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THE VALUE OF TOYS IN THE GAME OF A PRESCHOOLER

Submission Date: April 01, 2023, Accepted Date: April 05, 2023,

Published Date: April 10, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue04-01>

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ABSTRACT

The purpose of the article is to show the importance of toys in the development of a preschool child's personality and to clarify the basic requirements for the selection and placement of play equipment in kindergarten. It should be noted that a toy is not often considered as a subject of scientific research, since it is perceived mainly as an integral part of the game reality, as an element of the game. Quite often, adults do not attach serious importance to a children's toy, and in fact it is intended not only for leisure and entertainment. It should be noted that the toy contributes to the socialization of a person in society, allows the formation of a child's personality, conveys socio-cultural historical experience.

KEYWORDS

Games, toys, children's toys, personality development, preschool age, play environment.

INTRODUCTION

A toy is an indispensable companion of any child's life, not only develops and brings

up positive qualities in him, but also is a good friend and partner in the game. The toy has a huge impact on

the personality of the child, especially on his psyche, is a source of joy, causing a different emotional attitude.

The toy not only gives knowledge about the surrounding reality, but also introduces to the cultural

traditions of the people engaged in the manufacture of children's toys. The importance of toys as an important means of mental development of a preschool child is recognized by many researchers, educators and psychologists. We emphasize that folk pedagogy also used a toy to introduce children to the environment and introduce them to the world of adults. A game and a toy are obligatory companions of childhood. As indicated N.K. Krupskaya, every child needs a game, this need can be explained by the fact that in this way the child seeks to get to know others, imitating adults and showing active actions.

MATERIALS AND METHODS

In preschool age, play is the leading activity of children. The child spends a lot of time in the game. It causes significant changes in his psyche. "Play is important in a child's life, it has the same meaning as an adult has activity, work, service. What a child is like in the game, so in many ways he will be at work when he grows up. Therefore, the upbringing of a future adult takes place primarily in the game ..."

A game and a toy are inseparable concepts. A toy is an object specially created for children's games. But this is not a reduced copy of a real object, but a conditional image of it, an extremely generalized artistic image. Expressive form, mobility, brightness and conventionality of coloring — all this attracts the child to the toy, causes a desire to play with it. A toy is a

source of joy for a child. According to the definition of L. S. Makarenko, a toy is the material basis of the game. Playing, the child realizes his thoughts, feelings in action, and therefore, the direction of his thoughts, feelings, and actions largely depends on what he plays, what toys fall into his hands. Toys are of particular importance in the life of children of younger preschool age, as they are an incentive to play, its organizing principle: a doll encourages them to play mother-daughter, a car — a chauffeur. The content of the game depends on toys; they serve as a support for the development of creative imagination. Recognizing familiar objects in toys, the child gets the opportunity to combine his ideas, process and actively assimilate new impressions. The repetition of these impressions in different combinations with the help of toys helps to form general ideas and makes it easier for the child to understand the connection between different phenomena of life. A toy, an object intended for play. Recreating real and imaginary objects, images, the toy serves the purposes of mental, moral, aesthetic and physical education. The toy helps the child to learn about the world around him, teaches him to purposeful, meaningful activity, promotes the development of thinking, memory, speech, emotions. The toy is widely used in educational work with children, in particular for the development of children's, technical and artistic creativity. The types, nature, content and design of toys are determined by specific educational tasks in relation to the age of

children, taking into account their development and interests.

By the age of 3, the baby begins to assimilate the functional purpose of objects. And where, if not in the game, can he most sensitively learn that they are sitting on a chair and eating from a plate? Therefore, it is necessary to expand the set of children's toys with dishes and furniture. It should be close to the size of a child, but be lighter. The child strives to live an adult life, so help him. A toy representation of real life will allow the child to easily get used to further in the team of peers and fully develop both emotionally and intellectually. By the age of 3, the toys living with the child should increase in size: a large doll, a large car, a large toy animal. The set of toys must include all kinds of pyramids, constructors. These toys themselves tell the child how to act with them.

By the age of 4-5, all kinds of sets of families, soldiers, and animals begin to arouse the child's lively interest. The child begins to come up with different versions of games with them. Gaming preferences begin to be divided by gender: boys choose cars and weapons, and girls dolls and everything related to them. But both of them continue to develop an interest in various types of mosaics and lotto. By the age of 6, the child awakens an interest in modeling, designing. How does the game affect the development of a child's personality?

