ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
**American Academic publishers, volume 6, issue 03,2026**

Journal: https://www.academicpublishers.org/journals/index.php/ijai

# THE EFFECTIVENESS OF TEACHING CHILDREN THROUGH PLAY IN PRESCHOOL EDUCATION

**Umarova Feruzabonu Bobir qizi**

**Ruziyeva Dilyora Xusniddinovna**

Teacher of Samarkand State Pedagogical Institute

Doctor of Philosophy (PhD) in Pedagogical Sciences

**Annotation**

This article analyzes the effectiveness of teaching children through play in preschool education from a scientific and pedagogical perspective. The role of play activity in children's development and its impact on intellectual, socio-psychological, and speech development are highlighted. In addition, effective methods of forming knowledge, skills, and competencies in children through didactic and role-playing games are discussed. The article substantiates the importance of play-based learning in developing independent thinking, communication, and creativity in children. The research results show that teaching through play is an important tool in increasing the level of school readiness of preschool children.

**Keywords**

preschool education, play-based learning, didactic games, role-playing games, child development, pedagogical technologies, competency-based approach, speech development, social adaptation, school readiness.

In the conditions of modern globalization and informatization, the modernization of the education system, increasing its effectiveness, and ensuring the comprehensive development of the individual have become urgent scientific and pedagogical issues. Especially at the preschool stage, which is the initial link of the continuous education system, it is important to ensure the intellectual, socio-psychological, and personal development of children. Because it is during this period that the fundamental qualities of a child's personality, cognitive activity, and attitude toward learning are formed.

In preschool education practice, selecting effective forms and methods of teaching children is one of the key pedagogical tasks. From this perspective, play activity holds special importance as the leading type of activity for children. Teaching through play not only corresponds to children's natural needs but also serves to activate their cognitive processes, develop independent thinking, and gain social experience.

Analysis of scientific literature shows that play activity is an important factor in children's psychological development. During play, children explore their environment, engage in communication, master various social roles, and learn to solve problem situations. Therefore, play-based educational activities in preschool education are recognized as an effective tool for developing children's intellectual potential, enriching their speech, and ensuring social adaptation.

ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
**American Academic publishers, volume 6, issue 03,2026**

Journal: https://www.academicpublishers.org/journals/index.php/ijai

In modern pedagogical approaches, play-based learning is considered in close connection with competency-based, learner-centered, and activity-based teaching concepts. These approaches help children not only acquire knowledge but also apply it in practice, make independent decisions, and actively participate in social environments.

In particular, educational processes organized through didactic and role-playing games are important in increasing children's interest in learning, encouraging active participation, and ensuring the effectiveness of education. However, although the theoretical foundations of play-based learning are sufficiently developed, issues related to increasing its effectiveness, integrating it with modern pedagogical technologies, and implementing it in practice remain актyal. This necessitates deeper scientific research into this topic and a broader exploration of the didactic potential of play activity.The issue of teaching children through play in preschool education has been widely studied in pedagogy and developmental psychology. Research in this field has revealed the theoretical foundations and practical possibilities of play activity.

The pedagogical and psychological nature of play activity has been substantiated by a number of scholars. For instance, Lev Vygotsky recognized play as the leading activity of preschool children and emphasized its role in accelerating psychological development, especially thinking and speech. According to him, during play, a child enters the “zone of proximal development” and learns to perform more complex tasks with adult support.

Similarly, Daniil Elkonin highlighted the importance of role-playing games in child development, stating that through such games, children assimilate social relationships and behavioral norms, which directly influences their social adaptation.

Aleksey Leontiev, a proponent of the activity-based approach, viewed play as a key factor in the formation of personality, linking it to children’s motivation and needs. Western scholars such as Jean Piaget associated play with stages of cognitive development, emphasizing that through play children understand their environment and independently acquire knowledge. Jerome Bruner, from a constructivist perspective, stressed the importance of active participation and discovery learning through play.

