

Effective Organization of Preschool Children's Play

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Annotation:

Game is the main and most favorite pastime of preschool children. Therefore, the inclusion of game elements and problem situations in the educational process enlivens learning. The article presents some views and decisions about the essence and originality of the game as a child's activity.

Key words and concepts: game, activity, educator, children, task, training, education, communication, creative activity.

INTRODUCTION. The game is the main and most favorite activity of preschoolers. The game establishes the interaction of children, develops their feelings, strengthens their masculinity. Therefore, the inclusion of game elements and problematic situations in the educational process enlivens learning. In the process of learning and upbringing, the use of a variety of games, verbal, tabletop, mobile, creative, imaginary trips, game quizzes, setting problem situations, finding solutions, argumentation, achieving results increase the effectiveness of learning. The implementation of the learning gameplay, especially outdoors, develops children's observation and creativity, teaches them to identify colors, major and minor shades of shapes, serving, taste, and develops sensory abilities in general.

LITERATURE ANALYSIS. Theory of play activity there are a number of studies on the study of the psychological characteristics of a baby in the period up to a year. Among them are N.L.Figurin, M.P.Denisova, M.Y.Kistyakovskaya, A.Vallon, D.B.Elkonin, E.A.Arkin, S.Faience, S.Buhler, the works of F.I.Fradkin are important in their connection. In experiment S. Faience, when the baby was shown beautiful and attractive toys from a distance of 9 cm, he aspired to them with his whole body, later, when the interval was 60 cm, the child's aspiration, stretching of hands, lethargy, stretching, involuntary movements completely faded away. He looked so indifferently at the adult standing next to the toy. It can be observed that the further he winters, the stronger the child's desire

and interest in him. According to M.Y.Kistayakovskaya, at 5-6 months old she looks a little at the stranger she is dealing with, and then either smiles or turns away from him, even, frightened, cries. It happens that a child becomes attached to the loved ones he cares about. That's why he meets his mother or nanny screaming, pushing her, involuntarily stomping on his hands and feet. By the time he turns six months old, he will get used to getting attached (learning) to the people around him, relatives and even neighbors. From about 8-9 months of age, he begins his initial playing activities with adults. Smile, animation, joy, emotions in play activity at first manifest themselves only in the presence of adults, over time the game itself brings joy to the child. As the baby approaches age, in addition to consistently observing the behavior of adults, their passion for helping gradually arises in him. As a result, the child also begins to move from an individual activity to a joint activity. Certain joint activities contribute to the expansion of the sphere of communication. The general psychological development of a child occurs only during the game (A.Leontiev), paying great attention to the meaningful enrichment of their games. The game occupies a large place in the work of a preschool organization for the physical education of children. The game satisfies the requirements and needs inherent in a young body, increases vitality, fosters cohesion, cheerfulness, and cheerfulness. That is why the game occupies a worthy place in the upbringing of children. The outstanding coach and doctor E.A.Arkin called the game a "spiritual vitamin" for a reason. Various forms of physical activity are used for the full-fledged physical development and health promotion of children. During the game, it is extremely important to create suitable conditions for the physical growth of the child. To achieve this, it is necessary to ensure that games give children enough pleasure so that they develop activity, so that these games include various activities, so that lush games are followed by a transition to less active games.

RESEARCH METHODOLOGY. The game establishes the interaction of children, develops their feelings, strengthens their masculinity. Therefore, the inclusion of game elements and problematic situations in the educational process enlivens learning. The article examines the issue of some views and decisions on the essence and specifics of play as a child's activity. Play activity is the main content of a child's life, it manifests itself as a leading activity in close connection with work and education. Researchers note the importance, value of the game, its conditionality, as well as its great importance in the formation of social behavior that determines a person's place in society, his behavior during communication, as well as in preparing the brain for the next subject being studied. They emphasized that the game is very important during the development of a child's mental abilities from birth to 3 years old. The game is a way of self-expression of a person, his improvement. It forms the basis of the life of preschoolers. All sides of the personality come into play in the game: the child acts, speaks, perceives, thinks, during the game period the child's imagination and memory are actively working, the qualities of responsiveness and will are manifested. Story-role-playing games for preschool children, divided into story-role-playing games, are conducted almost all the time without a team. Story-role-playing games contribute to the development of many mental processes and personal and psychological qualities of children.

ANALYSES AND RESULTS. The game environment itself requires children to actively focus their attention on the surrounding objects and phenomena. This makes children extremely active during play activities, that is, they become observant, quick to remember, imitating everything in detail and deeply. Story-role-playing games, divided into story-role-playing games, allow children to actively interact with each other during the game. This leads to the rapid development of children's speech. As you know, games that are divided into story and role-playing have their own rules. By observing these laws and rules, children use their willpower. Consequently, in the process of playing activities, the volitional qualities of children also develop. The play activity of kindergarten children of different ages structures and develops all their reflexive, that is, mental processes, mental capabilities, personal and psychological qualities, character traits. It is characteristic that the diverse play activities of preschool children gradually prepare them for

educational activities. Role-playing is the most important activity of children of this age, in such a game they seem to directly perform all the tasks and affairs of adults in practice, therefore, the events of the game, the events of family life try to reflect in a generalized form of interpersonal relationships. In order for children to experience the peculiarities of the lifestyle, feelings, interaction and communication of adults with themselves and with others in the form of an explicit reality, various toys are used, as well as objects that perform their function.

