

# The Importance of Intellectual Games in the Mental Development of Preschool Children

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## **Abstract:**

This article contains about intellectual games, which are very successful for developing children's mind. The main reason of such kind of intellectual games is to increase children's knowing process, concentrating logical thought and of course developing useful habits of our children.

**Keywords:** Period of before school, intellect, games and intellectual games, logical thought, knowing process.

Today, Uzbekistan is intensively undergoing the processes of modernization and renewal of all industries at a new stage. The action strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 includes such tasks as "improving state policy towards youth, including fostering physically healthy, mentally and intellectually developed, independent, firm life position, loyal to the motherland of youth, deepening democratic reforms and increasing their social activity in the development of civil society societies".

The "Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030", approved by Decree of the President of the Republic of Uzbekistan dated May 8, 2019 No. PK-4312, provides for the development and implementation of new mechanisms for the comprehensive assessment of the activities of preschool educational institutions, as well as the development of the child and his readiness for general primary education. Practical activities are being intensively carried out to modernize preschool education. Today, the main educational program in the education and upbringing of preschoolers is the state program "The First Step". In accordance with it, the interrelation of all types of developing spheres in the educational process,

the principles of education and development through play are indicated as the principles of the organization of the educational process of preschool educational institutions.

Intellectual-the dictionary meaning of the word mental maturity, insight, intelligence, means to be an intelligent and insightful person. In the process of organizing education, we often use such concepts as an intellectually gifted child, a gifted child, an intelligent child. We must begin to develop intelligence, that is, the intelligence of children, from preschool age.

The thinking of a preschool child is a concrete thinking that reflects on what he perceives or imagines. Therefore, when it comes to abstract events for a child, it is advisable to explain them in comparison with events that the child managed to master earlier. On the basis of communication with others, the child develops a spiritual vision: now they evaluate various actions - good, bad. During this period, along with the game, other activities become important in the child's life, the first work skills are formed: drawing, making various objects from clay, sand. They also perform simple tasks given by adults, and involving children in work has a good effect, for which they have enough energy.

The educational process in the field of preschool education is aimed at developing the abilities and competence of children, preparing them for school. To do this, a teacher-educator is required to be aware of new pedagogical technologies and introduce them into the educational process. It is known that the content of a child's life during preschool education is mainly a game. Therefore, it is advisable to organize intellectual games in the upbringing of a child.

Intellectual games are considered the main means of forming a child from the mental side. The tasks embodied in the content of intellectual games are diverse. For example, toys contribute to the development of children's sensory abilities to form ideas about various qualities – color, size, affect the development of direct cognitive processes (intuition, attention, imagination, perception, memory, speech, thinking). G.L. Lendret, in his book "Play Therapy is the Art of Conversion," talks about what to pay attention to when choosing a toy: "The toy promotes the comprehensive development of the child's intelligence, his ability to control his emotions, self-awareness, behavior, and interact. But not all toys are bought in the store. Toys that parents make and sew with their own hands are closer and more valuable for the child," she emphasizes.

Being active with such toys not only develops the child's intelligence, but also causes him a feeling of joy and satisfaction. The child will be delighted to be able to fold the toy like an adult. At this age, you should also give a tumbler doll.

The child learns, studies, gets acquainted with the world by playing. The game serves as the main criterion for the mental, moral, physical, aesthetic, and spiritual development of a child. In this context, in the development of the child:

1. in self-awareness;
2. when bringing the inner motive to the surface;
3. in the formation of emotions;
4. in the development of speech;
5. Creates conditions for the process of socialization.

The research of the Russian scientist A.V. Zaporozhets shows that the game creates favorable conditions for the development and improvement of the child's movements, during games his motor development improves.

Intellectual games form the following qualities in children:

- Work-aimed at stimulating interest in adult work and generating a need for work.
- Sophistication is aimed at perceiving the beautiful side of objects and phenomena.
- Mental-aimed at obtaining and independently applying knowledge about new properties of the nature of things and phenomena, about the relationship between them.
- Communicative-aimed at solving tasks such as sharing knowledge with peers during the game, increasing the social activity of their speech.

When organizing intellectual games, it is advisable to organize word games, object games and board games. Through object games, the child gets acquainted with the properties and signs of objects and through the game learns to consistently solve the problem of comparison (comparison), selection. Through verbal games, children develop a desire to engage in mental work, develop skills of ingenuity and resourcefulness. Intellectual psychological games in the upbringing of a child are of great importance for the mental improvement and socialization of a child. Classes covering children's work activities mostly begin in childhood. At this age, child labor, although very simple, is of great importance for their mental development. As a result of conversations and excursions with preschool children, children develop a positive attitude to work, a passion for work. Preschool children are not limited to repeating the work of adults from imitation in other people's games, but begin to strive for direct participation in adult work. Psychologically, there is an interest in the labor process itself, and not in the result of child labor at this age. Adults' assessment of the upbringing of preschool children plays an important role in educating them to have a positive attitude to work.

Children make a lot of mistakes when they do what they can do. Organizing them into a cohesive team is of great importance in educating preschool children in the spirit of diligence. Working in a team, the teacher instructs each child to perform a certain work. Thus, children are engaged in work activities in a cohesive team. Kindergarten, by giving middle-aged and older children the work tasks they are capable of, provides great opportunities for educating them in the spirit of hard work and forming certain work skills in them. Because it is very difficult to attract a child who has not participated in socially useful work to further childbirth. The types of work in which children participate in kindergarten are very diverse. For example, to take care of animals and plants in a corner of nature, to work in the yard of the nursery, to be on duty in the kitchen and in the group, to help dress the kids and much more. Children of the middle and older groups begin to take work seriously, completely distinguishing it from play. They understand for whom, for what the results of labor or the social essence of labor are needed. Children are very enthusiastic about the household of adults in the family. During this age period, the motives of behavior and behavior of children also change and develop. The motives of the behavior of the children of the senior kindergarten will consist of fully conscious motives, and the motives underlying their behavior, behavior, will be in all respects similar to the motives of adults. Based on such a strong trend, they organize and conduct simulation games, training sessions and work sessions.

Summing up, we can say that the role of moral motives in the development of motives of behavior of preschool children is extremely great. As children become aware of their behavior, the role of their moral motives increases, that is, the motives for observing social moral norms. Children are now beginning to learn how to act not because of their own selfish interests, but because of social interest. Pedagogically well-organized play activities have a huge impact on the formation of children as versatile personalities, both physically and mentally, and aesthetically.

The game gives the child opportunities such as research, experimentation and motivation. The game helps the child to learn, to learn. During the game, children enrich their knowledge with the imagination they receive from people and the environment. It is through games that children expand their creativity and imagination. In the initial groups, the game teaches the child the skills of

independence and cooperation. This develops the child socially, emotionally and mentally (intellectually).

The great attention paid to the development of the personality of preschoolers in the education system of our country is due to the fact that only the maturation of a personality can become a factor in the development of society only its intellectual intelligence. On the other hand, a person's intellectual intelligence can awaken, develop and ensure the maturation of personality only in a well-organized educational process. Every educator must find a way to maximize the intellectual potential of children.

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