

## The Importance of Play in the Development of a Child and Why it is Necessary to Encourage it

**Ibragimova Gulchekhra Anvarovna**

Gulistan State University Faculty of Pedagogy 2nd year student

### Abstract

This article talks about the importance of play in the life of a preschooler, how it is necessary and how it should be used to encourage children.

**Keywords:** Encouragement, the meaning of the game, the game, development, child development through the game.

### INTRODUCTION

What do children love most when they are alone? Of course, play! In different games, with different partners, with fantastic and diverse attributes. The game is a special kind of activity. What is the power of this activity? Why does it attract individual children, groups, and large children's education so much? We will have to find answers to these questions in the arguments proposed below.

### MATERIALS AND METHODS

Before school, a child's play activity is considered leading. And in elementary school, for a long time, educational activities are combined with the game. The game has powerful developmental characteristics. It affects the development of all cognitive processes: thinking, attention, memory and, of course, imagination. In addition, the game organizes the feelings of the child and influences his actions. From an emotional point of view, the technology of the game is phenomenal and unlike other educational technologies. It offers children pleasure, a variety of entertainment and at the same time forms the models of moral behavior necessary for life in society. The game reproduces the norms of life in society, rules of behavior, models situations close to the life experience of a child. Mastering the knowledge gained during the game, the child is introduced to the culture of the country in which he lives and the culture of the world. The game helps the child to assimilate the social experience and turn it into a personal asset. In addition, the child actively communicates with peers in the game. This greatly expands his communication skills. It is in the game that the child's will develops, because the child, mastering some new way of action for him during the game activity, learns to overcome difficulties. During the game, the child's mental activity develops. After all, the game requires solving new, ever-increasing challenges. The child, following the rules of the game, must quickly figure out what action the participants of the game expect from him. Moreover, he understands that his actions should satisfy the rest of the participants in the game. What is important in the game? The fact that the conditions of the game offer items that replace the real elements of life. Such a "substitute" object becomes a support for the child's thinking and helps him to think correctly about the real subject. This prepares the child for thinking in terms of ideas. Participation in various games teaches the child to take a different point of view, to delve into the difficulties of other participants in the game. Of course, it depends on the type of game,

but most of the games that children play teach them reflection. Reflection as a person's ability to analyze his own actions and correlate them with the actions of other people is a necessary element of life in a human community.

Consequently, the development of reflexive thinking in a child to some extent guarantees him free operation of his behavior.

Well - known games

- movable,
- role - playing,
- desktop,
- didactic,
- business, etc.

In our opinion, mobile, role-playing, and, of course, didactic games are of particular importance for a child, although other types of games find their place in their lives.

## RESULTS AND DISCUSSION

At preschool age, the game becomes the leading activity, but not because a modern child, as a rule, spends most of his time in entertaining games - the game causes qualitative changes in the child's psyche. In the game activity, the mental qualities and personal characteristics of the child are most intensively formed. In the game, other types of activities are formed, which then acquire independent significance, that is, the game affects various aspects of the development of a preschooler. Gaming activity affects the formation of the arbitrariness of mental processes. So, in the game, children begin to develop arbitrary attention and arbitrary memory. In the conditions of play, children concentrate better and remember more than in the conditions of classes. The conscious goal is to focus attention, remember and recall what stands out for the child earlier and easiest in the game. The very conditions of the game require the child to focus on the objects included in the game situation, on the content of the actions being played and the plot. If a child does not want to be attentive to what the upcoming game situation requires of him, if he does not remember the conditions of the game, then he is simply expelled by his peers. The need for communication, emotional encouragement forces the child to purposeful concentration and memorization. The influence of the game on the development of a child's personality lies in the fact that through it he gets acquainted with the behavior and relationships of adults, who become a model for his own behavior, and in it acquires basic communication skills, qualities necessary to establish contact with peers. By capturing the child and forcing him to obey the rules contained in the assumed role, the game promotes the development of feelings and volitional regulation of behavior. Within the game activity, educational activity begins to take shape, which later becomes a leading activity. The teaching is introduced by an adult, it does not arise directly from the game. But a preschooler begins to learn by playing - he treats learning as a kind of role-playing game with certain rules. However, by following these rules, the child imperceptibly masters elementary learning activities. Fundamentally different from the game, the attitude of adults to learning gradually, gradually rebuilds the attitude of the child to it. He develops a desire and initial ability to learn. Play as a leading activity is of particular importance for the development of the symbolic function of a child's speech. The sign function permeates all sides and manifestations of the human psyche. The assimilation of the sign function of speech leads to a radical restructuring of all the mental functions of the child. In the game, the development of the sign function is carried out through the substitution of some objects by others. Substitute items act as signs of missing items. A sign can be any element of reality (an object of human culture having a fixed functional purpose; a toy acting as a conditional copy of a real object; a multifunctional object made of natural materials or created by human culture, etc.) acting as a substitute for another element of reality. Naming the missing object and its substitute with the same word concentrates the child's attention on some properties

of the object, which are interpreted in a new way through substitutions. This opens up another path of knowledge. In addition, the substitute object (the sign of the absent one) mediates the connection of the missing object and the word and transforms the verbal content in a new way. In the game, the child comprehends specific signs of two types: individual conventional signs that have little in common in their sensual nature with the designated object, and iconic signs whose sensory properties are visually close to the replaced object. Individual conventional signs and iconic signs in the game assume the function of the missing object, which they replace. The different degree of proximity of the object-sign replacing the missing object and the replaced object contributes to the development of the sign function of speech: the mediating relationship "the object - its sign - its name" enriches the semantic side of the word as a sign. Substitution actions, in addition, contribute to the development of a child's free handling of objects and their use not only in the quality that was learned in the early years of childhood, but also in a different way (a clean handkerchief, for example, can replace a bandage or a summer cap). Play as a leading activity is of particular importance for the development of reflexive thinking. Reflection is the ability of a person to analyze his own actions, actions, motives and correlate them with universal values, as well as with the actions, deeds, motives of other people. Reflection contributes to the adequate behavior of a person in the world of people.

## CONCLUSION

Thus, I note that the game leads to the development of reflection, since in the game there is a real opportunity to control how the action that is part of the communication process is performed. So, playing in the hospital, the child cries and suffers like a patient, and is pleased with himself as a well-performing role. The double position of the player — the performer and the controller - develops the ability to correlate his behavior with the behavior of a certain sample. In a role-playing game, there are prerequisites for reflection as a purely human ability to comprehend one's own actions, anticipating the reaction of other people.

## REFERENCES

1. Kosyakova, O. O. Psychology of early and preschool childhood: textbook / O.O. Kosyakova.- Moscow: Phoenix, 2007.-p.346
2. Belkina, V. N. Psychology of early and preschool childhood: Textbook / V.N. Belkina.- Moscow: Academic Project, 2005.-p.188
3. Mukhina, V. S. Child psychology: a textbook / V. S. Mukhina. - Moscow: Eksmo-Press, 2000.- p.172