D.B.Elkonin writes in his research that along with the plot of the role-playing game, there is also its content. He believed that in the game the child more accurately reflects the main aspect of adult activity, and the content of the game is determined by A.P. Usova's research showed that role-playing expands the circle of participants depending on their sexual preferences as they grow up. Three-year-old iiki children join groups of three and play together for three five-minute periods. A 4-5-year-old group consists of 2-3 participants, their joint activity lasts 40-50 minutes. The number of participants also increases during the game. Children 6-7 years old have a desire to play a role-playing game together in a group or team, roles are first assigned, the rules and conditions of the game are explained (during the game, children control each other's movements).

The factor that does not encourage a child to play is his perception by adults of the existence and interpersonal relationships and the desire to try them out in his individual activities, as well as a passion for direct communication with his peers playing in a team. Based on the analysis of data collected in the field of child psychology, the following conclusion can be drawn for this age period:

- 1) in play activities, the child is passionate about a full-fledged demonstration of various actions, showing ways to perform them;
- 2) then he tries to summarize and reflect all the actions. As the child grows, it becomes easier to rename objects and toys and call them by a new name. It also becomes possible not only to rename objects in a new situation, but also to apply them in accordance with the new name. The new name of the objects used in the game activity generates a number of problematic situations. Renaming objects in a game activity is a difficult psychological condition. In particular, in the interaction of a word and an object, actions that are inextricably linked with them acquire special importance. Based on the above considerations, it can be said that the substitute objects of adult life and activity are the material basis for the generalized expression of their movement. Consequently, the development of a child's movement in play activity depends more on the content of the game. At the heart of any game and play activity is the child's ability to reflect, repeat the activities and interactions of adults, their behavior in their own way. Accordingly, the game acquires social significance, allowing the child to acquire valuable knowledge, practical skills, skills and habits created by mankind over the centuries, which ultimately leads him to the essence of interpersonal communication. So, a psychologist, based on an analysis of the literature, believes that the features of preschoolers include:
 1. the child is interested in the activities of people, their attitude to objects and interaction;
 2. children in the story-role-playing game reflect the externally expressive, dynamic, emotional sides of the surrounding reality;
 3. in the story-role-playing game, the child realizes his desire in practice, feeling that he lives in the same conditions as an adult, on the same earth;
 4. Entering adulthood and activity, although it manifests itself as the embodiment of the child's imagination, but in general leaves an indelible mark on his genuine personal life. As you know, a game is a reflection of reality for a child. This reality is much more interesting than the one that surrounds the child. The interesting thing about the game is that it is easy to understand. For

example, games play a big role in shaping the most important aspects of everything, from the simplest mental process to the most complex mental process. Speaking about the influence of the game on the growth of movement in preschoolers, first of all it should be said that:

Firstly, the very organization of the game creates the most favorable conditions for the development and improvement of the child's movements at this age.

Secondly, the reason and feature of the influence of the game on the child's movements is that complex motor skills are mastered by the subject directly in the learning process, and not during the game.

Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, play activity turns from a means of implementing behavior into an independent goal that ensures the activity of the child. Because it (the Game) grows to the level of the original object of consciousness of the subject (being). A preschooler chooses a role that has a certain character, while consciously striving to fulfill the firm gait inherent in a particular character. Thus, play becomes the most necessary activity for this child, and the possibility of remembering actions in a new form, improving, and realizing them begins to become an obvious reality. Mastering these movements gives the child the opportunity to consciously perform physical exercises. The conscious goal of the child, arising from the game conditions, finds its expression at the moment of performing actions, and the goal set for him is transformed into the processes of memorization and memorization.

CONCLUSION. The outstanding coach and doctor E.A.Arkin called the game a "spiritual vitamin" for a reason. Various forms of physical activity are used for the full-fledged physical development and health promotion of children. During the game, it is extremely important to create suitable conditions for the physical growth of the child. Outdoor games help to increase children's cheerfulness, foster relationships and feelings. Moral qualities such as the ability to follow the rules of the game, courage, and justice are brought up. Outdoor games performed during classes, walks and various processes of the day occupy an important place in the development of a child's personality. The game forms the basis of preschoolers' lives. All sides of the personality come into play in the game: the child acts, speaks, perceives, thinks, during the game period the child's imagination and memory are actively working, the qualities of responsiveness and will are manifested.

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