

IMPACT OF PLAY ON PRESCHOOL CHILD DEVELOPMENT

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Annotation. *This article is devoted to the topic of the impact of the game on the development of a child of preschool age. Also in the text of the article, the content of some research on the scientific and methodological foundations of the development of cognitive processes in children of preschool age through play activity is widely covered.*

Keywords: *attention, game activity, perception, memory, imagination, contemplation, plot-role-playing, leadership, interest, communication.*

The Researcher A.V.Yarmolenko studied the mutual comparative classification of attractive things in semi-young infants. Judging by the information received by the author, the infant began to distinguish a person (older people) more accurately, more clearly among the overwhelming bodies. At the same time, the accumulation of attention to the inactive sight pathogen to the person who does not move from 26 seconds to 37 seconds, the sewing of the child, from 34 seconds to 38 seconds, the look at the active sight pathogen from 41 seconds to 78 seconds, the attention to the person in the movement increased from 49 seconds to

In the experiment, it was found that the concentration of attention of the baby to the moving person increased by 4 marotaba.

The fact that the infant is more stable in attention to a person than inanimate objects is not because of the change in his attitude towards adults, but because he actively occupies the place of the inactive receptor when they enter into contact. An important tool is the improvement of the distinction in the perception of sentences in the coloring of the space tassel in the beak. With increased life experience, as a result of exercise, signs and character readings of the body appear.

According to the scientist, a child from 3 to 6 months has a selective relationship with older people. If a three-month-old baby is able to distinguish a mother who gave birth to a stranger, and from a half-year-old, he also begins to distinguish relatives in strangers. M.No, it's not. According to Kistayakovskaya, in 5-6 months she will sew a little on the unfamiliar person she is treating, then either laugh or turn away from him, even, afraid, will cry. It happens that the child becomes attached to a close person who is taking care of himself. For this reason, when he sees his mother or her nanny, he is tortured, strained to her, involuntarily sneezing his hand and foot. When he is half a year old, he becomes accustomed to connecting (studying) close people around him, relatives, even Aries-Aries. The provider starts the initial game activity with an adult from 8-9 months.

Smile, vivacity, cheerfulness, feelings in the game activity will be namayon first only with the participation of adults, over time the house itself will bring joy to the child. In addition to consistent observation of the behavior of adults, as the infant approaches a certain age, a gradual desire to support them is born in it. As a result, the child also begins to engage in collaborative activities from the individual type of activity. Ma'lum the scale of communication in a specific, collaborative activity helps.

The period of pre-school education is also such an important period for the fact that the person has a period of actual content (adulthood). During the first year of life, the child's attitude to the environment changes seriously. As a result of the fact that the child is in contact with the floors, he begins to act independently, depending on his instruction, with something that satisfies his discretion. At first he acts together with adults, and then in their leadership, after which he can independently carry out all the actions associated with eating and work on self-service. In the 2 year of life, a change occurs in relationships with adults. At the pre-school age, the child considers an adult as an example of his own behavior. The game will help to develop the child's behavior and to be able to cope with things from the age of 1 to 3 years, with which the child will be able to behave. At the age of preschool education, various types of children's activities develop activities that are associated with the performance of the game, cocktail mode. Children from the age of 2 will be able to play. Preschool is a creative game, in which children of preschool age (from the age of 4 years) become engaged in leading activities. In the process of the game, the child undertakes to perform certain roles, as well as recall the activities and attitudes of people in the game environment. Games that can be played together in 3-4-year-old children will not be without exception. Initially, the piece will be remembered for the role of a toy in a fur coat, the sungra boy will receive a certain role in the game, which he will assume in an optional photo. At the pre-school age, the creative activity of the child, organized by adults, aimed at a particular goal, has a significant impact on his development. At 2-year-old age the child begins to pose for a picture and throws a picture with a soul soul. When determining its perception in the process of painting, it begins to better distinguish between the color and shape of the workpiece, the observability develops. The child deliberately distinguishes the signs of what should be reflected in the picture in order to simulate what he is imagining.

As the child crawls the picture, fills the picture with words and actively tries, it is possible to create pictures on the basis of his own drawings, and later on the basis of the words of older young people-in which the images of certain things are formed. With the drawing, loy makes shapes from plastic, and as a result, in addition to the fact that the child develops analyzers, as well as the composition of the adapted and differentiated behavior, his perception of The Shape of something, its volume, its presence in one dimension and its relationship goes to perfection. A 3-4-year-old child distinguishes the connection between things and plans his activities, this activity gradually turns into creative activity.

The leading activity of preschool children is this game. The issue of children's play activities in the kindergarten age has been attracting the attention of many scientists for centuries. Children of kindergarten age strive to reflect on all aspects of our sermazmu life, which is progressing forward with the steps of progress in their game activities.

In the process of knowing the world of things around a child of kindergarten age, he seeks to be in direct practical connotation with these things. The same thing in this place is

that harakterly child tries to be in a practical relationship not only with the surrounding objects that are beyond their limits, but also with objects that do not exceed their own power, which belong to adults, which do not fit into the Khaddi.

It should also be noted that science-technology has developed incomparably what is now being created in our time, which leaves in the imagination seems to the children a miracle of fur. As a result, they also marry all sorts of fantastic things (like a flying horse, a machine man, a talking tree) by doing the same (that is, analogically) in the process of their different games. In addition, the fact that children think about different fantastic things, again, it means that they reflect not only what they have around them in all their different game activities, but also what their needs require in the same chog.

