

Pedagogical Fundamentals of Game Activity in Preschool Children

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Abstract. The article describes the role of family and society in child education, the role of play in the development of play activities of preschool children, and the role of play in the process of education.

Key words. Team, game types, action games, didactic games, games with rules, speech, movement, social influence, relationship, the team.

The game is the main means of educating a child's personality. Through the game, children acquire the work experience of adults, knowledge, skills, methods of action, moral norms and rules, reasoning and discussions. In the game, the child's ways of interacting with peers and adults are formed, feelings and tastes are cultivated. The game is a means of development and education of children. Psychologists consider play to be the leading activity in preschool age. Thanks to the game, the qualities that ensure the transition of the child to a higher stage of development are formed, significant changes in the psyche appear. The game is an independent activity, during which children begin to communicate with their peers. In turn, this ensures the child's gradual integration into society. That is why the game is important in cultivating friendly relations, forming team life skills, and organizational skills. In a group of small children united by joint play, complex relationships arise. The game also helps to fulfill the task of labor education. In this, they not only imitate the work of adults, but also reflect their attitude to work.

There are various types of play for preschool children.

1. Story and role-playing games; Along with changing the content and theme of these games, its structure and initiative also grow. Along with changing the content and theme of plot role-playing games, its structure and game forms change. Children's independence and initiative also grow. At first, children play separately. Gradually, the emergence of role-playing games, reflecting the relationship between people in the game, creates a game that is performed together.

2. Didactic games; It is a method of education suitable for the age and capabilities of preschool children. Rules are an important element of didactic games. Complying with the rules ensures the fulfillment of the game content. Such games make the educational process easier and more interesting. Didactic games for children are divided into different categories depending on the age of the children.

a) Games with objects (toys).

b) Table games, "lottery", "domino" plan

c) Games with words.

3. Games with action or rules; Action games are an important complex educational process. Such games are the main means of physical education. Active games have a creative effect on the physical development of children's movement activities, the formation of movement skills and physical qualities, and the strengthening of health by increasing the functional activity of the body and enhancing emotional and cheerful feelings.

4. Coin making games; Such games are considered to be an effective activity and allow children to compare the built structure with the existing objects and objects that served as the basis for the construction of the structure. The content of construction games forms children's positive feelings towards the surrounding environment.

Regardless of the type of game, they all serve to expand the world view of children. The uniqueness of the children's game is that it reflects the surrounding life, people's activities, work, actions and their interactions in the work process. Game activities allow children to learn individually. Some children like to play as a team. This affects the overall development of the child. It is difficult to imagine a child's mental development without play. Because through the game, the child develops not only physically, but also psychologically. Through play, the child not only learns about the world, its phenomena, and their characteristics. That is, the child's speech, independent thinking, creativity, and social culture will grow. During the game, the child learns to work as a team for the first time. While playing the game, the child learns to use his knowledge and to be able to use it in different situations. Along with intellectual development, moral qualities are also formed in the game. In this process, all existing qualities of a person are activated, the child acts, speaks, perceives, thinks, etc.

The game is an important means of mental education of the child. The knowledge acquired at MTT and at home is found in the game and is used in practice to help the child's all-round development by following the program. That is why the best and most proven means of forming a child's personality at preschool age is the child's own active activity. In order to cultivate a certain quality in a person, it is necessary to develop other aspects of it. For example, a well-organized team of children is necessary to develop a child's interest in games and organizational skills. In the game, the demands and needs specific to the child's organism are satisfied, vital activity increases, endurance, freshness, cheerfulness are cultivated. Therefore, the game is of great importance in the physical development of children.

Since ancient times, the game has attracted the attention of pedagogic psychologists, philosophers, ethnographers, and art historians. In their games, the tribes of the primitive community depicted hunting, war, and farming.

Y.A. Comensky, K.D. The ideas of Ushinsky, A.S. Makarenko are also important for the theory of modern children's games. Y.A. Comenius considered play to be a necessary form of a child's activity, corresponding to his nature and inclinations. In his opinion, play is a serious intellectual activity that develops all the child's abilities, in the game, the range of ideas about existence and the world expands, and speech develops. The child makes friends with his peers during the game. Y. A. Komensky considered the game as a condition for a happy childhood and a child's harmonious development, and advised adults to pay attention to children's games and guide them wisely.

In this way, advanced scientists and pedagogues proved with their observation and scientific research that the game is a social event, that the game reflects the surrounding existence. In this way, the game is a social activity that emerged as a result of work in the process of historical development. The game always reflects real life. So, with the change of social life, its content also changes. Play is a purposeful conscious activity that has a lot in common with work and serves to prepare young people for work. A child's academic activity develops on the basis of game activity, the better the child plays, the better he studies at school.

The integration of children in the game is divided into several stages.

The first stage is the formation of children's side game. This is typical of early years and small children. In such a game, children look at their friend's game with interest, and they are happy when they play together. The game of children of this age is organized by influencing their behavior under the guidance of adults.

In the second stage, children begin to unite mechanically through the game. Such mergers will be short-term. By this time, it becomes clear which of the children is interested in which game, if the same children are interested in didactic games, others like action games, others prefer creative games, and so on. The teacher's task is to teach children to play longer with this or that game.

In the third stage, the group of children who play are united by friendship and mutual liking. Even if there are not many players, children play with interest. By this time, there is a general demand to evaluate each other. At this stage, the educator should create the moral basis of children's unity in the game, form relationships of mutual support and friendship in them.

If all types of games are used appropriately to make children's games interesting and meaningful, positive results will be achieved in teaching and educating children. The theme of the game is determined by the children's interests and strong impressions. The socio-political events reflected by children at home depend on the expansion of children's knowledge and life experience. The great educational significance of the game is not realized by itself. The game can be useless, even harmful, and sometimes it can cause 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, qualities cultivated in the game are transferred to other types of activity. The importance of children's active activity during the game for their mental development is that the various qualities and qualities of children are not only manifested during the game, but such qualities are strengthened and mastered. Therefore, psychologically rational, i.e., correctly organized play develops the child's personality in all aspects, and at the same time stimulates all the child's mental processes - perception, perception, attention, memory, thinking, imagination and will. helps to develop. Due to the fact that the game consists of actively imitating the actions and behaviors of adults, the game provides ample opportunities for children to strengthen their moral qualities and to learn the rules of etiquette.

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