



PSYCHOLOGICAL FEATURES OF KINDERGARTEN CHILDREN'S GAME

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Annotation

The article highlights the psychological features of kindergarten-age children's play, reflecting the desire of kindergarten-age children to reflect on all aspects of life and act independently in their play activities.

Keywords: kindergarten, preschool, play, psychology, activity, physical development, independent movement.

The leading activity of preschool children is play. The issue of play activities for children of kindergarten age has been attracting the attention of many scientists for centuries. Kindergarten-age children strive to reflect in their play activities all aspects of our meaningful lives that are moving forward step by step. It is known that as a child grows older, his ability to act independently increases, and his worldview on things and events around him expands.

A kindergarten-age child seeks to have a direct practical relationship with these things in the process of learning about the world around them. In this case, the nature of this thing is that the child, out of thirst for knowledge, seeks to be in a practical relationship not only with the things that fit him, but also with the things that do not belong to him. For example, a child wants to drive a car, a tram, ride a horse, fly a plane, and be a policeman. But naturally the child cannot satisfy any of these needs in a real way.

In this position the question comes to the mind. How can the contradiction between the growing needs of children and their narrow opportunities be resolved? This contradiction can be resolved only through a single activity, such as a child's play activity. This can be explained by the fact that, firstly, children's play activities are not activities aimed at the production of any material product. Therefore, the reason (motive) that motivates children to go home is not related to the outcome, but to the content of the various actions in the process of that play.

Second, in the process of play, children are free to do whatever they want, turning them into things that interest them but belong only to adults. Children's play activities are the only means for them to develop harmoniously physically and mentally.

The game is such a multifaceted activity in the lives of children that it combines both adult cocktails and sources of thinking about different things, raw imagination, relaxation and fun, that is, all these processes are reflected in the activities of the game. It should also be noted that the game is not only a means of learning about events in the external environment, but also a powerful educational tool.



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In creative and plot games, along with all the mental processes of children, their individual characteristics are also formed. Thus, the success of educational work in kindergarten largely depends on the purposeful organization of children's play activities.

Thus, play is not something created by children's imagination, but rather something that children's imagination itself arises and develops in the process of play.

It should also be noted that the things that are created and amazed in our modern world, where science and technology are unprecedented, seem to children as a miracle. As a result, they also simulate (i.e., analogically) various imaginary objects (such as a flying horse, a car, a talking tree) in the course of their various games. In addition, the fact that children invent a variety of imaginary things means that in their various play activities, they reflect not only what is around them, but also what their needs require at the same time.

From the creation of various imaginary and mythical images in children's play activities, it can be concluded that the processes of human (including children's) reflection of objects and events in the external environment are not passive processes, but active and creative creative, transformative processes.

Another great feature of children's play activities is that the behaviors and roles that a child plays in the play process are often general in nature. It should be understood that the child in his various games reflects not only the behavior of a single driver, doctor, policeman, educator, pilot, but also the behavior of drivers, doctors, educators and pilots in general.

Of course, young children (sometimes even small group children) who have a very limited range of life experiences and activities reflect specific people and their actions in their play. (E.g. mother, island, brother, tutor, and so on). In the games of middle-aged and older kindergarten children, such images begin to have a common character.

Kindergarten children's games have a high social significance as well as being a tool for learning about things and events around them.

In other words, the game is a powerful educational tool. Through children's games, it is possible to cultivate in them socially useful, that is, high human qualities. In addition, if we look at the activities of children's homes from the outside, we see that in the process of play, all their personal qualities (whose interests, abilities, temperament of will) are clearly reflected.

This is why children's play activities are a very handy tool for learning them individually. Preschoolers usually play alone. Through object and constructive games, children of this age develop their cognition, memory, imagination, thinking and motor skills. In role-playing games, children mainly reflect the behavior of adults that they watch and observe on a daily basis. The home of 4-5 year olds is slowly beginning to take on a collective character.

It is easy to observe children's individual characteristics, especially through their collective play. In these games, children reflect not only the adults' attitudes toward objects, but also their social interactions. Also, in a collective home, children reflect the complex life activities of a group of people. Take the "train" house, for example. There will be a machinist, a charcoal burner, conductors, a



controller, a cashier, station staff and passengers. Such collective games of children are similar to the activities of artists.

Because every child in a collective game strives to play his role well and tries not to deviate from the general content of the game. This requires each child to use all their abilities. Collective play, divided into known roles, requires children to follow strict rules and perform certain tasks simultaneously. Therefore, such collective games of children are of great psychological importance. Because such games cultivate and develop in children such positive qualities as willpower, problem-solving, obedience to the rules of the game, discipline, and so on.

At the age of kindergarten, role-playing games develop, but then these games are distinguished by the richness and diversity of their content. In the process of these games, children begin to develop leadership, as well as organizational skills and abilities.

Among these creative activities in which preschool children are engaged, the visual arts are also of great importance.

Depending on the nature of the child's imagination, it is possible to assess how he perceives life around him, the characteristics of memory, imagination and thinking. Pictures drawn by older kindergarten-age children also reflect their inner experiences, moods, dreams, hopes, and needs.

Kids this age are also extremely interested in drawing.

Drawing is a unique form of play activity for children. The child first draws what he is building, and then what he knows, remembers, and invents.

Competitions are very important for older preschoolers, and it is in such games that success is formed and strengthened.

Competitions are very important for older preschoolers, and it is in such games that the motives for success are formed and strengthened. Competitive games, which are the most enjoyable time-consuming and successful for children of this age, are also very important.

In adulthood, design games gradually turn into cocktail activities.

At home, the child begins to acquire basic cocktail skills and abilities, begins to understand the properties of objects, develops practical thinking.

Music, which is an artistic and creative activity in the mental development of children aged 3-7, is also very important. Through music, children learn to sing and perform rhythmic movements to the melody of music. At the age of 3-7 years, the main activities of children come in the following sequence:

- Study of subjects,
- Games with individual subjects, role-playing games with a collective plot,
- Individual and group creativity,
- Tournament games,
- Communication games,
- Homemade cocktail.

When we talk about the play activities of children of kindergarten age, of course, the issue of their toys should also be considered.



When giving toys to children, it is important to take into account their age, level of development and at the same time what interests them the most.

It is known that children aged 1-3 have very little mastery of the external environment. They still can't tell the difference between the color and the size of things. Therefore, along with the dolls, they should be given clothes of different colors and loose fabrics.

Especially the girls practice wrapping their dolls in different colored fabrics and wrapping them in handkerchiefs. It is useful to give boys toys of different colors, which fit into each other.

Play activities prepare children for educational activities that are an active form of acquiring the social experience of humanity. One cannot suddenly begin to assimilate a social experience.

In order to actively master social experiences, a person must first have sufficient speech skills, certain skills, teachings, and elementary insights. These are achieved through play activities, as we have shown in detail above.

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