

Development Centers of Preschool Organizations and Children's Play Activities

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Abstract

The article presents information and opinions on the organization of play activities of preschool children in educational centers. An attempt was also made to explain in detail the features and important aspects of gaming activities in development centers.

Keywords: preschool age, activity, game, development center, representation, role, task, imitation.

INTRODUCTION. The decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On approval of the Concept of development of the preschool education system of the Republic of Uzbekistan until 2030" clearly defines the content of the work carried out in the preschool education system. In accordance with the resolution, tasks such as the introduction of innovations, advanced pedagogical and information and communication technologies into the preschool education system, the introduction of completely new approaches to the development of children in preschool institutions were set. Together with the decision, the Concept of development of the preschool education system of the Republic of Uzbekistan until 2030 was also approved. Within the framework of the concept, conditions are created for the comprehensive intellectual, moral, aesthetic and physical development of preschoolers.

The development of a child means the acquisition of social experience in the process of activity. Play is the main activity of a child in preschool age. During the game, the child gains experience accumulated by people.

Play activity prepares the child for the next, even higher stage of development - schooling. Games are very important for preschoolers: for them, a game is a study, for them a game is a job, for them a game is a serious form of learning.

Among all types of games, plot and role-playing games have the best influence on the development of a child. The most favorite and most necessary games for children are those games in which children themselves determine the purpose of the game. These are: building a house, going to school, lunch... The gameplay consists in achieving this goal: the child makes a plan, chooses ways of implementation. Let the train in which he rides is made of chairs, let the house be built of splinters, but that's not the point, the child's imagination fills reality; the planning process itself is very important here.

The child's need to participate in adult life is realized in play activities. Working with children in development centers and organizing games in accordance with the age of children depends on the pedagogical skills and methods of work of teachers. Pedagogical skills are very necessary for teachers and all employees working today in all organizations of preschool education. It is for a modern child that our caring teachers and parents should always have an answer to all their questions. Sometimes we have to get out of a situation, of course, it depends on our skills. In

educational play centers, children learn to think freely and independently. Imagination and thinking develop quickly. The location of the development centers should be as follows: it is advisable to place low-activity centers separately from other centers where activity is stormy and active, that is, so that children can work and play in the center without interfering with each other. It is necessary to guide them and offer children to choose their own centers so that they do not get bored.

The game is a reflection of the activities of adults and their relationships through the roles taken by children and the use of various game items. During games, "any real actions performed by adults in some conditions are repeated by the child in other, game conditions."

Satisfying the desire to be like adults, children realize their desire for activity and independence in games, show initiative, act creatively.

Games fill children's lives with joyful experiences, enrich them emotionally, create a refreshing mood.

The game is a form of reflection of reality. A story-role-playing game is a special human activity of a child, fundamentally different from the game analogues that can be observed in animals. This game has social significance not only in its content, but also in its structure and mechanism.

The reasons for gaming activity are unique. Gaming activity is mainly focused on the process itself, not on its product. The implementation of this activity always brings satisfaction and pleasure to the child. This is a unique feature of gaming activity that distinguishes it from other activities.

LITERATURE ANALYSIS AND METHODS

According to the research of the Russian scientist A.V. Zaporozhets, the game creates favorable conditions for the development and improvement of the child's movements, during games his motor development improves.

In his research, D. B. Elkonin writes that along with the plot of the role-playing game, there is also its content.

The game not only improves cognitive processes, but also has a positive effect on the behavior of the child. According to Z. V. Manuileko, who studied the psychological problem associated with the formation of behavior management skills in preschool children, the skills of behavior in the game are acquired earlier and easier compared to purposeful learning, especially this factor is found in kindergarten, its vivid expression as a trait of his age. In older preschool children, the ability to manage their emotions is almost doubled both in play activities and in other situations. Sometimes they can achieve higher performance in certain situations, for example, during a competition, than in a game. Based on the above considerations, in general, games and play activities are important for the formation of a child's behavior management skills.

In the game, the child has something that he cannot do in other conditions. For example, studies have shown that the ability to control their own behavior appears in the game immediately before completing a task; in the game, children memorize more words than in other situations; children performing simple labor operations with game motivation is more effective than performing the same operations with other types of motivation. In the process of plot-role-playing games, children use various objects, act with them, compare and contrast, distract themselves and think about some of their properties, build others with imagination, use some objects as others.

All this improves children's intuition and feeling, helps to develop thinking, develops and trains imagination.

The game is, of course, a joint activity. This means that children need to communicate with each other during the game in order to perform coordinated actions. Perhaps there is no other activity in preschool age in which the need to communicate with each other is more pronounced. Therefore, mastering speech means during the game will have a special motivation. Communication of children during games helps to develop their speech (expand the meaning of

words, train speech in natural conditions). It can be said that when using national folk games and their application, it should be borne in mind that children of this age are much more prone to broad, strong movements than to small movements that require precision. This was emphasized at the time by the great teacher Jan Amos Komensky in his writings.

RESULTS AND DISCUSSION

During games, children assume roles (i.e., they pose as other people), perform various actions in accordance with the logic of the role, and stop other actions that contradict the nature of the role. The game helps to develop children's imagination, trains the will; as a result, children develop skills of arbitrary behavior and joint activity.

Plot-role-playing games clarify and deepen children's ideas about the environment, expand their knowledge. The game creates situations that are not found in the practical everyday life of children, and you can expand their knowledge, speech stock, the meaning of words. During these games, the child learns the world.

Story-role-playing games develop interest and love for animals, books, learning, interest in various types of work, respect for working people, the ability and desire to work. During these games, children learn the rules of social behavior, learn the norms of behavior in everyday life. Joint activity in the process of plot-role-playing games contributes to the formation of friendly and comradely relations between children. A child needs friends in the game - he needs someone to treat him, wash him, teach him, take him to the garden, cook lunch for someone, sell groceries. During the game, children learn to act together, by agreement, take into account the interests of other participants in the game, subordinate their interests to the common good, make concessions, act for a common goal, i.e. teamwork, acquire self-discipline skills in a team.

During the game, children easily and consciously assimilate the norms of moral behavior. Reflecting the life of adults, children demonstrate, learn and master their relationships. Play is the moral development of a child. Games help to bring children closer together and form a children's team.

CONCLUSION.

Acting independently in the game, performing this or that action, the child also shows his interests, personal qualities, feelings. Therefore, in the game, without being observed in any other activity, you can learn those features and capabilities of the child that are necessary for the effective upbringing of the child. In the game and through the game, you can successfully influence the child himself, his attitude towards himself, his position in the team, the attitude of other children towards him.

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