

Game - Children's First School

Nargiza Isokova,
NamSU Faculty of Social Sciences
Teacher of the Department of History.

Stopping a child from playing games and forcing him to study endlessly kills the child's soul, lowers his mind, and poisons his life.

Imam Ghazzali

Abstract: This article highlights how games play a role in children's creativity.

Key words: Game, toy, doll, labor, material, culture, art, mentality.

The game is a natural way to teach children to solve their own problems, to control their desires, to manage their emotions, to look at various problems from different points of view. In a busy and complicated life, there is no other way to acquire these skills. That is why it is very important that the future creator of the future child spends more time on the game.

The question arises: What do games give to children and young people?

Play is the main way of life for children, especially between the ages of 2 and 7, and later they switch to study and work. Games act as a special school of preparation for life and future events for children. They grow children not only physically, but also mentally, enrich their minds, awaken children's imagination, sharpen their memory, and strengthen their will. In the process of games, the child acquires almost all the basics of knowledge, improves the future skills necessary for personal development. The games served as preparation for the future stage of life and continue to fulfill this function as much as possible. If a child plays the game conscientiously, he will most likely live conscientiously in life.

This hypothesis, a unique prediction, is clearly described in a number of works of the People's Writer of Uzbekistan Shukur Kholmiraev:

"When I think about it, there is a lot to say in children's games. In those games, we were trained not only physically, but also mentally. What kind of people have we become? This is known from the outside. However, I see the basis of some qualities in us, in me personally, from those games. After all, we are witnessing that some of our friends who cheated in the game cheated in life even after they grew up. Or vice versa. In short, childhood games are strange testing periods for each of us.

The famous German psychologist Karl Gross expressed his views on the importance of games in this way: "The main goal of our childhood is to develop habits for life tasks in the future. We can say without hesitation that the main role is played in this. We don't play just because we are children, on the contrary, childhood is given so that we can play."

In the history of psychology, many concepts of this type of child activity have been given. One group of psychologists believe that the game is an instinctive development of talent, an unconscious training of the future serious functions. Others associate the game with the issue of happiness, and the third group evaluates it as a way to reduce heat. The fourth group of researchers believe that the process of discarding the information received during the game takes place. All of these are correct. It is also a fact that the game is a special type of activity that is the basis of the child's understanding of the world of things and people's relationships. If a child of two years and older does not like the game, cannot play, it is an indicator that there is a certain defect in the development of the same child. The sick state of the child is a specific sign of his inability to communicate with the people around him.

The solution to the problem: Psychologists conducted the following experiment with children aged 5-6 years: in completely empty (even without furniture) rooms, trained and untrained children were placed. After that, they invited them to play and secretly observed them. It was found that the children who were not trained in the game walked around the room idly or did not move at all. And those who were taught to play, in turn, talked on the phone as if they were lying, cooked kasha, took care of themselves in front of the

toshoyna, drove a plane, a car, etc. From this we draw the following conclusion: it is necessary to teach children to play different games. The educational value of the game is: It teaches children to be smart, quick, to act appropriately, to aim with the eyes.

The importance of the game in the life of a child is extremely great, just as activity, work, and service are important in the life of an adult, so is the game in the life of a child. As a child is at play, so is at work when he grows up. Therefore, children who will become owners of some activity in the future are first of all educated in the game. Therefore, it is possible to see the whole history of each child's growth, how he becomes the owner of the activity and what kind of worker he is, how the game becomes more complicated and it gradually turns into work.

Game activity is one of the most natural activities in human life. Most of the knowledge about the outside world is acquired by the child mainly through various games. Experts are well aware of the rich culture and rich spiritual heritage of the Uzbek people in this field as well. From time immemorial, our forefathers have distinguished between girls' and boys' games Agans. Girls' dolls are often made with the help, support, and support of their mothers, grandmothers, and in this process, that cultural environment and its economic potential are reflected. Or arymchok, ball games formed mobility, accuracy and counting skills, ability to cooperate with other equals. Boys' games are also unique in that they were never played by girls.

In today's excessively globalized, rapidly accelerating lifestyle, the form and content of children's games are changing, as well as the ongoing transformation processes in all areas.

