

Game is the main activity of children

Iltifat Bahadirovna Khakimova

ASU. senior teacher. Department of "General Psychology"

Article history:

Received: 19th January., 2022

Accepted: 20th January., 2022

Published: 22th January., 2022

Abstract: *The article discusses the influence of play activity on the development of children, considers some pedagogical views of famous scientists and teachers on the play activity of children*

Key words: *Game, game activity, children, preschool age, development process, pedagogical, psychological.*

Introduction

For a long time, psychologists and educators have called the preschool age the age of play. And this is no accident. Almost everything that young children do, left to themselves, they call a game. Play is very important in the life of a preschooler. Currently, experts in preschool pedagogy unanimously recognize that play, the most important specific activity of the child should perform extensive educational social functions. Play - the most accessible kind of activity for children, a way of processing impressions and knowledge from the world around them. Play vividly manifests features of the child's thinking and imagination, his emotionality, activity, the developing need for communication.

Game - the main activity of children

Play is one of the important means of cognition of the world around. It is a difficult, internally motivated, but at the same time easy and joyful activity for the child. It helps to keep him in a good mood, to enrich his sensory experience, to develop visual and figurative thinking, imagination, speech. It lays the foundation for creativity. Children with a well-developed imagination have a higher intellect, are better oriented in non-standard situations, learn better. Play contributes to the development of children's voluntary behavior and independence. Playing is an important condition for the social development of children: in it they get acquainted with different kinds of adult activities, learn to understand feelings and feelings of other people, empathize with them, acquire skills of communication with peers and older children.

The game promotes physical development of children, stimulating their motor activity. It has an excellent psychotherapeutic effect, since through play activities the child can unconsciously and involuntarily release accumulated negative feelings. Play, if it does not turn into a formal activity, gives the child pleasure, gives him or her a special feeling of freedom. In play the child lives and acts not only in the visible, real space, but also in space

In the process of play activities are developed spiritual and physical forces of the child: his attention, memory, imagination, discipline, agility, etc. In addition, the game - it's a peculiar, inherent in the preschool age way of learning social experience.

A special place are games that are created by children themselves - they are called creative or role-playing. In these games, children reproduce all that they see around them in life and in the activities of adults. Children themselves choose the game, organize it. Moral qualities formed in the game, affect the child's behavior in life. Communication with peers is especially important for children growing up the only one in the family. Communicating with them, the child gets an opportunity to gain experience that corresponds to his or her aspirations and interests. Game and any other activity acquires a special content for him/her, provided he/she has a partner. The reason for communication becomes the child's desire to teach others what he or she knows himself or herself, to share his or her impressions.

Summary:

STORY-ROLE-PLAYING GAME

The child's role-playing game in its development passes through several stages: it is an introductory game, a representational game, a plot-drama game, a plot-role play, a drama game. Together with the game, the child develops: at first, his or her actions with the object-toy are manipulative in nature, then he or she learns different ways of acting with the objects, which reflect his or her ideas about their essential properties. The appearance of generalized actions in the game, the use of substitute objects, combining actions into a single story, the child's calling himself or herself by the name of the hero - all this indicates the transition to a role-playing game. These games begin to reflect human relationships, norms of behavior, social contacts. Researchers consider role-playing as a creative activity. In it, children reproduce everything they see around them. The development of play creativity associated with the gradual enrichment of the content of the game. The role of children's amateur play is important here, as it is a creative processing, transformation and assimilation of everything that the child takes from life.

THEATRICAL PLAY.

Important in the emergence of a special kind of children's play - a theatricalized game has a plot-role play. The peculiarity of a theatricalized game is that over time children are no longer satisfied in their games only with the portrayal of adult activities, they begin to be attracted to games inspired by literary works (heroic, labor, historical topics). Such games are transitional, they have elements of dramatization, but the text is used more freely than in a theatricalized game. Both games (story-role and theatricalized) develop in parallel. Researchers note the closeness of role-playing and dramatized play based on the commonality of their structural components (presence of an imaginary situation, imaginary action, plot, role, content). These games can exist as an independent activity of children and belong to the category of creative games. Currently in science there is no unified view on the essence of the concepts of "theatrical play" and "game-dramatization. Work on the formation of theatrical activity of preschool children is advisable to begin with the accumulation of their emotional and sensual experience; develop interest and emotional positive attitude towards theatrical activity. Familiarization of children to the dramatic art begins with the review of plays performed by adults: first the puppet plays which are close to the emotional mood of the child, then the dramatic plays. The theatrical play can be used in any kind of activity of children, in any kind of ECE. The greatest value of the game manifests itself in the reflection of children's impressions of the performances watched and read program literary works in their independent activities. Special work should be organized for children's plays, as a result of which children are united into creative groups (costumers, directors, artists, etc.)

