

PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PRESCHOOL CHILDREN'S PLAY

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Abstract: *This article presents information on the pedagogical and psychological properties of games, which are of great importance in the upbringing of children, their intellectual, emotional and social development.*

Keywords: *play, pedagogy, psychology, imitation, imagination, emotional development, development, ability.*

MAKTABGACHA YOSHDAGI BOLALAR O'YININING PEDAGOGIK VA PSIXOLOGIK XUSUSIYATLARI

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Anottatsiya: *Ushbu maqolada o'yinlarning pedagogik va psixologik xususiyatlari bolalar tarbiyasida, ularning intellektual, emotsional va ijtimoiy rivojlanishida katta ahamiyatga ega ekanligi haqida ma'lumotlar keltirilgan.*

Kalit so'zlar: *o'yin, pedagogika, psixologiya, imitatsiya, tasavvur, emotsional rivojlanish, rivojlanish, qobiliyat.*

Аннотация: *В статье представлена информация о педагогических и психологических свойствах игр, которые имеют большое значение в воспитании детей, их интеллектуальном, эмоциональном и социальном развитии.*

Ключевые слова: *игра, педагогика, психология, подражание, воображение, эмоциональное развитие, развитие, способность.*

The game of preschool children plays a very important role in their development. The game forms not only their skills, but also their psychological state. For children of this age, the game is the main means of communication and

self-awareness. The psychological characteristics of the game of preschool children are as follows:

1. Imitation and role-playing: Children often imitate the actions of adults, which is important for their social and emotional development. Role-playing teaches children how to communicate with others and understand the needs of others. For example, they experience different social situations and relationships by playing roles such as "doctor," "host," or "mother."

2. Imagination and creativity: Children often use their imagination during play. They create new worlds for themselves and play different roles in them. Imaginative play develops children's creativity and innovation, and also helps them maintain emotional balance.

3. Social Communication: Kindergarten-aged children develop social skills by interacting with each other through play. During play, they learn to express their thoughts, listen to and consider the thoughts of other children. This is very important for children in developing emotional intelligence.

4. Self-awareness and self-regulation: Play helps children develop self-awareness. For example, through play, they learn to control themselves, satisfy their desires, and make decisions. Play also teaches children to manage their emotions and show empathy for others.

5. Emotional development: Play improves children's emotional state. They experience their emotions through different roles and situations in play. This helps to increase their emotional stability. For example, through play, they experience emotions such as fear, happiness, sadness, and joy and learn to manage them.

6. Problem Solving: Children learn to solve various problems through play. During play, they learn to analyze situations, develop strategies, and find ways to solve problems. This, in turn, develops children's decision-making and choice-making skills.

7. Managing Success and Failure: During play, children experience successes and failures. They learn to manage their emotional and psychological states by

winning or losing in the game. This process helps children develop the ability to adapt to different situations and manage their emotions.

Kindergarten children not only develop physically and mentally through play, but also grow psychologically. Play helps them to understand themselves, develop social communication skills, maintain emotional balance, and solve problems. Therefore, play is a very important psychological tool for children of this age.

Research on play activities has been widely covered in many fields - pedagogy, psychology, sociology, defectology, and preschool education. Below is an analysis of important literature in this area:

Jean Piaget is a theory of cognitive development. According to him, play is a stage in the development of a child's thinking. He considers play to be the main tool for forming a child's logical thinking. Jean Piaget analyzed games as functional, constructive, and symbolic games. L.S. Vygotsky is a theory of sociocultural development. He studied the game within the child's "zone of proximal development", that is, the child acquires new knowledge through play with the help of adults. According to Vygotsky, the game prepares the child for real life. D.B. Elkonin He studied games on the basis of social roles and considered them as activities that directly affect the child's personal development. Elkonin recognized the game as a leading type of activity. Uzbek researchers: Yuldoshev Sh.R., Egamberdiyeva G.T., Toshmuhamedova N.A. - these scientists have studied the educational and methodological importance of play in the Uzbek preschool education system. They emphasize the development of moral, speech, physical and aesthetic education through games.

The methodology of scientific research is a set of research methods, approaches, and scientific foundations. The methodology for gaming activities can be considered as follows:

The main methodological approaches to studying game activity:

Methodologically, the study of game activity is carried out on the basis of various approaches and methods.

The pedagogical and psychological properties of games are of great importance in the upbringing of children, in their intellectual, emotional and social development. Through games, children not only acquire knowledge and skills, but also gain important experiences in understanding themselves, others and the environment. The pedagogical and psychological properties of games are described in detail below:

1. Pedagogical features

Play has several key characteristics that influence children's development in the pedagogical process:

Enhancing the learning process: Play makes learning more interesting and effective for children. Through play, children learn new knowledge, explore topics, and strengthen their attention. Games often combine knowledge with practice, which makes learning easier;

Increase motivation: Play is a process that requires children's active participation and motivates them. In order to achieve success in the process of play, children strive to work harder, acquire new information, and develop new skills. This, in turn, increases children's motivation to learn;

Cognitive (mental) development: Games develop children's logical thinking, attention, memory, and problem-solving skills. For example, the need to memorize rules, analyze situations, and make decisions in games is an important mental exercise for children;

Social and emotional development: Play teaches children how to communicate with others, work in groups, and respect each other. By acting out social roles, they learn to interact with others and understand social rules. Play also helps children express their feelings and share them with others;

Self-expression and creativity: Play gives children the opportunity to express themselves. Creative play, such as drawing or drama, helps children express their thoughts and feelings. This develops creativity and self-expression;

2. Psychological characteristics:

Games play an important role in the formation and development of children's psychology. Their psychological aspects are as follows:

Emotional management: Children experience a variety of emotions during play: happiness, sadness, anxiety, joy, etc. Games allow children to learn to manage their emotions. They learn to feel happy when they succeed in the game and to cope with failure;

Empathy development: Role-playing, where children put themselves in the shoes of others, teaches them to understand and support their feelings. This helps develop empathy skills, which means children learn to be respectful of others' feelings;

Effective decision-making: Games, especially strategy and logic games, develop problem-solving and decision-making skills in children. Through play, children learn to make choices, plan sequences of actions, and make decisions based on the situation;

Personal Development: Through play, children develop a sense of self-awareness, understanding their abilities, strengths, and weaknesses. Play helps build self-confidence and self-esteem.

The pedagogical and psychological properties of games complement each other. From a pedagogical point of view, games help children develop cognitively and socially, making the learning process more effective. From a psychological point of view, games help children learn to manage their emotions, communicate with others, and solve problems. Therefore, games are of particular importance in the upbringing of children.

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