



THE USE OF CREATIVE GAMES IN THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATION

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Annotation

The ways of conducting didactic games on the use of creative games in the educational process for children of senior preschool age are described. Recommendations on the use of practical didactic games are given. The relevance of an innovative approach to acquiring gaming skills in older preschoolers is still relevant today, expanding the scope of theoretical and scientific limitations and understanding of this concept.

Keywords: game, creativity, education, communication, cognitive processes, social and emotional cognition, development, reading, technology, ability.

Introduction

Play plays an important role in the education of preschoolers. The game is an independent activity in which the child first begins to communicate with peers. For preschoolers, play is very important: for them, play is learning; for them, play is work; for them, play is a serious form of learning. For preschoolers, play is a way of learning about the world around them. The child learns to use his knowledge during the game, to apply them in different situations. In creative games, the child acquires new knowledge, skills and abilities. Games that contribute to the development of cognition, attention, memory, thinking, and creative abilities are mainly focused on the mental development of a preschooler. Creative games allow children to fantasize, create and experiment.

1. Games to improve the thought processes in children:

- mobile; - intellectual; - aesthetics.

2. Technical games:

- artistic games; - agricultural games; - Professional games; - construction games.

3. Social games:

- family life; - kindergarten, school; - associated with public life; - socio-political games;

4. War Games:

- game "Soldier-soldier"; - Sailor game.

5. Drama Games:

- theatre; - cinema; - circus.





Preschoolers play D.B. Elkonin, in turn, classifies as follows:

- Games on the theme of everyday life; - Games related to the production plot; - Socio-political games.

The scale of the game can be expanded by properly organizing the educational impact on children. On the day a child enters preschool, their games reflect only the events of family life, while as a result of classroom learning, travel, observing nature, a variety of games increase, including kindergarten, zoo, kitchen, train-type games, hairdresser, the shops. The increase in children's games is also explained by their age. As children grow older, the plot of their games becomes richer and more diverse. All games for preschool children are divided into two main categories according to their content, features and organization:

1. Creative games. 2. Regular games.

Creative games invented by children. It has no predetermined rules. Rules are invented by children during the game. The content and rules of ordinary games are determined by adults. These rules must be observed during the game.

For Creative Play

- role-playing games; - staged games; - Create and create games.

Creative games reflect children's impressions of the world around them. Such games are independent games, the content of which is invented by the participants themselves. This game fully demonstrates the freedom, independence, organization and creativity of the child. The game does not accurately reflect life experiences, but is processed in the minds of children and attached to the game. This is expressed in the fact that the child creates the idea of the game, composes its content and chooses the means of depiction. In creative games, the impressions of the child from the life around him - peers, activities of adults - are processed, supplemented, qualitatively changed. Such children's games are a practical way of knowing the world around them.

Role-playing games are reflexive in nature. Role-playing games increase observation, curiosity and cognition of children. The child experiences this or that emotion connected with the content of the role in which he is depicted in his play. In role-playing games, each child plays a role. For example, a builder, a driver, an educator. Preschoolers usually play alone. Through object and constructive games, children of this age develop cognition, memory, imagination, thinking and motor skills. In role-playing games, children mostly reflect the behavior of adults that they see and observe on a daily basis. The game of children 4-5 years old gradually acquires the features of a team form.





References

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