

**MENTAL ABILITIES OF PRESCHOOL CHILDREN THE
IMPORTANCE OF DIDACTIC GAMES IN DEVELOPMENT**

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Abstract. *In this article, the uniqueness of the content of the game, its most important features, its reflection in the studies of uchitel and psychological preparation, in the social life of adults, and the content of role-playing games with their colorful manifestations are discussed. held. In the article, it is justified that the type of activity that children take as an example of the social life of adults is play. The diversity of subjects and content of creative games, which leads to the need to describe them, the main component in the system of plot game activity, includes the character, life situation, action and personal attitude to the analysis.*

Key words: *didactic game, social life, creative game*

Annotatsiya. *Mazkur maqolada o'yin mazmunining o'ziga xosligi, uning eng muhim xususiyatlari, pedagog va psixologlarning tadqiqotlarida, kattalarning ijtimoiy hayotida aks etishi, o'zining rang-barang ko'rinishlari bilan sujetli-rolli o'yinlarning mazmuni bo'lib xizmat qilishi xususida fikr yuritilgan. Maqolada bolalarda kattalarning ijtimoiy hayotining namunasini oladigan faoliyat turi o'yin ekanligini asoslab berilgan. Ijodiy o'yinlar sujetlari va mazmunining rang-barangligi, ularni tavsiflash zaruratini keltirib chiqarishi, syujet o'yin faoliyati tizimida asosiy komponent sifatida o'z ichiga personajni, hayotiy vaziyatni, harakat va personajlar munosabati tahlilga tortilgan.*

Kalit so'zlar: *didaktik o'yin, ijtimoiy hayoti, ijodiy o'yin*

Аннотация. *В данной статье рассматривается своеобразие содержания игры, ее важнейшие особенности, ее отражение в исследованиях педагогов и психологов, в социальной жизни взрослых, а также то, что она служит содержанием ролевых игр с рассматриваются*

различные его формы. В статье обосновано, что вид деятельности, который дети берут за образец общественной жизни взрослых, – это игра. Анализируется многообразие сюжетов и содержания творческих игр, что вызывает необходимость их описания, главного компонента в системе сюжетной игровой деятельности, включающего характер, жизненную ситуацию, действие и взаимоотношения персонажей.

***Ключевые слова:** дидактическая игра, общественная жизнь, творческая игра.*

The game has long been popular scientists, educators-psychologists, philosophers, sociologists, ethnographers and cultural figures have focused their attention on themselves. Central Asia looking at the history of its culture, a lot of attention is paid to the upbringing of children in the family. Famous from allomas. Abu Nasr Farabi, Abu Rayhan Beruniy, Abu Ali ibn Sina, Yusuf Khos Hajib, In his works, Ahmad Yugnakiyas reflected on the upbringing of children characteristic of our people. The originality of the content of the game is one of its most important features. Educator and research by psychologists shows that the social life of an adult is its own colorful while serving as the content of plot-role-playing games with their appearance. They are in children on the basis that the type of activity that takes an example of the social life of an adult is a game they gave. The variety of plots and content of creative games, the need to characterize ulami causes. The plot involves the character as a key component in the game activity system, takes a life situation, action and character attitude.

The game is a manifestation of the human self, a way of its improvement. Game adult having a certain place in his life, he is of particular importance to children. He was described as "of childhood companion " was adopted. It contains the main content of the life of preschool children organizes. Manifested as a leading activity, in close contact with Labor and education is. Most serious affairs in which the child shakes will take the form of a game. In-person in the game all

existing aspects come into play: the child moves, speaks, perceives, thinks. Game manifests itself as an important tool of upbringing.

Martin Luther has valuable ideas about the game. Reform activist in Germany it is noted that entertainment and pleasure are just as necessary for a child as food and drink.

The first Russian scientist to trace the origin of the game. V. Plekhanov - "letters without Address in his work, he interpreted: when interpreting art as its origin, children pay attention to his games. In the game, human labor activity is reflected. Game labor child. The game connects different generations and cultural values from generation to generation believes that the conductor is a tool that serves as a chain". Russian scientists come to art they pay attention to children's games while researching their output. They believe that personality in its history, games, like art, arose after the emergence of Labor and on its basis. Great psychologist D. V. Elkonin puts forward a new idea of the origin of the game. Participation of children in adult life and work as early as the initial progress of society, a convenient toy for my child to work — labor weapons-has been developed. The advent of toy-guns results in role-playing games. D. V. Elkonin adult the idea of the need to awaken in the child the feeling of striving to work by participating in his labor promoted.

Y. A. A. Komensky, K. D. Ushinsky, A. S. Makarenko, P. F. The ideas of the lestgaf are present the times are also relevant for the theory of children's games.

K. D. Ushinsky reasoned The fact that the game appeared on the basis of the labor process and its labor of the younger generation the role in preparing for the activities, the importance of the content of the game in the formation of the personality of the child.

