



Journal Website:  
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

 Research Article

## THE IMPORTANCE OF PLAY IN THE MENTAL DEVELOPMENT OF PRESCHOOL CHILDREN

Submission Date: April 16, 2024, Accepted Date: April 21, 2024,

Published Date: April 26, 2024

Crossref doi: <https://doi.org/10.37547/ijasr-04-04-15>

**Rustamova Surayyo Shakhobiddinovna**

Senior teacher of the Department of "Pedagogy, Psychology and Languages" of the Tashkent Medical Academy, Uzbekistan

### ABSTRACT

Game activity is important in a child's life and helps to develop the characteristics necessary for educational activity. Game activity is the basis for the development of the child's cognitive field and the formation of necessary behavioral skills.

### KEYWORDS

Child, education, play, mental development, cognitive processes, behavior, emotion, will, communication.

### INTRODUCTION

Preschool age is considered to be a very important period of human development, and during this period, the ground is created for the child to acquire the necessary knowledge and skills, and develop as a person. This places many responsibilities on parents and educators. At this age, as the child's ability to act independently increases, his desire to learn things and events

around him increases. The game is important in the very interesting and strange process for children, such as understanding the world, interest in understanding things and events.

According to V.S. Mukhina, the game situation and actions in it have a permanent effect on the development of the child's mental activity. The game helps the child to think in terms of ideas.

The game, as a reflection of social life, has a great impact on the comprehensive development of the child. According to A.A. Kadyrov, children learn the norms of collective life in practice: giving in to a friend, sharing materials with each other, controlling oneself (thoughts) at the right time, showing sensitivity. They have a desire to exert collective influence on the behavior of their comrades who have broken the discipline with their own strength. In the game, the child begins to feel himself as a member of the team, his actions are fairly evaluated by the behavior of his friends.

So, the leading activity of children of this age is play, and games can be divided into three:

- 1) object games;
- 2) plot role-playing games;
- 3) games with rules. The game activity of children at this age is not focused on the production of some material products, but the content of various actions in the game process is important. In the course of the game, they are free to do whatever they want, turning the things they have at their disposal into things that interest them but belong only to adults. Children's play activities are the only means for their harmonious physical and mental development. It should be noted that children's play is not only a means of learning about the external environment, but also an important and powerful means of education. In this process, the organization of creative, role-playing and didactic games by educators serves to form children's individual characteristics together with all mental processes.

Therefore, the effectiveness of educational work in the kindergarten depends to a large extent on the game activities organized by the educators, on how much they are aimed at the mental development of children and their formation as individuals. It is worth noting that the game is not something created in the imagination of children, on the contrary, the imagination of children is a mental process that arises and develops during the game.

Professor Elkonin D.B., who worked on the issues of game psychology and its influence on the child's mental development. According to the results of Elkonin's research, the child's behavior in game activities has an intermediate character and gradually begins to acquire the character of mental actions according to the importance of objects.

That is, through games with objects and constructors, children's perception, memory, imagination, thinking processes develop, and the characteristics necessary for school education are improved. In a large group of children, the construction game begins to turn into a labor activity, in the process of such games, the child makes, creates, builds some things that will be needed in life. With the help of these games, they acquire simple work skills and competencies, and their practical thinking begins to actively develop. Through the construction game, they master the functions of many household appliances and objects. Children develop the ability to plan their actions, purposeful actions and thought operations, imagination and imagination develop, and voluntary attention and fluency, which are

important for learning at a young school age, develop.

In the pre-school age, lack of play activities can cause a number of problems in the child's mental development. The results of Ye.O. Smirnova, who conducted research in this regard, are important. According to the scientist, the direct consequence of the lack of play is a whole set of problems in the development of modern children, highlighted by psychologists and teachers. Among them are the situational nature of behavior, dependence on adults and the environment, the impossibility of self-organization of children, lack of imagination and internal action plan, underdevelopment of the will, difficulties in communication, meaningless communication, underdevelopment of motivational abilities. are like These qualities and abilities in preschool age are formed and developed in the game, so its absence (or primitive level) leads to deformation of the development of these basic personal formations.

Team games play an important role in a child's learning of social behavior norms. Because, in such games, students try to fulfill their role well, but also try not to deviate from the general content of the game. Most importantly, the role-based team game requires them to obey the strict rules of the game and perform certain tasks correctly. Such games educate and develop other positive feelings in children, such as determination, willpower, politeness, obedience to the rules of the game, discipline, support of friends, teamwork, friendship. It also teaches that it is possible to win as well as lose a game.

Many hidden psychological problems can be solved at the subconscious level by the role-playing games organized by educators on different topics, by children playing different roles, that is, by identifying them with characters. Role-playing games are also necessary because children distinguish the roles and rules that are built in these relationships, and their friends in the game strictly monitor their implementation and try to follow them themselves. Story-role games serve as a basis for children to adequately master the values, customs and gender roles characteristic of our nation. During the game, drawing pictures for children based on the selected topic or based on the told fairy tales, stories, helps them to further develop their imagination, imagination and thinking processes. Little by little, children begin to draw what they know, what they remember, and what they come up with, in addition to describing what they see. Games organized in the form of competition have a special place in the child's mental development, and the achievement and victory in it attract children and give them emotional upliftment. A positive emotional state will definitely have an effective effect on strengthening the results we expect. According to psychologists, children's motivation to achieve success is formed and strengthened in such games. In this case, it is important to encourage each child individually, the child will feel satisfied with the result of his activity and create a solid foundation for the leading activities in the next age.

