Therefore, not only the parents but also other adults around the child (grandparents, etc.) and educators in preschool institutions must not be indifferent to the child's development.

LIST OF REFERENCES

1. O'zbekiston Respublikasining Prezidenti Sh.M. Mirziyoyevning "2017-2021-yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarori. *T.: 2016 y., 29-dekabr*
2. Kobilova S. (2008) Maktabgacha yoshdagi bolalar bilan o'ynaladigan milliy o'yinlar, *Kumkurgon. 67*
3. Qodirova F., Toshpo'latova Sh., Kayumova N., A'zamova M. (2009). Maktabgacha pedagogika (darslik). *T.: Tafakkur nashriyoti. 684*
4. Babayeva D.R. (2018). Nutq o'stirish nazariyasi va metodikasi (Darslik). *T.: Barkamol fayz media, 432*
5. Jalolova G. (2004) Bolalarni maktabga tayyorlashda noan'anaviy o'yinlardan foydalanish. *T.*
6. Tulenova X.B. "Maktabgacha tarbiya muassasalarida 5-7 yoshli bolalar jismoniy tarbiyasini takomillashtirish" ped. fan. nomzodi. ... dis – *T., 159 b.*
7. Fayzullayeva M. va boshq. (2014) Sog' tanda-sog'lom aql. *T.:*
8. Usmonxo'jayev T. va boshq. (2014) 500 harakatli o'yinlar. *T.: Yangi asr avlodi,*
9. Usmonxo'jayev T.S., Islomova S.T. (2006) Maktabgacha ta'lim muassasalarida jismoniy tarbiya, *T.: Ilm ziyo.*