



TYPES OF GAMES USED IN PRESCHOOL EDUCATION AND METHODS OF THEIR ORGANIZATION

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Abstract:

This article discusses the types and description of games at preschool age, the methods and methods of their practical application, and the correct organization methodology.

Key words: game, activity process, education, creative games, games with rules, role-playing games, dramatized games, didactic games, artistic work, round-surroundings

It is known that play is the main activity of children of preschool age. The game appears as a leading activity inextricably linked with work and education. The game plays an important role in the physical development of children, in the educational work of the preschool organization, in the mental, moral, labor and aesthetic education of children. In summary:

- the game is an independent activity of children, in which the psyche of the child is manifested;
- the game is a form of organizing the life of preschool children;
- the game is one of the means of comprehensive education of children;
- the game is a means of preparing children for educational activities.

Children's play has different forms depending on its content, characteristics, and organization. Including, they are divided into categories. They are creative games and games with rules.

Creative games are invented by children themselves. There are no predetermined rules. Children discover the rules of the game themselves. Creative games are plot-role games, staged games are divided into construction games.

Story-role games are the main types of games for preschool children. A role-playing game is a reflective activity by its nature. The life and activities of adults and peers around Tevarak serve as a source for the content of this game. The unique feature of





role-playing games is that they have a plot, a role, and an imagined situation. Examples of these games include games such as "Magazinda" and "Guest-guest".

Children's impressions of the surrounding life, the activities of their peers and adults are processed, filled, and qualitatively assimilated in creative play. Such children's games are a practical form of knowledge of the surrounding existence.

In story role-playing games, the educator plays a leading role. The educator should carefully monitor children's interests and create conditions for developing their positive aspects. In order for the educator to lead the role-playing game:

- must know children's games well and always follow them;
- it is necessary to allocate a certain space for playing role-playing games;
- it is necessary to provide the necessary tools for children to independently make the toys needed during the game;
- helping to choose the theme of the game is one of the methods of teaching children to play. The educator should not only enrich the theme of children's role-playing games, but also think about enriching its plot and content;
- the teacher must control the participation of all children in the game.

Staged games are seen on the basis of a work of art, the plot of the game, roles, actions of the characters, their speech are determined according to the text of the work. The organization of staged games includes the following stages:

I stage. Choosing a work of art for staging. When choosing a work of art, the number of participants of the work should be large.

II stage. Read the content of a fairy tale or story selected for staging.

III stage. Making children remember the work: re-reading, individually working on what each child says, drawing pictures.

IV stage. In order for the game to be interesting and last, it is necessary to prepare the necessary materials and clothes for the game and to properly implement the leadership.

Staged games should be directed from simple to complex, taking into account the age characteristics of children. For example, for the middle group, works depicting action are chosen, and for the older group, the heroes of the work are chosen to look more complex.

Children's construction games are part of role-playing games. In games with building materials, children's interest in technology increases, their observation develops, they get to know the simplest forms of geometric objects.

In construction games:

- 1) building materials should be enough for the whole group of children to play at the same time;





- 2) there should be a place to store construction materials in the group room;
- 3) there may be small toys, people, animals, vehicles in the corner where construction materials are stored;
- 4) there should be necessary materials for children to make their own toys;
- 5) children should be taught construction methods;
- 6) it is necessary to store the items made of construction materials for several days. Playing with sand, playing with water, and playing with snow can be included in the common types of construction games in preschool education.

The content and rules of games with rules are determined by adults. Games with rules include: didactic games, action games, musical games, fun games.

Didactic games, as an educational game, are among the games that match the age characteristics of children. A distinctive feature of didactic games is their educational orientation.

Didactic games are created by adults for the purpose of mental development of children. An important aspect of the didactic game is the idea of conducting it. This idea arouses interest in children. For example, games like "Who Screams How", "Amazing Bag".

In didactic games, medical objects and objects are widely used. Time and place should be reserved for didactic games in the child's agenda. Such games are played in groups or individually during training and outside the game. The content and result of the game are carefully determined.

It is necessary to take into account the age and individual characteristics of children in didactic games. Game play and rhythm play a big role in the game, a very slow and even tempo makes the child wait a lot, and a very fast tempo confuses the child. Correct assessment of game participants by adults is important.

In conclusion, it should be mentioned that the game is the most effective way to educate preschool children. When conducting the game, it is necessary to take into account the age of the child. An educator must have sufficient knowledge, skills, and abilities to organize a game during training or outside of training. The variety of games is important for the mental and physical development of children.

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