## CONCLUSION

In conclusion, it can be said that game activity prepares children for learning activity, which is a necessary form of mastering the social experience of humanity. A child cannot master social experience suddenly or by chance. For this, first of all, it is necessary for the child to acquire a sufficient level of speech, to have certain skills, studies and simple concepts. A child of preschool age achieves all this through the purposefully organized play activities of educators and parents.

## REFERENCES

1. В.С.Мухина. Детская психология. М., Просвещение, 1985.
2. А.А.Кадыров. Возрастная психология. Баку, Маариф, 2002.
3. Смирнова Е.О. Игра в современном дошкольном образовании [Электронный ресурс] // Психологическая наука и образование psyedu.ru. 2013. Том 5. № 3. URL: [https://psyjournals.ru/journals/psyedu/archive/2013\\_n3/62459](https://psyjournals.ru/journals/psyedu/archive/2013_n3/62459) (дата обращения: 21.04.2024).
4. Д.Б.Эльконин. Психология игры. – 2-е изд. –М.:Гуманит.изд. центр ВЛАДОС, 1999. 330 стр.
5. Аскарова, Н. А. (2022). ОСОБЕННОСТИ ЭМОЦИОНАЛЬНО-ВОЛЕВОЙ СФЕРЫ ДЕТЕЙ С СИНДРОМОМ ДЕФИЦИТА ВНИМАНИЯ И ГИПЕРАКТИВНОСТИ. *Gospodarka i Innowacje.*, 22, 266-271.
6. Abdivalievna, A. N. (2022). Special Psycho-Correction of Learning Processes in School Readiness in Children with Deficiency and Hyperactivity. *Pindus Journal of Culture, Literature, and ELT*, 2(2), 140-144.
7. Аскарова, Н. (2021). Дикқат етишмаслиги синдромли ва гиперактив болаларда эмоционал соҳа коррекциясининг асосий методлари. *Общество и инновации*, 2(10/S), 548-554.
8. Abdivalievna, A. N. (2023). PSYCHOLOGICAL CAUSES OF EMOTIONAL PROBLEMS IN SCHOOLCHILDREN. *International Journal of Advance Scientific Research*, 3(09), 85-89.
9. Аскарова, Н. А. (2019). Синдром дефицита внимания и гиперактивности–как одна из проблем готовности к школе. *Вестник интегративной психологии*.
10. Abdivalievna, A. N. (2022). PSYCHOLOGICAL FACTORS INFLUENCING THE FORMATION OF ANOREXIA NERVOUS. *British Journal of Global Ecology and Sustainable Development*, 10, 152-155.
11. Абдивалиевна, А. Н. (2022). Дикқат етишмаслиги синдромли ва гиперактив болаларни тарбиялашда оила маҳалла таълим муассасаси ҳамкорлигининг ўрни. *INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL*, 3(2), 16-20.
12. Асқарова, Н. А. (2022). Влияние родительского отношения на психологическое здоровье детей.
13. Аскарова, Н. А. (2022). ЯҚИН КИШИСИНИ ЙЎҚОТГАН БОЛАЛАР ВА ЎСМИРЛАРГА ПСИХОЛОГИК ЁРДАМ КЎРСАТИШ ИШЛАРИ. *INTELLECTUAL EDUCATION*

- TECHNOLOGICAL SOLUTIONS AND INNOVATIVE DIGITAL TOOLS, 1(12), 65-70.
14. Аскарова, Н. А. (2023). АҚЛИЙ РИВОЖЛАНИШИ ВА ЎЗЛАШТИРИШИ ОРҚАДА ҚОЛУВЧИ ЎҚУВЧИЛАРНИНГ ПСИХОЛОГИК ХУСУСИЯТЛАРИ. Academic research in educational sciences, 4(ТМА Conference), 683-688.
15. Аскарова, Н. А., & Сайдуллаев, Н. А. ЎҚУВЧИЛАРДА ХУЛҚ ОФИШИННИНГ ПСИХОПРОФИЛАКТИКАСИ. Му-т аллим сө; м зликсиз билимлендири<sup>3</sup>, 45.
16. Abdivalyevna, A. N., & Farmonova, E. (2024). CHARACTERISTICS OF THE DEVELOPMENT OF COGNITIVE PROCESSES IN PRIMARY SCHOOL STUDENTS. International Journal of Advance Scientific Research, 4(03), 35-39.
17. Abdivalyevna, A. N., & Abdukhamid, A. F. (2023). FACTORS CAUSING PERSONAL PSYCHOSOMATIC DISORDERS. International Journal of Advance Scientific Research, 3(11), 343-347.
18. Nuralievich, N. A. (2024). STUDYING THE PSYCHOLOGICAL CHARACTERISTICS OF TEENS WITH A TENDENCY TO ADOPTION FALSE INFORMATION IN SOCIAL NETWORKS. International Journal of Advance Scientific Research, 4(03), 59-63.
19. Abdivaliyevna, A. N., & Azim, O. (2024). PSYCHOLOGICAL CHARACTERISTICS OF ANXIETY IN STUDENTS. International Journal of Advance Scientific Research, 4(03), 25-29.
20. Mavlyanova Surayyo. (2023). IJTIMOIIY MOSLASHUVNING PSIXOLOGIK KATEGORIYA SIFATIDA TALQINI.