



 Research Article

TECHNOLOGIES OF ORGANIZING GAMES DURING TRAINING AND ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This article describes technologies for organizing games during training and activities in preschool educational organizations.

KEYWORDS

Types of games, methodology and technology, didactics, training, process, educational game, social life, psychological state.

INTRODUCTION

In pre-school educational organizations, games fully ensure the implementation of the task of complex development of motor skills and mental processes, as their content is directed to the formation and replacement of movement programs. It is known that the movement experience acquired by a person in the process of development is expressed in the emergence and strengthening of movement programs at various levels. Thus, there is an interaction between

sensor and motor components, different levels of their system, which is observed with the emergence of new movement programs.

In pedagogical practice, plot, action and didactic games with subjects are distinguished. Games are very important in the development of children, games can have a small, medium and high level of mobility. Children of preschool age learn through natural games (walking, running, jumping,

throwing, scrambling). Games are one of the main means of physical education of children. They can be used from the age of two. During this period, children begin to master the movement skills necessary for life, such as running, jumping, throwing, and climbing.

Older preschoolers are able to evaluate their own efforts and capabilities as they compete in strength (hand pull), speed (sprint, shuttle run) and other qualities. From physical development, games help children develop qualities such as will, bravery, perseverance, endurance, and courage.

Children try to satisfy their greatest needs, usually through games. For them, the game is, first of all, activity, movement. During active games, children's movements improve, initiative and independence, confidence and perseverance develop. They learn to coordinate their actions and even follow some rules (at first, of course, in a simple form).

3-year-old children are usually in a very impressionable, emotional state: they are active, but they get tired quickly from different activities, they cannot walk (run) for a long time without a break. Therefore, it is necessary to control very active children: do not allow them to hang on their hands, jump from a great height, draw their attention to games with a slightly slower pace. The content of the games is gradually changing. At first, children perform actions with the instructions of adults, for example, they describe a chicken or a bird - they "sink grain", "fly". At the age of three, children move from imitating the

actions of adults to various "figurative" or role-playing games: they play "aunt - aunt", portray a doctor, seller, driver, cook, etc. Children actively repeat not only familiar actions, but what they see.

The game lasts longer, its plot becomes more diverse and understandable. Later on, the game gets more complicated. Three roles appear in it, for example, one child portrays a sheep, the second - a wolf, and the third - a shepherd.

Independent games with various toys are very useful, children can be divided into groups of two or three. A child's actions are usually determined by the types of toys. For example, you need to run with flags, hoops, drive cars, roll balls, throw, hang.

Children are interested in such toys. In some independent games, children cannot immediately show activity and initiative, their movements are varied and limited. But in games related to the fulfillment of adults' tasks, children's actions are directed to a specific goal, they repeat the actions several times, strengthen their movement skills, develop agility and dexterity.

It is very important to guide the children even when they are engaged in the game. It is advisable to complicate the game of some of them, to teach others to finish what they started, and if the third one is playing quietly, it is advisable to talk.

Children often perform wrong and even dangerous actions in independent games. They jump on a chair or pole with their entire foot resting on their soles, and run with their soles on



the ground. In such cases, different ways are used: an adult himself enters the game. Reminds children of a familiar and close image that they can imitate (how a cat gently jumps, how birds fly quietly).

The first games that should be taught to children will not have a specific plot and rules. The child performs simple, interesting tasks: he comes, takes the toy, runs to the adults and sees what is hidden in their hands ("Take the flag", "Run to me", "Find the flag").

A certain consistency should be observed when teaching games. For example, Catch Me is simpler than Catch You. In the first case, the child must catch an older person; in the second game there is a risk of being caught, so the child has to spend more physical effort. It is necessary that the games become richer and more varied in content, and include more complex tasks. If the child initially runs at the pace he wants to get the toy, after the game is well mastered, the pace of running should be determined by an adult.

Speech helps in creative development of game content, enrichment with rules and tactics, exchange of game experience, creation of new games. Speech helps to guide the behavior of the participants during the game, to teach the game, and to lead the game. Speech allows a person to think abstractly and make generalizations, helps to create his own images, enriches the game based on a creative approach.

Game activity affects the formation of free will in mental processes. For example, thanks to games, children begin to develop voluntary attention and

voluntary memory. In game conditions, children concentrate better and remember more than in laboratory experiments. Conscious purpose (concentration, recall and memorization) is quickly and easily manifested in the child's actions during games.

The conditions of the game require the child to concentrate on the objects included in the game situation, to enter deeply into the content of the action and plot being played. If the child does not pay attention to what the game situation demands of him, if he cannot remember the terms of the game, he will be excluded by his peers. The need for communication and emotional stimulation forces the child to purposefully concentrate and remember his thoughts. The game situation and actions related to it regularly affect the mental development of a preschool child. In the game, the child interacts with the substitute of a thing (subject) - he gives the substitute a new playful name and performs activities with it in accordance with this name. A substitute object becomes a basis for thinking. On the basis of performing activities with substitute objects, the child learns to think about the real thing. Gradually, play activities with objects are reduced, the child learns to think about objects and work with them from the point of view of mind.

Thus, the game helps the child learn to think based on imagination. At the same time, in plot-action games, the child's experience of play and especially real (real) interactions forms the basis of a special feature of thinking, thanks to which he learns the point of view of other people,

predicting their next actions. there is an opportunity to learn and shape their behavior accordingly.

Action games play a decisive role in the development of imagination. During the game, the child learns to replace the same objects with others, to assume different roles. All this helps to develop the imagination.

Substitute objects and many other play activities are not necessary in the games of older preschool children. Children begin to create new situations in their imaginations by equating objects and activities related to them. The game can be played internally.

The impact of the game on the development of the child's personality is that through it the child gets to know how adults walk, stand, and interact, which serve as a model for his own behavior; in the game, the child learns the basic skills of communication, qualities necessary for establishing relationships with peers. The game, which completely covers the child, forces him to obey the rules in accordance with his role, helps the development of emotions and improves the ability to control behavior through will.

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