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EDUCATIONAL SIGNIFICANCE OF PLAY ACTIVITY IN PRESCHOOL EDUCATION

Dekkanboyeva Iroda Rustam kizi

3rd year student of the Preschool Education Department of the

Nizami National Pedagogical University of Uzbekistan

Abstract

The successful implementation of educational work in preschool educational organizations depends on the correct organization of each type of activity of the pedagogical process in preschool educational organizations. The use of modern interactive methods, the game, which is considered the most interesting and acceptable form for the child, gives effective results in the effective organization of educational work. The game is a manifestation of the human personality, a way of its improvement. Since the game occupies a certain place in the life of adults, it is of particular importance for children. It is customary to call it the "companion of childhood". It constitutes the main content of the life of preschool children. Inextricably linked with labor and education, it manifests itself as a leading activity. Most serious work that a child is engaged in takes the form of a game. In the game, all existing aspects of the personality come into play: the child moves, speaks, perceives, thinks. The game is manifested as an important means of upbringing.

Keywords

Game technology, child, education, method, person, preschool educational organization, mechanism.

INTRODUCTION

At a time when significant requirements are imposed on the methodological training of educators and masters of preschool educational organizations in our country, the development of mechanisms for improving their pedagogical and psychological training, the organization of the educational process based on program requirements, the ability to apply various methods and tools with a creative approach to activities, and the formation of pedagogical professional competence of educators are among the current pressing issues. As is specifically noted in the Law of the Republic of Uzbekistan "On Education", the use of advanced pedagogical technologies in the teaching process plays an important role in increasing the effectiveness of education.

LITERATURE ANALYSIS AND METHOD

The ideas of Ya.A.Komensky, K.D.Ushinsky, A.S.Makarenko, P.F.Lestgaf are also important for the theory of modern children's games. "Children's games have a centuries-old history," wrote K.D.Ushinsky, "they are a powerful educational tool developed by man himself, and therefore express the true needs of human nature in them." Jan Amos Komensky considered games to be a necessary form of child activity, corresponding to his nature and inclinations. In his opinion, games are serious mental activities in which all manifestations of a child's abilities develop, in which the range of ideas about being and the world expands and enriches, and

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speech develops. During the game, the child makes friends with peers. Y.A. Comenius, considering the game as a condition for a joyful childhood and harmonious development of the child, urged adults to be attentive to children's games and to guide them wisely.

An important form of the comprehensive development of preschool children is their main activity. The game is a manifestation of the human personality, a way of its improvement. Since the game occupies a certain place in the life of adults, it is of particular importance for children. It is customary to call it a "companion of childhood". In the process of the game, the child's personality begins to form as a subject of activity. The game is one of the topical issues that has long attracted the attention of famous scientists, pedagogical psychologists, philosophers, sociologists, ethnographers and cultural figures.

DISCUSSION

In the game, all aspects of the child's personality are formed in interaction with each other. By observing a child at play, one can learn about his interests, his perception of the environment, his attitude towards adults and peers. In order to cultivate a certain quality in a person, it is necessary to develop other aspects of his personality. For example, to develop a child's interest in the game and organizational skills, games rich in content should be created. In turn, a well-organized children's team is necessary to develop children's creative games. The game plays a large role in the system of physical education of children, in the educational work of the preschool educational institution, in moral, labor and aesthetic education. In the game, the demands and needs inherent in the child's organism are satisfied, vital activity increases, endurance, cheerfulness, and cheerfulness are cultivated. Therefore, the game occupies a worthy place in the system of physical education of children. Play is inextricably linked to education and training, observations in everyday life, and has great educational and educational value. In creative games, an important process of acquiring knowledge occurs, which uses the child's mental strength, requires the activation of thinking, imagination, attention, and memory. The child learns to solve problems independently, comes up with a better and easier way to implement what he thinks, learns to use his knowledge and express it in words.

RESULTS

Interest in learning what is being reflected in the game is aroused. Often, the game serves to give children new knowledge and expand their thinking, the scope of knowledge. Creative play cannot be subordinated to narrow didactic goals, with the help of this game, very large educational tasks are solved. A game with rules allows you to regularly train the child's sensory development, thinking and speech, involuntary attention and memory, various movements. Each game with rules has a specific didactic goal and is aimed at the general development of the child. It is important that education be in the form of a game and is aimed at the general development of the child. It is important that education be in the form of a game and corresponds to the age characteristics of the child. An interesting game increases the child's mental activity, in the game the child can solve a more complex problem than in the lesson. This is not to say that education should be completely in the form of a game. Education requires the use of various methods and techniques. Play is one form of education that is most effective when combined with other methods, such as observation, conversation, narration, and so on.

CONCLUSION

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The game is an important means of aesthetic education. In the game, creative imagination, thinking skills are formed and developed. A well-chosen toy helps to cultivate artistic taste. In active games, the beauty and rhythm of movement captivate children. The great educational value of the game does not come about by itself. The game can be useless, even harmful, and sometimes cause bad feelings. In order to fulfill the task of comprehensively developing children with the help of the game, the educator must systematically influence it. 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 children in classes are reflected and developed, and through them the child is taught for life. On the other hand, the qualities cultivated in the game are transferred to other types of activity.

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