

PSYCHOLOGICAL ASPECTS OF GAME ACTIVITY THAT ORGANIZES THE EDUCATIONAL BRAIN ACTIVITY

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Abstract:

The article describes the psychological features of kindergarten-age children's play, and shows that kindergarten-age children strive to reflect all aspects of life and act independently in their home activities.

Keywords: kindergarten, preschool age, game, psychology, activity, physical development, independent movement.

MAKTABGACHA TALIM TIZIMIDA FAOLIYAT OLIB BORAYOTGAN TARBIYACHI TASHKIL ETADIGAN O'YIN FAOLIYATINING PSIXOLOGIK JIHATLARI

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Annotatsiya:

Maqolada bog'cha yoshidagi bolalar o'yinining psixologik xususiyatlari yoritilgan bo'lib, bog'cha yoshidagi bolalar o'zlarining uyin faoliyatlarida xayotning hamma tomonlarini aks ettirishga va mustaqil harakat kilishga intilishlari aks ettirilgan

Kalit so'zlar: bog'cha, maktabgacha yosh, o'yin, psixologiya, faoliyat, jichmoniy rivojlanish, mustaqil xarakat.

The leading activity of preschool children is home. The issue of home activities of children of kindergarten age has attracted the attention of many scientists for centuries. Kindergarten children strive to reflect all aspects of our increasingly rich lives in their home activities. It is known that as the child grows up and has the opportunity to move independently, his outlook on the things and events around him expands. In the process of learning about the world of objects around him, a child of kindergarten age strives to have a direct practical relationship with these objects. It is characteristic of this that the child, due to his thirst for knowledge, strives to be in a practical relationship not only with the things around him that he can handle, but also with the things that he does not have enough power and cannot handle, which belongs



to adults [2]. For example: a child wants to own a car, a tram, ride a horse, be a pilot and fly in an airplane, and be a policeman. But naturally, the child cannot satisfy any of these needs in a real way. A question arose here. How to solve the conflict between children's increasingly diverse externalities and their limited opportunities? This conflict can be solved by only one activity, i.e. the child's homework. This can be explained by the fact that, firstly, children's home activities are not activities aimed at producing some material product.

Therefore, the reason (motive) that encourages children to go home is not related to the result, but to the content of various actions in the home process. Secondly, in the process of playing, children are free to turn the things they have at their disposal into things that interest them but belong only to adults. Children's home activities are one tool for their harmonious development from a physical and mental point of view. Home is such a multi-faceted activity in children's life that it contains both adult-related entertainment, thinking about various things, raw imagination, recreation and cheerfulness, that is, all these processes are reflected in home activities [4-5]. It should also be emphasized that the home, but the external environment, is not only a means of knowing events, but also a powerful means of education. In creative and plot homes, children's individual feelings are formed together with all mental processes. Therefore, the success of educational work in kindergarten depends in many ways on the purposeful organization of children's home activities.

Thus, the house is not something created by the children's imagination, on the contrary, the children's imagination itself is something that develops in the process of the house. It should also be mentioned that the amazing things being created in our modern age, where science and technology have developed like no other, seem like a miracle to children. As a result, in the course of their various constructions, they invent various imaginary things (such as a flying horse, a car, a man, a talking tree). In addition, the fact that children invent various imaginary things also means that in their various home activities, they reflect not only what is around them, but also what their needs require at the same time.

From the fact that children create various imaginary and mythical images in their home activities, we can draw the following conclusion: the processes of human (including children) reflection of things and events in the external environment is not a passive process, but an active and creative process. Another remarkable feature of children's home activities is that the child's actions and roles are often common. It should be understood that the child reflects not only the behavior of a single driver, doctor, policeman, educator, pilot, but also the behavior of drivers, doctors, educators, and pilots in his various homes. Of course, young children (sometimes children of small groups) who have a very limited range of life experiences and activities reflect concrete people and their actions in their homes. (For example, his mother, father, brother, tutor, etc.). And in the homes of children of middle and senior kindergarten age, such images begin to acquire the character of generality. Homes of children of kindergarten age are not only a tool for learning about things and events around them, but also have a high social value. In other words, the home is a powerful educational tool. With children's homes, it is possible to educate socially useful, that is, high human qualities in them. In addition, if we look at children's home activities from the outside, we will see that all their personal feelings (whose interests, abilities, temperament of will) are clearly



manifested during the home process. That's why children's homework is a great tool for their individual learning. Children of preschool age usually play alone. Children of this age develop their perception, memory, imagination, thinking and movement abilities with the help of object and constructor houses. In role-playing houses with a plot, children mainly reflect the behavior of adults whom they build and observe every day. The house of 4-5-year-old children gradually acquires a collective character.

It is fun to show the individual characteristics of children, especially their collective homes. In these houses, children reflect not only the attitude of adults to objects, but also their mutual relations. Also, in a collective house, children reflect the complex life activities of a group of people. Take, for example, the "train" house. It includes a driver, a stoker, conductors, a controller, a cashier, station employees and conductors. Such collective houses of children are similar to the work of artists. Because every child in a collective home strives to fulfill his role well and not deviate from the general content of the home. This requires every child to use all his abilities. A collective home with certain roles requires children to obey strict rules and perform certain tasks in a similar way. Therefore, such collective homes for children are of great importance from a psychological point of view. Because such homes educate and develop children's willfulness, problem-solving, obedience to house rules, discipline, and similar positive feelings.

At the age of senior kindergarten, story-role houses develop, but these houses are distinguished by the richness and diversity of their activities. In the process of these houses, children begin to develop leadership, and organizational skills and abilities begin to develop. Visual art is also very important among the creative activities of preschool children. A child's imaginative character can be assessed based on how he perceives the environment, memory, imagination and thinking.

The pictures drawn by children of senior kindergarten age also reflect their inner experiences, mental states, dreams, hopes and needs. Children of this age are also very interested in drawing. Drawing is a unique form of home activity for children. The child first draws what he is building, and then what he knows, what he remembers and what he invented.

Competition is very important for children of senior preschool age, and it is in such homes that success is encouraged and strengthened. Competition homes, which are the best time for children of this age to win and succeed, are also very important. At the age of senior kindergarten, construction houses gradually turn into cocktail activity. At home, the child begins to acquire elementary cooking skills and abilities, begins to understand the properties of objects, and develops practical thinking.

Music, which is an artistic and creative activity, is very important in the mental development of 3-7-year-old children. Children with musical instruments try to sing and perform rhythmic movements to the music. In the period of 3-7 years, children's main activities come in the following sequence:

- study subjects,
- houses with individual objects, houses with a collective plot,
- individual and group creativity,
- racing houses,



- meeting rooms,
- homemade cocktail.

When we talk about the play activities of children of kindergarten age, it is necessary to dwell on the issue of their toys. When giving toys to children, it is necessary to take into account their age characteristics, development levels, and at the same time what they are most interested in. It is known that 1-3-year-old children have mastered the outdoor environment very little. They can't even distinguish the color and size of things well. That's why they should be given different colored clothes and loose cloths along with the cow. Especially. girls practice by hitting their puppets on different colored cloths and tying them with handkerchiefs. It is useful to give small children nests of different colors that fit inside each other.

Home activities prepare children for learning activities that are an active form of acquiring the social experience of humanity. A person cannot start mastering social experience all at once. In order to actively acquire social experiences, a person must first have a sufficient level of speech, have certain skills, studies and elementary concepts. The child achieves these through home activities, as we have shown in detail above

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