In the works of scientists on child education and etiquette during the study of folk pedagogy, the most influential style of educational work in the upbringing of children is play we see that the shape is used very widely. P. from the pedagogical scientists of the past. F. Lesgaf, K. D. Game theory was developed by ushinsky. Yan Amos Komensky boy the game considers the necessary form of

activity, corresponding to its nature and inclinations. In his opinion – is a serious mental activity in which all the manifestations of the child's abilities develop, in the game, the circle of visions of being, the world expands and becomes rich, speech develops. Child he befriends his peers throughout the game. Y.A.Komensky to the game cheerful childhood and child as long as the decision as a condition of harmonious development, adults are treated with attention to children's games it was masalihat who gave the partition, rational leadership to them.

P.F.Lestgaft says, children reflect the tasurots they receive in their games from tevarak-surroundings. Such activity is of great importance in the development of the child.

Noble Russian pedagogue P.F.Lesgaft considered " a game that helps prepare a child for life an exercise". This exercise is an independent activity, in which the child's personal initiative develops and moral qualities are brought up. He must have every game goal says. To do this, the actions in the game correspond to the child's skills to be able to control himself to be, these actions must be pre-mastered from systematic exercises. The leading place in the hunt, in particular, N.A. According to khrenov, the cultural approach is.

Game researchers-from Plato to Kant and Schiller, Hazing from Comenius and Pre-Bern – aesthetic and moral education, formation of collectivistic personality traits, cognitive interests, will and character development, intellectual, emotional and physical, creative they emphasize its universal capabilities in the development of thinking and fantasy. V.Plekhanov although in the process of historical development of society, labor stands above the game, but in the life of a child he was the first to prove that the activity of the game was before Labor.

Ancient and modern philosophers thus with space, the universe and the surrounding reality on the basis of similarity, they emphasize the universal essence of gaming activity, its polysemy.

There are no special essays on pedagogy in the literature of ancient Greece, but In the works of Plato and Aristotle, many ideas and practices related to

different areas of Education there are recommendations, which also include discussions about children's games. Thus, Plato highly appreciated the game and interpreted it in an objective-idealistic way - as a game of gods with people: "we, living beings are the wonderful of the gods dolls, we created them both for fun and for some serious purpose"

Plato argues that people are only mythical dolls of Gods has a look. According to the philosopher, man is considered a "toy of God".

At the same time, Plato noted that not only the gods play with people, but also people they themselves also argue: "we must live playing", and this universal game, of course, should include songs and dances, which would eventually bring about the mercy of the gods to win says that it helps to win even in battles.

Plato colled to live in collective games "in the most beautiful games", which brings everyone together people. He played the role of a children's game in the works" Republic", laws "and" Politics writes about the importance. An old thinker needs elementary education and is delicate makes sure that childhood games are especially important. An attempt to translate the principle of the game that Plato dreamed of Italian humanists performed by. In it, changes and new ways of developing society the need to seek is reflected. For example, Leon Battista Alberti's "style of play" typical of this period ni criticized because it saw the demise of original values. However, it is different from it in contrast, P.Vergerio, B.Castigliona E.Piccolomini describes the moral qualities of man in the game they saw the possibility of formation and a means of developing physical abilities.

In the twenty-second part of his famous books, the young hero acquires consciousness and body more than 200 different games that are needed are listed. According to Rabelais, any the game must be played voluntarily and stopped at the request of the child himself.

Pedagogy of the style of play in the educational process of the renaissance in the XVI-XVIII centuries inherited ideas about effectiveness. So, in the middle of the 16th century, French philosopher and humanist Michel Montaign predetermined The Thinker in his " experiments free philosophical thinking,

which is not limited to the movement of thoughts on topics or any fixed plan legalized the type. Among other things, here is the game for children to read particular significance is recognized.

So, from talking about the feasibility of any exercise method before, Montaigne said that games and exercise should be an important part of it highlights. In games, he sees not only the means of physical, but also moral education: "As a child, I had to hate using unclean tricks and cunning in games. N.M.Aksarina noted that the game does not occur in turn, for this at least three conditions are required: - impression formation ;

- the importance of toys and educational means of influence in different manifestations;

-the introduction of children to frequent treatment and communication with adults.

Preschool children's games are distinguished by their variety of colors. Games have their own content and organization, the degree of influence on children, types of tools it is also diverse in origin.

The main essence of the Montessori methodology is personal through independent activities in the child it consists in creating conditions and helping to manifest their capabilities. Also, Montessori materials develop logical thinking in the little ones. Inner strength in the child gives impetus to the development and formation of his personal qualities. Also in the child environmental perceptions are also integrated into the system. Educator in the educational process the focus is on meeting the individual and socio-emotional needs of the little one to be caught. Didactic materials selected for training and games motorics in a child (movement) and is directed towards the development of sensorics (intuition).

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