Studies conducted by local pedagogical scholars also highlight the methodological foundations, effectiveness, and practical applications of play-based learning. These studies analyze the role of didactic, movement-based, and role-playing games in increasing children's cognitive activity and preparing them for school.

In recent years, play-based learning has been increasingly considered in relation to modern pedagogical approaches such as competency-based and integrative approaches. According to these perspectives, play is not merely an entertaining activity but an effective pedagogical tool that develops essential competencies such as problem-solving, communication, independent thinking, and creativity.

In preschool education, teaching children through play is considered an essential component of modern pedagogical approaches and an effective form of education that aligns with children's natural developmental needs. Play-based learning increases cognitive activity, encourages independent thinking, and actively involves children in the educational process.

ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
**American Academic publishers, volume 6, issue 03,2026**

Journal: https://www.academicpublishers.org/journals/index.php/ijai

The essence of play-based learning lies in organizing the educational process according to children's interests and needs. During play, children participate voluntarily rather than compulsorily, which enhances learning effectiveness. As a result, children better understand and apply the material they learn.The effectiveness of play-based learning is determined by several key factors.First, play increases motivation. Activities organized in a game format stimulate interest and encourage active participation.

Second, play develops cognitive processes such as thinking, attention, memory, and imagination.Third, play positively influences children's socio-psychological development. Through role-playing, children learn social roles, teamwork, communication, and rule-following, which facilitates adaptation to the school environment.

Play-based learning also significantly contributes to speech development. Through storytelling, dialogue, and role-playing, children's vocabulary expands, their speech becomes more fluent, and their ability to express thoughts coherently improves.In modern preschool practice, various methods and technologies are used in play-based learning, including didactic, movement-based, role-playing, and сюжет-based games. In addition, interactive games based on information and communication technologies enhance interest and learning effectiveness.

To effectively organize play-based learning, certain pedagogical conditions must be met. Games should be age-appropriate and aligned with clear educational objectives. The teacher should act not only as an observer but also as a facilitator and organizer. Maintaining a balance between play and learning is essential.

An individual approach is also important. Taking into account each child's abilities, interests, and developmental level increases effectiveness. Moreover, organizing assessment in a game format reduces stress and allows children to participate freely.In conclusion, play-based learning in preschool education is recognized as one of the most effective modern pedagogical approaches. Research shows that play activity enhances cognitive engagement, develops independent thinking, and fosters a positive attitude toward learning.

Play-based education significantly contributes to children's intellectual, speech, and socio-psychological development. Through didactic and role-playing games, children develop logical thinking, communication skills, problem-solving abilities, and teamwork skills, which are crucial for school readiness.However, the effectiveness of play-based learning depends on its proper organization, clear pedagogical goals, and consideration of children's age and individual characteristics. The integration of modern pedagogical technologies further enhances educational quality.

Overall, teaching through play in preschool education is not only an effective instructional method but also a vital pedagogical factor that ensures the comprehensive development of children. Therefore, its wider implementation, methodological improvement, and scientific development remain urgent tasks.

## REFERENCES

1. Ministry of Preschool Education of the Republic of Uzbekistan. Ilk Qadam State Curriculum. – Tashkent, 2018.

ISSN: 2692-515-x, Impact Factor: 9.23
**American Academic publishers, volume 6, issue 03,2026**
Journal: https://www.academicpublishers.org/journals/index.php/ijai

2. Cabinet of Ministers of the Republic of Uzbekistan. Concept for the Development of Preschool Education System. – Tashkent, 2017.
3. Abdullayeva Q. Preschool Pedagogy. – Tashkent: O‘qituvchi, 2019.
4. Rakhmonova D. Methods of Preschool Education. – Tashkent: Fan va Texnologiya, 2020.
5. Yuldosheva M. Child Psychology. – Tashkent: Tafakkur, 2021.
6. Karimova S. Developmental Psychology of Preschool Children. – Tashkent: Innovatsiya, 2022.
7. Nurmatova Z. Didactic Games and Their Role in Education. – Tashkent: Ma’naviyat, 2020.