



## THE ESSENCE OF CHILDREN'S PLAY ACTIVITIES AND ITS TYPES

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### Annotation

The game is a special activity that flourishes in childhood and accompanies a person throughout his life. Most modern scientists explain the game as a special kind of activity that has developed at a certain stage in the development of society. The social purpose of the game is that it serves as a means of transferring “cultural acquisitions from generation to generation”, preparing children for work. The game is also social in its content, as children display what they see around, including the labor of adults.

**Keywords:** social experience, developmental effect, preschool institution, figurative thinking, imagination, educational games (didactic, plot-didactic, mobile), leisure games, fun games, entertainment games,

### Introduction

In the first years of life, the child is dominated by interest in objects, things that others use. Therefore, in the games of children of this age, the actions of an adult are recreated with something, with some object (a child cooks food on a toy stove, bathes a doll in a basin). In the expanded form of role-playing, which is observed in children from 4-5 years old, relations between people come to the fore, which are carried out through actions with objects, and sometimes but without them. Thus, the game becomes a way of isolating and modeling (recreating in specially created conditions) relations between people, and, therefore, begins to serve as the assimilation of social experience.

Playing activity is not invented by the child, but is given to him by an adult who teaches the kid to play, introduces socially established ways of playing actions (how to use a toy, substitute objects, other means of embodying the image; perform conditional actions, build plot, obey the rules, etc.). Learning the technique of various games in communication with adults, the child then generalizes the game methods and transfers them to other situations. So, the game acquires self-movement, becomes a form of the child's own creativity, and this determines its developmental effect.

Characteristics of gaming activity in modern pedagogical theory, the game is considered as the leading activity of a preschool child. The leading position of the





game is determined not by the amount of time that the child devotes to it, but by the fact that it satisfies his basic needs; in the bowels of the game, other types of activity are born and develop; The game is the most conducive to mental development. The basic needs of the pre-school child find expression in play. First of all, the child is characterized by a desire for independence, active participation in the life of adults.

In play, the child takes on a role, trying to imitate those adults whose images are preserved in his experience. A child of the first years of life is characterized by a need for knowledge of the world around him, which psychologists call insatiable. Children's games in all their diversity provide him with the opportunity to learn new things, to reflect on what has already entered his experience, to express his attitude to what is the content of the game.

A child is a growing and developing being. Movement is one of the conditions for its full growth and development. The need for active movements is satisfied in all types of games, especially in mobile and didactic games with toys such as billback, table croquet, ball, etc. The possibilities of play in satisfying the child's inherent need for communication are very great. In the conditions of a preschool institution, play groups are usually formed that unite children according to common interests, mutual sympathy. Due to the special attractiveness of the game, preschoolers are able to be more accommodating, compliant, and tolerant in it than in real life. In the bowels of the game, other types of activity (labor, teaching) are born and differentiated. As the game develops, the child masters the components inherent in any activity: he learns to set a goal, plan, and achieve results. Then he transfers these skills to other activities, primarily into labor. Being the leading activity, the game most contributes to the formation of the child's neoplasms, his mental processes, including imagination.

A sign of the game, as noted by L. S. Vygotsky, is the presence of an imaginary or imaginary situation. Another important property of the imagination is the ability to transfer the functions of one object to another that does not have these functions. Thanks to this ability, children use substitute objects, symbolic actions in the game. Play as a means of education at preschool age, the game is the kind of activity in which the personality is formed, its inner content is enriched. The main significance of the game, associated with the activity of the imagination, is that the child develops a need to transform the surrounding reality, the ability to create something new.

It combines real and fictional phenomena in the plot of the game, endows familiar objects with new properties and functions. Numerous research shows that with tactful pedagogically expedient guidance, the game helps to enrich the child's horizons, the development of figurative forms of cognition (figurative thinking, imagination), the strengthening of his interests, and the development of speech.





The importance of the game in mastering the norms of behavior, the rules of relationships is great. But this does not exhaust its significance for the moral development of the child. The freedom of play activity implies that in it the child is more often than in real life placed in conditions when he must make an independent choice (what to do?). Games develop the child's creativity. They manifest themselves in building a plan, in playing a role, in creating home-made toys and costume elements necessary for the game. Thus, the educational possibilities of all types of games are extremely high. The game for preschoolers is a way of knowing the environment. During the game, two types of relationships develop between children: relationships that are determined by the content of the game (students obey the teacher, the engineer directs the workers), the rules of the game. real relationships that manifest themselves about the game (collusion on the game, a way out of the conflict that has arisen between the players, the establishment of rules). Children with a low level of relationship development are not accepted into the game (the child insists on his own plot of the game, quarrels with partners, leaves the game before it is completed). Thus, on the basis of real relationships, children form (or are not formed) the qualities of the "public" (A.P. Usova): the ability to enter a group of playing children, act in it in a certain way, establish relationships with partners, and obey public opinion.

The qualities of "public" allow the child to successfully interact with other children. Classification of children's games Children's games are diverse in their content, the degree of independence of children, forms of organization, and game material. Due to the variety of games, it turns out that it is difficult to determine the initial grounds for their classification. In domestic preschool pedagogy, a classification of children's games has developed, based on the degree of independence and creativity of children in the game.

There are three classes of games (S. L. Novoselova): Games that arise at the initiative of the child (children) are independent games: Game-experimentation, independent plot games (plot-display, plot-role-playing, directing, theatrical). Adult-initiated games who introduces them with educational and educational purposes: educational games (didactic, plot-didactic, mobile), leisure games (fun games, entertainment games, intellectual). Games coming from the historically established traditions of the ethnic group (folk), which can arise both at the initiative of an adult and older children.





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