

## The Role of Didactic Games In The Formation of Spatial Imagination of Preschoolers

*Umarova Guljahon Umidullayevna*

*Teacher of the Department of Preschool Education*

### ABSTRACT

*the article describes the relevance and consistency of work on the development of spatial representations in preschool children.*

**KEYWORDS:** *orientation in space, orientation on one's own body; location, remoteness, spatial relationships between objects.*

The concept of spatial orientation includes an assessment of distances, sizes, shapes, relative positions of objects and their position relative to the body of the orienting person.

The problem of spatial orientation and the formation of spatial representations is one of the most complex and urgent scientific problems, since orientation in space as a psychological phenomenon in its various forms plays a crucial role in the processes of biological and social interaction of a person with the environment. To solve this problem, she organized in-depth work on the formation of spatial representations in children from 4 to 7 years old.

The purpose of the work: the formation of spatial representations in preschoolers. To achieve the goal, the following tasks were solved:

1. Fix orientation on your own body;
2. To teach orientation in microspace;
3. Teach the understanding and use of prepositions;
4. Teach orientation on a sheet of paper;

Orientation in space is performed on the basis of the use of a reference system by a person. A lot of them. And all of them reflect the experience of a person's cognition of spatial relations; generalize the experience of people's orientation in a subject-spatial environment.

The development of spatial orientation is carried out in several stages:

1-Stage Teaching children self-orientation. The initial task is for the child to master orientation on his own body. There was a formation in children of clear ideas about their body and its symmetry. Children learned to distinguish paired opposite sides of their bodies. In the course of exercises and games, children formed ideas about the spatial arrangement of body parts.

Children master the orientation "on themselves" at a young age, fix it in middle age. It includes knowledge of individual parts of your body and face, including symmetrical ones (right or left arm, leg, etc.). The ability to single out opposite sides, first on oneself, and then on another person, on objects, allowed the children to master in the future orientation not only "from themselves", but also from any other objects, "from another person".

This is first. Secondly, this knowledge and skills are necessary for recognizing spatial relationships between objects, which we judge on the basis of their correlation to the sides - front (front), side, top,

<https://cejsr.academicjournal.io>

etc. And, finally, thirdly, orientation in within even a very limited space (group room or part of the room, table area, sheet of paper, etc.) requires knowledge of the main directions. This is a new software challenge. With good reason, it can be called central to the content of the entire work.

2-Stage. Teaching children to determine the spatial directions and spatial arrangement of surrounding objects, toys, with a reference point "from oneself." Based on the knowledge of one's body, i.e., focusing "on oneself", orientation "from oneself" becomes possible: the ability to correctly show, name and move forward - backward, up - down, right - left. The child can set the position of one or another object in relation to himself (in front of me is a table, behind me is a wardrobe, on the right is a door, and on the left is a window, at the top is the ceiling, and at the bottom is the floor).

And it is important to strengthen this connection with the help of game exercises such as Where does the flag point to? Children guessed, for example, which direction the flag indicated (up or down, sideways, forward or backward). They themselves performed the game tasks indicated with the help of flags, ribbons, balls, balls. Thus, the initial experience of orientation in space was gradually formed; taking into account directions, the perception of space itself was rebuilt.

Orientation "from oneself" implies the ability to use the system, when the reference point is the subject itself, and orientation "from objects" requires that the reference point be the object in relation to which the spatial arrangement of other objects is determined. To do this, you must be able to isolate the various sides of this object: front, back, right, left, top, bottom.

Orientations "on oneself", "away from oneself", their use on various objects allowed children to understand the meaning of such spatial prepositions as "in", "under", "on", "beyond". The preposition "on" is usually associated with the upper plane of an object (on a table, on a chair); the preposition "under" - with the underside; the preposition "in" is perceived as an indication of the location inside an object.

The direction "up - down" ("top - bottom") allowed the child to understand such orientations as "above" and "under", "in the middle" and "between" when a group of objects is located along a vertical line.

Directions "right - left" ("right - left") helped to better understand the spatial relationships defined by the words next, in the middle and between, side or edge. The direction "forward - backward" ("in front - behind") contributed to the clarification of such spatial relationships as "ahead", "before", "opposite", "behind", "behind",

"in the middle" and "between" when objects are located along the frontal line from the starting point of reference. Thus, despite the great variety of characteristics of the spatial environment existing in our speech, all of them are based on the development of orientation.

"on itself" and "on external objects".

3-stage. Teaching children to model object-spatial constructions. At this stage, children were taught to analyze and independently create the simplest spatial constructions from toys. In order to prepare children for the independent correlation of spatial constructions, children were taught to explore the space. Training in room modeling begins with a joint survey, from a certain point of reference (from the door, from left to right). This gives children the opportunity to memorize the arrangement of furniture in the room. Such an examination is best done individually and repeatedly.

For modeling, the details of the designer, building material were used. With the help of a teacher, the children examined the details and choose those whose shapes correspond to the shape of the pieces of furniture. The shape of the room was analyzed and correlated with the shape of a table or a sheet of cardboard. The shape of the model must match the shape of the room.

4-stage. Teaching orientation in space with the help of schemes.

