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Playing as a Leading Activity in Preschool Children

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ANNOTATION

In the article, the activity of play in preschool children is the formation of personality, the manifestation of the human self, the fact that it is a method of improvement and its uniqueness.

KEYWORDS: *preschool age period, Children, creative games, Roll Games unconventional, interactive games, logical thinking, development, activity.*

INTRODUCTION

It is the most necessary condition to qualitatively raise the development of the growing young generation in the modern period as a spiritual and moral and intellectual, self-governing independent firm to a new Pagana, from which it follows that innovative forms and methods of education should be used in the educational process. In the meantime, it should be said that for the comprehensive development of children of kindergarten age, the importance of the game, which is considered their leading activity, is great.

At the moment, the activity of the game is one of the ways of personality formation, manifestation of the human self, its improvement. Since this activity occupies a certain place in adult life, it is of particular importance for children. It is not for nothing to accept the fact that the game activity is called the "companion of childhood". Because it forms the main meaning of the life of preschool children. Most serious affairs in which the child shakes will take the form of a game. Preschool children in the game all existing aspects in the person are triggered: the child moves, speaks, perceives, thinks. The game manifests itself as an important tool of upbringing.

LITERATURE ANALYSIS

Many thinkers have covered the reflection in their studies that children receive in their games from tevarak-surroundings. In psychology, play is mainly seen as the creation of an imaginary, imaginary situation. L. The Beginning of this approach. S. Vygotsky considered the difference between the real and the imaginary situation to be the main feature of the game (Vygotsky, 2004). L.S. According to Vygotsky, the child in the game "begins to act not from something, but from thoughts", not real, but imaginary, in an imaginary situation, based on real objects.

The game not only improves cognitive processes, but also has a positive effect on the child's behavior. Z, who studied the psychological problem associated with the content of self-control skills in preschool children. V. Manuylenko believes that it is necessary to acquire behavioral skills in the game in advance and more easily in relation to some goal-oriented training. It should be noted that this factor finds its expression as a feature of the age period in preschool children. In older preschool children, the skill of self-control of their own behavior is almost equal both in gaming activities and in other conditions. Sometimes they can also achieve a higher performance in certain situations, such as during a competition, than in a game. Also, play and play activities are important for the formation of self-control skills in a child. Children of preschool age, taking into account their interest, talent, individual mental and physical characteristics, cultural needs, is a holistic process aimed at the comprehensive development of spiritual norms in a child, the acquisition of life and social

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experience. As a social activity, the game performs certain tasks in society - ensures the transmission of social experience accumulated from one generation to the second generation, the development of the personality of the child, among other means of upbringing. Usually the social nature of the game is such that it can only appear in a certain social context. It follows from this that large members of society also provide objective opportunities for the development of games in order to create the necessary material conditions for the survival and growth of children. In this way, play is considered the need for a growing child's body. For preschool children, the game is important as a leading activity:

- the game for them is learning;
- playing for them is labor;
- For them, play is a serious form of Education.

Play activities are a way for preschool children to explore the world around them. The need to play and the desire to play in children should be used to solve certain educational problems. Conducting the game, organizing the life of children in the game, affects all aspects of the development of the child's personality: emotions, consciousness, willpower and behavior in general. The child also acquires new knowledge and skills in the game. A game aimed at the mental development of a preschool child; contributing to the development of perception, attention, memory, taffakur thinking, creative abilities. Based on the above, the game is not something created by the children's imagination, but rather the children's imagination itself is something that develops in the process of playing. Their processes of reflection of objects and objects in the external sphere are not a passive process, but a creative creative, transformative process in the active sphere. Another striking feature of the play activities of preschool children is that in the process of play, the behavior that the child does and the roles that he performs often have a common character.

Of course, this activity is of great importance in the development of the child.

Taking into account the above, it was proved that the game is a social event, that the game reflects tevarak-the surrounding being-by advanced scientists and pedagogics-through their observation and scientific research.

The children's game is diverse in its content, nature, organization.

The series of children's games is mainly divided into two:

1. Creative games;
2. Rule games;

In some cases, games are invented by the children themselves. There will be no predetermined rules in it. And the rules of the game are set by the children themselves in the process of play. So, such games are considered creative games. Positive gameplay includes: plot-role-playing games, generously played games, build-up and games on the yasahs.

The content and rule of rule games are determined by adults. These games include: didactic Games, action games, musical games, ermak games.

The game is of great importance as a means of developing and raising children. Because psychologists consider the game to be a leading activity in the preschool age. Thanks to the game, qualities are formed that ensure the transition of children in preschool age to the stage of high development, significant changes in the child's psyche are manifested.

In the game, which is the leading activity of children, all sides of the individual are formed by interacting with each other. The result of the observations shows that it is possible to find out the interests of the child playing, his vision of the tevarak-environment, his attitude towards adults and

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comrades.

In order to bring up any quality in the person of the child, it is necessary to develop other aspects of it. In particular, games Rich in content must be created in order to develop the child's interest in the game, self-control skills and externality skills.

Taking into account the importance of game activity in the development of preschool children, especially in the game, the requirements and needs inherent in the child's body are satisfied, life activity increases, bardam, refreshment, cheerfulness are brought up. Therefore, the game occupies a worthy place in the system of physical education of children. The role of the educator in the organization of the children's game is expressed in the following:

- Create conditions for children's games (time, space, resources).
- Development of children's game.
- To help children interact in the game.
- Giving children the opportunity to show themselves and their abilities.

In its own sense, each game has its own significance. A child of preschool age is aroused by interest in finding out what the game is reflecting on. In some cases, the game serves to give children new knowledge and expand their mind, knowledge circle. Creative play cannot be attributed to narrow didactic goals, with the help of this game, very large educational tasks are solved.

The games of preschool children are of high social importance, while being a weapon of knowledge of the surrounding objects and phenomena. In other words, the game is considered a powerful weapon of upbringing. Through children's games, it is necessary to educate in them socially useful, that is, high human qualities.

CONCLUSIONS

Summarizing based on the above, the games of preschool children are of high social importance, while being a weapon of knowledge of the surrounding objects and phenomena. In other words, the game is considered a powerful weapon of upbringing. Through children's games, it is necessary to educate in them socially useful, that is, high human qualities. It is difficult for us to imagine the child's activation process without play. Because, through play, the child develops not only from the physical side, but also from the psychological side. Through play, the child not only learns the universe, what is in it phenomena, characteristics inherent in them, but also learns to speak, to fantasize about independent thinking, to self-control, to create, to treat culture.

So, preschool children, if they effectively use this type of activity, give them the opportunity to achieve a higher effect.

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