For example, if we refer to one of them, the following game: What is "Toptash"? It is called "ball game" because it is played by collecting three, four, five stones in each hand. White, red, yellow, blue stones of various colors, hexagons, but tending to be round, are picked and collected by girls, they carry them and play with them. Every girl has "stones". Through the game "Toptash" children develop moral qualities such as memory, memorizing ability, cognitive skills, loyalty to the agreement, recognition of conditions, correctness and honesty, and their intuition and passions are stimulated. Such games, such as "Shaftolishakar", "Koch, balam, sor keldi", "Ok teragu kok terak", "Zo'qi-zoqi", have reached us by word of mouth. However, only their names have been preserved, and their words, along with themselves, continue to be forgotten. For example, at the beginning of the game "Three-ball" a draw is made. A girl puts a stone in her palm, takes her hand behind her back, turns it around and holds her hand in front of her, saying, "Find the stone in my hand." M. According to Ishakov, in the recent past there was a game of "five stones" among children's games. It wasn't just a game. In a practical sense, agility, dexterity, hands and fingers were trained in fine and complex movements. The girl who finds the stone starts the game, if she doesn't, the girl who hides the stone starts, the three ball stones, with their requirements, are the starting part of the ball game. In this game, its opening stanza, two years, three years, special procedures, marra-karra games, batman-batman lapari, "hakkalakam", "read-path", "ter flower", "broom flower", "fly" there is a concluding lapar, "Ikki tol's popugi", "Rolling game", "Katron qish", "Zebokhon bayti", "Hakkalakam oynsam man man", end-of-word pisandas. In this game, there are 9 game conditions, 5 poetic pieces. To fulfill the condition, girls place three stones on their palms, repeat the words "you are young, one young, two young, three young" and turn the stones on the front and back of their hands. Some girls with bigger and longer palms will fulfill these conditions by turning back and forth 11 times and not dropping the stones on the ground.

The ball game is described in the book "Uzbek Folk Children's Games" as follows:

Two children participate in the game. Whoever collects five stones first starts the game. The first player throws five stones in front of the fences, which are set as "gates". One of them takes the other hand. His friend, who is watching him, points out one of the remaining four stones as the "base". After that, the first child begins to insert the stones into the "gate", the "base" is inserted after everyone else, and he must not move while inserting other stones. After that, he collects all the stones, takes them in his palm, throws them up, and if there are not many stones left behind his palm, his friend continues the game. The child with the most points is the winner. The game "Toptosh" is played in the street, in the yard, at home in all seasons.

In children's games, both the game and the audience are children themselves, in which the player and the audience appear as a single figure, they are interconnected. That's why every game is like a dramatic work, a piece of life, a pain, a problem, and its author and performer are the children themselves... This really shows the children's creative potential. After all, children enjoy playing, struggle while playing, feel the pain of defeat while playing, strive for victory while playing, learn while playing, master the science of discovery

and creation while playing, sing while playing, experience empathy and cooperation while playing, unite and feel the interest of unity while playing. , even while playing, he is separated, lonely and suffering from loneliness. Although the action in the game acquires a meaning that expresses the meaning of life, it is mainly imitative in nature. Because children play by imitating adults, imitation becomes a means of mastering the world and people for them. "There are special points in the life of children living in the bosom of the people," wrote the Russian folklorist G. Vinogradov. Children understand and live in a separate world. They know how to play games without the presence of adults, they learn while playing, not directly from adults, they learn their heritage from their older brother, they learn to dance - again, not from those adults, often keeping a huge secret from them. awareness of the environment does not always come under the influence and guidance of adults. Nevertheless, it is an undeniable fact that imitation is the guiding principle in children's activities. When he carries water in his bucket, builds a house out of mud, and makes a threshing machine out of dirt, the child is not just playing, he is working in his own way, imitating adults. This is not just imitation work, but a life lesson in mastering its own processes and understanding the essence of work. He learns life while playing, develops and finds his creative potential while playing, learns creativity while playing, and of course becomes a creator of the future.

List of references:

1. Kholmiraev Sh. Election Volume II: Stories. - T.: "Sharq, 2005. - B. 192 – 222. Kholmiraev Sh. Selection: Volume III: Stories. - T.: Sharq, 2006. - B. 28-60.
2. Elkonin D. B. Psychology game. 2nd izd. - M.: Humanist. izd. center VLADOS, 1999. – S. 72.
3. Games and toys of preschool children // Preschool education, 2001. No. 6. – B. 6, 7.
4. Hasanboeva O. Educational work in extended day groups. - T.: Teacher, 1994. - B. 34.
5. Makarenko A. S. Selected pedagogical essays. V 2- x t. M.: Pedagogy, 1978. - S. 33.
6. The child is dear, the mother is respectable. - T.: UZBEKISTAN, 2001. - B. 145.
7. Avesta: Book of Yasht. M. Ishakov's translation. - T.: Sharq, 2001. - B. 104.
8. Mirzaev V. Uzbek folk children's games. // For a healthy generation. 2004. No. 4. – B. 34.
9. Safarov O. Uzbek folk children's games. // T.: 2013. – B. 79.
10. See: Safarov O. Uzbek folk children's games. // T.: 2013. – B. 5. Vinogradov G. Children's national calendar // Sibirskaya jivaya strana. Ethnog. Collection. Vyp. Irkutsk, 1924. S. 59-60.