From the creation of various fantastic and mythical images in children's play activities, one can draw such conclusions: the processes of reflection of a person (including children's) objects and objects in the external environment are not a passive process, but an active and creative, creative, transformative process.

Another remarkable feature of children's play activities is that the behavior and the roles that the child performs during the game process often have a harakter in common. Bunda child is familiar not only with the behavior of a yolgiz chauffeur, doctor, policeman, educator, pilot who is familiar to him in his various games, but also reflects the behavior of chauffeurs, doctors, educators and pilots in general. Of course, the circle of life experiences and activities is very limited small children (sometimes even small group children) reflect concrete people and their actions in their games. (For example, Bear, Island, brother, educator and the like). And in the games of children of middle and senior kindergarten age, such images begin to have a harakter in common.

The games of children of kindergarten age have a high social significance, along with the fact that it is a weapon of knowledge of what is around and the employees. In other words, the game is a powerful training weapon. Through children's games, it is possible to educate in them socially useful, yah highly human characters. Children of small preschool age usually play themselves yolgiz. Through predictive and constructive games, children at this age develop their own perception, memory, imagination, thinking and ability to act. In the plot, role-playing games, children mostly reflect the behavior of adults who see and watch themselves every day. The game of children 4-5 years old begins to gradually get a collective harakter.

It is convenient to observe the individual characteristics of children, in particular through their collective games. In these games, children reflect not only the attitude of adults to the subject, but also more interaction. Also in the collective game, Children reflect the complex life activities of a group of people.

At the age of the senior kindergarten, syujetli-Roller Games develop, but now these games differ in the wealth and variety of their mazus. Leadership in children in the process of these games begins to occur, as well as the development of skills and skills of Transportation.

Among the creative activities that preschool children are engaged in, the importance of Fine Arts is also great. Depending on the character of the child's imagination, one can judge how he perceives the surrounding life, the characteristics of memory, imagination and

contemplation. Drawing pictures of children of senior kindergarten age reflect both their inner senses, mental states, dreams, hopes and needs. Children of kindergarten age are also incredibly interested in drawing. Drawing is considered to be a specific form of game activity for children. The child first draws what he sees, and then what he knows, what he has in his memory and what he himself thinks.

For children of senior preschool age, competition is of great importance, achieving success in exactly such games is formed and strengthened.

At the age of the senior kindergarten, the construction game is gradually becoming a labor activity. In the game, the child begins to master the skills and skills of elementary labor, begins to understand the properties of subjects, practical thinking develops.

Speaking about the game activities of children of kindergarten age, of course, it is also necessary to stop on the issue of their toys. When giving toys to children, it is necessary to take into account their age characteristics, their level of development, and at the same time what makes them interesting to the bridegroom.

It is known that 1-3 young children still very little mastered the external environment. They still do not distinguish well the color, size and other aspects of things. Therefore, it is necessary to give them, along with the doll, various colored felt, as well as cotton fabrics. Ayriksa, the girls train their breasts by wrapping them in different colored fabrics and wrapping them in a handkerchief. And the boy is useful to give children toys in a box that fit into each other in different colors.

Game activities prepare children for educational activities, which are an active form of mastering the social experience of mankind. A person can not suddenly begin to master the social experience. In order to actively master social experiences, a person will first have to master sufficient speech, acquire certain skills, erudition and elementary concepts. These are achieved through child play activities.

In children of kindergarten age, the development of intuition, perception, attention, memory, imagination, thought, speech, fantasy, emotion and willpower is accelerated. The child can not distinguish colors well from each other. It is necessary to give him toys that will help him to know the difference in colors. Although children at this age are guided by eye-catching signs (color and shape) in the perception of different things, but do not conduct in-depth analysis.

Attention is a constant companion of every kandai activity. Therefore, the importance of attention in a person's life is also incomparable. The attention of children of kindergarten age is largely involuntary. The game is of great importance for the growth of voluntary attention in children of kindergarten age. During the game, children gather their attention in one place and advance their specific goals with their own initiative.

The memory of the child at this age goes to perfection, based on new activities and new demands placed before the child. Children of the kindergarten age are candied for their activities, which are of great importance, they have a strong impression on them and they take away all that is of interest to them in their subconscious memories. Children of kindergarten age have a special feature of thinking and its growth. Contemplation begins to develop very

quickly in the period of the child's kindergarten age. The reason for this is a relatively large increase in the life experience of children of kindergarten age, and secondly, during this period, the speech of children is well-grown, and the third is that children of kindergarten age have the opportunity to do a lot of free independent actions. The birth of questions about each sphere in children of kindergarten age is a sign that they are thinking. If the child does not find the answer to his question, or adults do not attach importance to his question, then the curiosity in it begins to fade.

, what is wrong. what kind of movement is right, the kandai are trying to determine if the movement is wrong. It is necessary to support their Such actions that the children of the ishd should always be helped.

Children play games in the kindergarten, which are mainly plot and divided into roles. In games in which roles are divided and played, Children reflect on the environment in which they are taught. They reflect events, labor activities, major historical events, interpersonal relations of communication, traditions, holidays related to the family life conditions of adults in their various games.

Often the phenomena of the external environment, which children reflect, they form the plot of gaming activities. The wider and more diverse the environment in which children reflect, the wider and more diverse the plot of the children's game will be. That is why in itself it is known that the plot of children's games in a small kindergarten age will be incredibly narrow. As children grow up, the plot of their game becomes increasingly rich and diverse.

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