215	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 01 in January-2022 https://www.gejournal.net/index.php/IJSSIR
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IDACTIC GAME

Didactic games are widespread in the system of preschool education. They are known as learning games or games with rules, but the learning task in them is not acting directly, and hidden from the playing children, for whom in the foreground there is a game task. In an effort to implement it, they perform game activities, follow the rules of the game. Didactic game has a definite structure and includes a learning and game tasks, game action, game rules. Game rules make children remember them well and think about their implementation. Didactic game considered in scientific and methodical literature from different sides: it is used as a tool (moral, aesthetic education); as a form of organization of activities (game form of training); as a method and technique for leading children's play (a method of introducing new knowledge); as a type of activity (verbal, board, print, object). Scientists have noted the role of didactic games in mental, sensory education of children. In the process of specially organized activities, the child learns to analyze, compare, generalize objects. The main form of learning are lessons in which used didactic games. An important role is also played by independent didactic games - games that take place in free time. These games may occur either at the initiative of the teacher or at the request of children. Then the teacher here belongs to the role of observer and counselor, as well as participant in the game.

There are the following types of didactic games: games-assignments, games with hiding, games with guessing and guessing, story - role-playing didactic games, games - competition, game of chance.

MOVING GAMES

Moving games originated in the distant past in the depths of folk life. Competitions in strength, agility, speed, accuracy are widespread among children and adolescents. Such games create favorable conditions for the deployment of active motor activity.

Performing activities in the game is associated with the perception of the environment, with an orientation in it, as well as vivid emotional experiences in a group of peers.

Motion games are varied. First of all, these are actually moving games and sports games. Among the first, or, as they are also called, games with rules, there are plot and no plot, games - fun and attractions.

The content and nature of children's activities in the story of games reflect their ideas and knowledge of the surrounding world - the work of people of different professions, of natural phenomena, of the way of life and the habits of animals. A feature of such games is the opportunity to influence children through the images in which they are reincarnated, as well as through the rules. Actions of all actors are closely interconnected and interdependent. ("The Goose and the Swans", "The Bear in the Wood").

In non-storytelling games, children's actions are not connected to the play of a plot which allows different combinations and alternations of movements. They are constructed on the basis of performance of concrete motor tasks which conditions are defined by rules.

In work with three-year-old children, it is necessary to: - to animate a game character who will act as the child's partner in the performance of the task and in the subsequent game; - to use various plots to induce children to more complex ways of building the game, transition from conditional subject actions to role behavior; - to "transform" some subjects into other, to use substitute subjects.

F.Akramova noted the importance of organizing and conducting games which involve solving riddles invented by children. He noted the importance of children playing musical instruments and

games of developing character as a means of forming and developing independent thinking of children.

F.Akramova emphasized that during the game children tend to imitate adults, play various life situations, copying images of adults and their actions. She noted the important role of play in the development of independent, mental and creative abilities of children. In her opinion children's play promotes their harmonious development and their knowledge of the world around them.

Play activity, as the main activity, is closely connected with the development of the preschooler's personality, it causes changes in the mental processes of the child's personality, which develops, and is "a source of development and creates a zone of the nearest development" (L.S. Vigotsky)

Conclusion.

From this we conclude that play activity for children is the main form of learning. During play, they have an improved emotional state, interest appears, they easily adapt and enjoy playing.

Children actively engage in communication with their peers, sharing their experiences and interests. This contributes to the formation of personal qualities in children.

Through play, we can teach and educate children. And most importantly, they will not be bored during lessons. When choosing a game it is necessary to take into account the abilities and interests of each child and their age features.

As well as play activities develop spiritual and physical qualities of the child: his attention, memory, imagination, discipline, agility. In addition, play is a peculiar, inherent in the preschool age way of assimilating social experience and communication.

The child's desire to teach others what he or she knows himself or herself and to share his or her impressions becomes the reason for communication.

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