

Encouragement, The Meaning of The Game, The Game, Development, Child Development Through The Game

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Abstract

Preschool age is one of the most important periods in the life of every child, during which there is a development of figurative forms of cognition of reality — perception, imaginative thinking and imagination. The child becomes ready to study and master knowledge about the world around him. Children are active in various types of activities, such as play, work, study, and also the child has independent play activities.

Keywords: didactic game, the meaning of the game, the role of the game, education, training.

INTRODUCTION

Each teacher sets a goal in his activity, in which the main task of teaching is to ensure the assimilation of knowledge by each child, and to such an extent that he can easily use this knowledge in the future. The accuracy and completeness of the child's reproduction of the acquired knowledge mainly depends on how the memorization of the material was carried out and how it was organized. Therefore, taking into account the fact that play activity is the main one in preschool age, its proper organization is one of the ways of pedagogical influence on the child by the educator.

MATERIALS AND METHODS

The game in preschool childhood has a developmental value. Games in the learning process are of great interest to preschoolers. These are games that make you think, provide an opportunity for a child to test and develop his abilities, including him in competitions with other peers. During the game, each child begins to develop an arbitrary memory and attention, as a result of which children can concentrate better and remember more from the proposed material. That is, by properly organizing the play activity of the pupil, the teacher can achieve greater efficiency of the learning process organized by him. During the game, children develop as individuals, each of them forms such sides of the psyche, subsequently on which the success of children will depend, both in educational activities and in work, as well as their relationships with others. Didactic games play an important role as a means of teaching in preschool pedagogy, which can serve as the main part of classes, helping to assimilate and consolidate the acquired knowledge, mastering the methods of cognitive activity. A significant feature of didactic games is that the tasks are provided in a playful way and include not only a cognitive, but also an educational component. The educator organizes and directs the game, acting as a performer of the game task, an assistant in making the right choice, as well as supporting and activating the positive influence of pupils on each other. Didactic games can be classified as games with objects and toys, verbal, desktop-printed, musical-didactic. Also, games have a certain structure that characterizes it as a form of learning and gaming activity. As a rule, there are such structural components of a didactic game as a training (didactic) task, game actions, rules of the game and its result. The educational

(didactic) task is determined by the purpose of teaching, educational influence and is formed by the educator, reflecting his activity (for example, in a didactic game, in accordance with program tasks, the ability not only to compose words from letters is fixed, but also counting skills are practiced). That is, it is necessary to formulate a training task as a game, and the more diverse it is, the more interesting and successful the game itself is for the guys. For example, children of three or four years of age have not yet sustained attention, so for a solid assimilation of knowledge they need to be as interested in work as possible, for this it is advisable to conduct verbal didactic games, but with a large set of clarity. To have a relaxed conversation with children at a leisurely pace, using bright visual aids and game exercises, didactic games, all this will create a positive emotional mood in the children. The opportunity to teach young children through active activities that are interesting for them is a distinctive feature of didactic games. However, it should be noted that the knowledge and skills acquired by the players are for them a by-product of activity, since the main interest is not a learning task, but game actions — for children of early and younger preschool age, and solving a game problem, winning - for children of older preschool age. In preschoolers of five, six years, the higher the level of their overall development, the games for the formation of amateur forms of behavior are more valuable. The game encourages children's curiosity and the need to act actively, enriching them with the necessary knowledge and developing skills at the same time, stimulates thinking, which helps to identify the existing inclinations of a preschooler and turn them into abilities. During the game, the child realizes that his success mainly depends on effort and this gives him the opportunity to learn something new.

RESULTS AND DISCUSSION

Didactic games are a universal means of comprehensive development of a preschooler, as such games contribute to the development of cognitive abilities. This is the acquisition, generalization and consolidation of new knowledge, analytical and synthetic activities are carried out, by dividing complex phenomena into simpler ones or vice versa, single ones are generalized. Didactic games benefit by teaching preschoolers to apply their knowledge in new conditions, enriching their sensory experience. They replenish and activate the dictionary, contributing to the development of the child's speech, developing coherent speech. For example, by encouraging children to repeat the same sound combination many times (assuming the role of a bird or a car), the child actively reproduces the desired sound and the more enthusiastic he is about this process, the more complete the pedagogical effect.

Social and moral education in didactic games is facilitated by the fact that children learn, show a sensitive attitude to each other, be fair, if necessary, give in and help, sympathize, that is, there is a knowledge of the relationship of children among themselves and with adults. Preschoolers think about the perfect actions, how correct and appropriate they are in specific situations.

The pedagogical value of didactic games is that:

- preschool children are given tasks that require attention, concentration, sequence of actions, mental effort and the ability to comprehend the rules;
- didactic games contribute to the development of children's feelings and perceptions, the assimilation of knowledge and the formation of ideas. These games teach children a variety of economical and rational ways to solve mental and practical problems, which is their developing role.
- in order to form the abilities of preschoolers, it is necessary to ensure that the didactic game becomes not only a form of mastering individual skills and knowledge, but also contributes to the overall development of the child.
- to solve the problems of moral education, the development of sociability in children in didactic games, the teacher creates conditions for children that require them to be able to play together, be honest and fair, demanding and compliant, as well as regulate their behavior.

CONCLUSION

Thus, for successful education of preschoolers, consistency is needed. Games should be selected with consistently developing and increasingly complex content, with didactic tasks, game actions and rules. For a developing and educational result, all games should be used in the system. Educational and cognitive tasks in didactic games are interrelated with game ones and, therefore, when organizing games, it is necessary to pay attention to the presence of entertaining elements in the classroom: surprise, search, guessing.

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