- In the game, the child learns to communicate and interact with peers, acquires new qualities that are needed for successful communication;

- The ability to invent various games yourself is influenced by the child's imagination. The better the imagination is developed; the more interesting games the child will come up with. Other children are attracted to those who can compose interesting games, and this develops a child's sociability and sociability, makes him a leader among a certain group of kids;

- The game is the most interesting thing in the life of every child, so it is in the form of a game that the most necessary qualities for later life develop: obedience to the rules, compliance with the role assumed, memory development, purposefulness;

- In the game, we often note the reflection of our adult relationships, because even playing "shop", one child will behave in a measured, polite manner, and the other will quarrel and sort things out. A preschooler cannot come up with such tactics of behavior himself — surely this is a projection of your relationship with other people. Perhaps you do not notice many nuances in your behavior, but by the way the child behaves in the game, you can note some deviations in the negative side. Change your behavior and the style of play will also change;

- The game is extremely important as a means of developing responsibility, comparing thoughts with actions, calculating possible consequences, mindfulness, and developing arbitrary perception. Through the game, the child learns to control his emotions, behavior, compare them with the behavior of other children;

-The child will quickly understand this truth: to play with other children, you need to obey the rules of the game. Due to his zeal for communicating with peers, the child learns to be disciplined, which requires a lot of effort from him;

- The role of the game is especially important in the development of the personality of the leader and the personality of the slave, because these qualities are one of the most important in life. If your child is a leader, he will immediately take the initiative, offer a lot of options for a variety of games, take "command" into his own hands. If your baby is a slave, then he will perfectly obey the rules that others have come up with. If you don't like your child's statement, teach him to be a leader, and you can see the results of your efforts during the game;

- If a child is playing with toys, then this is the most successful case in order to teach the baby to share them, eradicate greed, and also teach him to clean up after himself;

- In the game, the child develops the best thinking, the ability to calculate his next step, to anticipate the behavior of another person.

RESULTS AND DISCUSSION

Thus, a toy is an attribute for children's play and at the same time, an important pedagogical tool that has a huge educational and developmental value [1]. In a children's game, the toy plays a key role: it allows you to simulate, display real actions of adults (the driver needs a car, the pilot needs an airplane). This is its main purpose: performing active actions, self-realization, expressing one's own thoughts and feelings [10]. A good toy motivates a child to think, setting him a variety of game tasks, and thereby developing initiative and cognitive abilities. For example, a technical toy demonstrates the device of a particular car or bicycle, a way to set it in motion, i.e. introduces the elements of mechanics. Building materials and constructors, models for making homemade toys develop creative constructive abilities, stimulate the development of spatial orientation and logical thinking. A special place in this sense belongs to Lego construction and robotics, the development of which significantly expands the technical knowledge of preschoolers and, due to their huge developing potential, today represents one of the promising areas of preschool education. The main feature of any toy is that it contains in a generalized form typical features, properties of the object, according to which a child in a

game can reproduce certain actions (a doll is a generalized image of a person; a bus, a tram are generalized images of transport; bear, wolf - generalized images of animals). Toys are thus able to expand children's horizons, stimulate interest in the objects and phenomena of reality reflected in it, develop independence, creativity, dexterity, cultivate communication skills, friendly relationships, the ability to coordinate actions with a peer, the ability to manage them behavior. So, the toy is the subject of children's fun and entertainment, serves to develop mental, moral, physical and aesthetic abilities, that is, contributes to the versatile development of the child. It helps the child to know the surrounding reality, promotes the development of his thinking and speech, awakening of creative initiative. Therefore, a toy together with a children's book are the first works of art that enter the lives of children. A toy as a part of universal culture is the most pedagogically valuable, as it allows you to develop a comprehensively harmonious personality of a preschooler.

CONCLUSION

Of course, you can play without toys, but this is the same as eating immediately from a frying pan, without a plate, fork and spoon — the process is the same, but with additional elements it is much easier, and in the case of toys it is much more interesting and exciting. It is worth giving the child toys of different purposes

every time, so that his inner world is enriched, and childhood becomes more interesting every time.

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