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THE PLACE AND ROLE OF PSYCHOLOGICAL GAMES IN THE EDUCATIONAL PROCESS OF PRE-SCHOOL CHILDREN

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ABSTRACT

This article discusses the importance of psychological games in the development of preschool children. As the child grows up, what types of games he plays and in what order he plays games, and how he learns to behave during the game.

KEYWORDS

Personality, education, emotion, game, physical and mental development, psychological games, artistic and creative activity.

INTRODUCTION

The first foundation of education is definitely laid in the first stage of the educational process in the organization of preschool education. After that, the school period of general secondary education will certainly begin. In accordance with the Law No. URL-595 of 12.16.2019, continuous education aimed at providing education and training to children,

developing them intellectually, spiritually and morally, ethically, aesthetically and physically, as well as preparing children for general secondary education lim type, as well as the decision of the President of the Republic of Uzbekistan "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan" dated September 30, 2017 No.

it is mentioned that it is necessary to pay attention to the provision of methodical, didactic materials, developmental games and toys, fiction literature.

LITERATURE ANALYSIS

Australian psychologist K. Buhler states that not only the intellectual development of children, but also their moral development is determined from the generational point of view.

American pedagogue and psychologist Dj. Dewey - human nature cannot be changed, a person is born with the needs and mental characteristics that are formed through heredity. He believes that these needs and mental characteristics are manifested in the process of education and sometimes change, and it is a criterion that determines the amount of education.

In today's era, the way a person spent his childhood and what knowledge and skills he acquired is of great importance for a person to become a mature specialist in society or an absolute master of his work. Promotion of science is the main pillar of education, which determines the future and prospects of any country. Changing the self-discovery process of children throughout their lives, starting from early childhood, 2-5 years old. Developing a positive self-concept is undoubtedly an important aspect of social and emotional functioning. Children who know and understand themselves have an important guide for their behavior and social interactions. Nevertheless,

we still know very little about how self-use is related to children's self-regulation perceptions, which may account for individual differences in the early stages of self-concept. According to theory, self-concept develops as a function of multiple internal and social influences. Many emphasize the role of children's emotions and the relationship between parents and children. In general, these hypotheses have yet to be confirmed by empirical work. It remains to be seen whether each of these variables is related to the ways in which young children describe themselves, such as temperament, parenting, and family interactions, despite extensive social and personality research suggesting otherwise. Preschool education is an institution of great importance in raising a harmoniously developed personality, instilling in the hearts of the young generation the knowledge and values that determine the child's entire future. Psychological games are the main activity of children of preschool age, through which the child is formed as a person. The game determines the extent to which the child's education, work, and attitude towards people are formed. The game is of great importance in the physical development of children, in the educational work of the preschool educational organization, in the intellectual, moral, labor and aesthetic education of children. The moral improvement of the society depends on the content, form and essence of the educational work carried out in it. For this reason, there is a need to pedagogically interpret the renewal of

education, the step-by-step education system implemented in our republic, to ensure the effective passage of this process. In fact, psychological games are an activity aimed at the child's comprehensive understanding of the surrounding life and various relationships between people at every age. In all periods of human historical development, psychological games are recognized as the first and most important type of subject socialization, development and activity. Therefore, along with the important types of personal activity - work, study, play also plays an important role in its formation and development. Through games, life experience, acquired knowledge, basics of lifestyle and social attitudes, and cultural values of the older generation are consistently passed on to the younger generation. Psychological games have the characteristics of educating and developing a person, teaching him, and preparing him for social life. Due to their properties, games have been one of the important foundations of folk pedagogy since ancient times. Direct games serve to educate children spiritually, morally, intellectually, physically and aesthetically by helping to develop intuition, attention, perception, memory, thinking, and speech. A child of preschool age is prepared for study and work in play activities.

RESEARCH METHODOLOGY

It is known to everyone that as the child grows up and has the opportunity to act independently, his outlook

on things and events around him expands. The leading activity of preschool children is play. The games of children of this age can be divided into three types:

1. Games with objects (played for 15-20 minutes);
2. Story-role games (played for 30-60 minutes);
3. Regular games (can last from 1 hour to 2 days).

The fact that children create various imaginary and mythical images in their play activities shows that the reflection of things and events in the external environment of a person (including children) is not a passive process, but an active, creative process. Another feature of children's game activity is that the child's actions and roles during the game often have a common character.

Children of this age spend most of their time with games, especially from 3 to 6-7 years old, games go through a significant development path: from object management and symbolic games to rule-based plots. - to role-playing games. All game types can be seen at this age. During this period, the following main types of children's activities are consistently improved: control game with objects, constructive type individual object game, collective plot-role games, individual and group creativity, game-competition, game-communication, housework. Preschool children mostly play alone with objects and various toys. In their object and constructor games, they improve perception,

memory, imagination, thinking processes, as well as their movement skills. Of course, young children (sometimes children of a small group) with a limited range of life experiences and activities only reflect concrete people and their actions in their games. For example, (mother, father, brother, tutor, etc.). And in the games of children of middle or senior kindergarten age, such images begin to have a general character. Gradually, until middle school, the game becomes more team-based, and more children begin to join it. It is convenient to observe the individual characteristics of children during their team games. In their games, children reflect and imitate not only the attitude of adults to objects, but also their mutual relations. Also, in team games, children reflect the complex life activities of a group of people.

The mental development of 3-7-year-old children was influenced by artistic and creative activity

music is also very important. Children sing songs through music,

they learn to make rhythmic movements according to the music. 3-7 years old

the main activities of children take place in the following sequence:

- learning subjects;
- games with individual subjects, role-playing games with a team plot;

- individual and group creativity;
- competition games;
- communication games;
- housework.

CONCLUSION

The child actively learns and acquires all the achievements of mankind. In this case, the world of objects, actions performed with their help, language, relations between people, development of motivations for activity, growth of abilities, should be carried out with the direct help of adults. Basically, the independent activity of the child begins to increase from the preschool age. The upbringing of preschool children should be focused on mastering their complex actions, forming elementary hygiene, cultural and labor skills, developing speech, and forming the first buds of social, moral and aesthetic taste.

According to the famous Russian pedagogue Lesgaft, the pre-school age of a person is such a stage that during this period, the patterns of character traits are formed in children, and the foundations of moral character are formed. One of the outstanding characteristics of preschool children is their mobility and imitability. The main law of the child's nature can be expressed as follows: the child requires continuous activity, but he is tired not from the result of the activity, but from the sameness and chronicity of the activity.

Through the relationship with adults and peers, the child begins to learn about moral standards, understanding of people, as well as positive and negative relationships.

A child of preschool age can now control his body well. Its movement is coordinated. During this period, the child's speech begins to develop rapidly. He feels the need to reinforce what he knows about the acquisition of news, to hear the story he knows over and over again and not get bored of it is a characteristic of children of this age.

Because of this, psychological games have the characteristics of educating, developing, educating and preparing a person for social life.

Psychological games are the main activity of children of preschool age, through which the child is formed as a person.

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