



The Essence and Characteristics of Game in Children's Activity in Preschool Educational Organization

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Abstract: *The game is a manifestation of a person's personality, a way to improve it. Since the game occupies a certain place in the life of adults, it has a special meaning for children.*

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All aspects of the child's personality are involved in the game: the child acts, speaks, perceives, thinks. The game appears as an important means of education. Since ancient times, the game has attracted the attention of teachers, psychologists, philosophers, ethnographers, art historians. Primitive communal tribes reflected hunting, war, and agriculture in their games. For example, the process of sowing rice among some tribes at that time was carried out in the form of a huge ritual with games.

This is a serious mental activity in which all manifestations of the child's abilities develop, in the game the circle of ideas about being and the world expands, speech develops. The child makes friends with peers during the game. Yu. A. Comenius considered the game as a condition for a happy childhood and the harmonious development of the child and advised adults to pay attention to children's games and wisely direct them.

P. F. Lestgaft says that children reflect in their games the impressions they receive from the world around them. Such activities are of great importance in the development of the child.

Thus, advanced scientists and teachers, with their observations and scientific research, proved that the game is a social phenomenon, that the surrounding being is reflected in the game. Educators should observe the following when directing children's play.

1. Establishing the right balance between play and work
2. In the game, the education in children of the physical and mental qualities characteristic of future workers.

Thus, play is a social activity that has arisen as a result of labor activity in the process of historical development; The game always reflects real life. So, as social life changes, so does its content; play is a conscious activity aimed at achieving a specific goal, it has much in common with labor and serves to prepare young people for work. On the basis of playing activity, the educational activity of the child develops, the better the child plays, the better he learns at school. The first stage of play in early childhood is introductory play, which is an object-object-play activity. Its content is complex and subtle movements in manual work.

The next step is the thinking game. This is the highest point in the development of the psychological content of early childhood play. If adults carry out their educational work in a certain sequence, children of this age will learn the names of objects and objects, what they serve for, and begin to apply this new knowledge in their games, which reflects objective activity. At the end of the first age

and in the play of children of the second age, the plot is reflected. The child demonstrates how to use the object in his hand.

The next stage is a role-playing game in which children reflect the work of adults and the social relationships of people they know. Scientific ideas about the phased development of children's play activities have made it possible to develop clear systematic recommendations for organizing children's play activities in different age groups.

Thus, the role of the game in the pedagogical process of MTT is very large, and it is widely used in the upbringing and education of preschool children. Qualities are formed that ensure the transition of the child to a higher stage of development, there are significant changes in his psyche. In play, all aspects of a child's personality are formed through interaction with each other. Watching a child playing, you can learn about his interests, perception of the environment, attitude towards adults and peers.

The game plays an important role in the system of physical education of children, in the educational work of the MTT, in moral, labor and aesthetic education. In the game, requests and needs specific to the child's body are satisfied, vital activity increases, endurance, freshness, and cheerfulness are brought up. That is why the game occupies a worthy place in the system of physical education of children.

The game is inextricably linked with education and training, with observations in everyday life and is of great educational importance. In creative games, an important process of acquiring knowledge takes place, it uses the mental powers of the child, requires the activation of thinking, imagination, attention and memory, the child learns to solve problems on his own, and there is a better and easier way to implement what he thinks, invents, learns to use his knowledge and express it in words.

It is of interest to find out what is reflected in the game. Often the game serves to give children new knowledge and expand their thinking and knowledge. A creative game cannot be subordinated to narrow didactic goals; with the help of this game, huge educational tasks are solved.

Along with mental development, moral qualities are also formed in the game. Experiences during the game leave a deep imprint in the mind of the child, so the game helps to bring up in the child good feelings, lofty dreams and aspirations, healthy interests.

Play is an independent activity in which children begin to communicate with their peers. They are united by a common goal and a common experience in achieving it. Therefore, the game is important in the development of friendly relations, the formation of skills of collective life, organizational skills. In a small group of children united by a joint game, complex relationships arise. The task of the educator is to involve each child in an active game, to establish relationships between children based on friendship, honesty, and a sense of responsibility for their peers.

The game also helps to fulfill the task of labor education. In their games, children portray people from different professions. With this, they not only imitate the actions of adults, but also reflect their attitude towards their work and labor. The game often awakens the desire to work in the child, forces him to prepare and make things necessary for the game. In the game, the interest in technology that is characteristic of modern children appears and develops, children build various machines and play with technical toys.

The game is an important tool of aesthetic education. Creative imagination, thinking skills arise and develop in the game. A well-chosen toy helps to cultivate artistic taste. Children are fascinated by the beauty and rhythm of movement in action games.

The great educational value of the game is not realized by itself. The game can be useless, even harmful, sometimes causing bad feelings. In order to fulfill the task of all-round development of children with the help of the game, the educator needs to influence him regularly.

In solving this task, the game should be connected with all aspects of educational work in kindergarten. In the game, the knowledge and skills acquired by the children during the training are reflected and developed, and through them the child is taught about life. On the other hand, the qualities cultivated in the game are transferred to other types of activity.

In the game, the child sets a goal for himself, which requires the child to use intelligence and understanding, teaches him to be smart. During the game, you have to talk, fight, argue, and tell a lot. Children have to think and think a lot in order to better make and build what they make. All these are important in the development of the child's thinking and imagination.

The child reflects existence in his play and experiences one or another emotion related to the meaning of the role he has taken. For example, Dilnoza plays the role of a mother in a mother-child game, feeds, dresses, caresses, talks and reads books to her children. This game instills good feelings in the child, such as kindness, care, attention.

Characteristic of role-playing games. What makes role-playing games different from other games is that they have a plot, a role, and an imagined situation.

The main role of the game in the education of the child requires the enrichment of the life of the children's institution with it. That is why the game is permanently included in the daily routine of children's lives. Time is reserved for games before and after breakfast, after training, after walks, before going home in the evening. It is desirable to create conditions for games that do not require extreme mobility in the morning. It is better to play more didactic toys, board games played on the table, role-playing games.

During the walk, it is useful to organize action games, building games. Setting a special time for the game in the agenda is the most important pedagogical condition for the existence of the game as an independent activity and its use as a form of organization of children's life, as a means of education.

The uniqueness of children's play is that it reflects the surrounding life, people's activities, work, actions, and their interactions in the work process. During the game, the room can be a sea, forest, subway, railway carriage for children.

A child never plays quietly, even if he plays alone, he talks to the toy, communicates with the character he portrays, his mother, the patient, the doctor, in short, he speaks instead of everyone else.

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