<https://cejsr.academicjournal.io>

Training at the stage of development of orientation in space with the help of schemes is carried out in the following areas:

- Teaching orientation according to the picture - plan;
- Acquaintance of children with conditional images of objects;
- Formation of children's skills to correlate the location of objects in real space with the scheme;

I used this technique "Bring the picture to life". They picked up a color picture in which the child could learn everything, picked up the same toys and taught the children to arrange the toys as in the picture.

For teaching orientation in space, it is important to form the initial skills of logical thinking in children. The transitional stage to this form is the ability to perform generalization, mental actions that appear in the form of schematized images. But in order for a child to form such a form of thinking, it is necessary to systematically, purposefully acquaint them with graphs, diagrams, and models. For this, Nikitin's cubes ("Fold the pattern", "Unicube", "Cubes for everyone"), Kuizener's sticks were included in the work.

#### Used literary sources:

1. Umarova G. U. Formation of Mathematical Representations in Children of the Middle Group by Means of Didactic Games //EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION. – 2022. – Т. 2. – №. 2. – С. 387-391.
2. Умарова Г. У. МЕТОДОЛОГИЯ ФОРМИРОВАНИЯ МАТЕМАТИЧЕСКИХ ПОНЯТИЙ //Вестник науки и образования. – 2021. – №. 16-2 (119). – С. 97-100.
3. Umarova G. U. THE INFLUENCE OF LOGICAL TASKS ON THE FORMATION OF COGNITIVE PROCESSES IN PRESCHOOL AND PRIMARY SCHOOL AGE //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 1086-1092.
4. Umarova G. U. THE INFLUENCE OF LOGICAL TASKS ON THE FORMATION OF COGNITIVE PROCESSES IN PRESCHOOL AND PRIMARY SCHOOL AGE //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 1086-1092.
5. Umarova G. U. MATEMATIK TASAVVURLARNI SHAKLLANTIRISH MASHG'ULOTLARIDA KOMP'YUTERLI TA'LIMNING DIALOG METODIDAN FOYDALANIB BOLALARNING IJODIY QOBILIYATINI SHAKLLANTIRISH //Scientific Impulse. – 2022. – Т. 1. – №. 4. – С. 1586-1591.
6. Umarova G. Bolalarning iqtisodiy bilimdonligini rivojlantirishda matematik tasavvurlarni shakllantirish mashg'ulotlarining ahamiyati //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 3. – №. 3.
7. Malokhat B., Umarova G. THE GRAMMAR TRANSLATION METHOD (GTM) IS ONE OF THE MAIN METHODS OF TEACHING A SECOND FOREIGN LANGUAGE //ҚИЁСИЙ АДАБИЁТШУНОСЛИК, ЧОҒИШТИРМА ТИЛШУНОСЛИК ВА ТАРЖИМАШУНОСЛИК: МУАММО, ЕЧИМ ВА ИСТИҚБОЛЛАР. – С. 307.
8. Turdieva M. J. Content Of Development Of Creative Skills Of Preschool Children Based On Individual And Innovative Approach //Berlin Studies Transnational Journal of Science and Humanities. – 2022. – Т. 2. – №. 1.5 Pedagogical sciences.
9. Jurakulovna, Turdieva Mokhira, et al. "Organization Of The Process Of Preschool Education And Upbringing Based On A Student-Centered Approach." International Journal of Early Childhood 14.03: 2022.

<https://cejsr.academicjournal.io>

10. Олимов К., Турдиева М. Инновационный подход и государственная учебная программа «первый шаг» в реализации процесса дошкольного образования и подготовки //Общество и инновации. – 2021. – Т. 2. – №. 2/S. – С. 419-423.
11. Турдиева М. Мактабгача таълим ташкилотлари “Тил ва нутқ” марказида тарбияланувчиларнинг ижодий қобилиятларини ривожлантириш //Центр Научных Публикаций (buxdu. uz). – 2021. – Т. 8. – №. 8.
12. Jurakulovna T. M. Pedagogical Creativity-Requirement of Today //European Journal Of Innovation In Nonformal Education. – 2022. – Т. 2. – №. 2. – С. 236-240.
13. Niyazova G. D., Niyazova S. D. Introducing Children to Nature in the Experience of the Pedagogical Institute of Preschool Education //EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION. – 2022. – Т. 2. – №. 2. – С. 212-216.
14. Davronovna N. S. et al. МАКТАБГАЧА ТА’ЛИМ ТАШКИЛОТИДА ТА’ЛИМ-ТАРБИЯ ЖАРAYONI SIFATI VA SAMARADORLIGINI OSHIRISH //Scientific Impulse. – 2022. – Т. 1. – №. 4. – С. 1461-1466.
15. Ниязова С. Д., Джафарова Ф. Ф. ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ И ЕГО СОСТАВЛЯЮЩИЕ СТОРОНЫ //Scientific Impulse. – 2022. – Т. 1. – №. 4. – С. 1467-1476.
16. Ниязова С. БОШЛАНҒИЧ ТАЪЛИМГА РАҚАМЛИ ТЕХНОЛОГИЯЛАРНИ ТАТБИҚ ЭТИШНИНГ ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАРИ ВА РИВОЖЛАНИШ ОМИЛЛАРИ ХАЛҚАРО МИҚЁСИДАГИ ИЛМИЙ-АМАЛИЙ АНЖУМАН //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 5. – №. 5.