



ANALYSIS OF KID'S PSYCHOLOGICAL DEVELOPMENT THROUGH NATIONAL GAMES

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Annotation

This article describes a methodology for analyzing the mental development of older preschool children through national games. The article provides a psychological analysis of the process of mastering and playing the game "Five Stones", a favorite of children of many nationalities, as well as methods of its implementation.

Keywords: preschool age, national games, mental development, value, national psycho, five stones, character, sensomotor coordination, orientation.

Introduction

In today's preschool education, the essence of child-centered education is to see every child as a value. The process of play, which is the main activity of a preschool child, is important not only in the formation of the child's personality, but also as a key tool in the acquisition of social experiences[2]. As the child participates in the game, the world is filled with joy, and his emotions are aroused. The game is a product of the first activity, through which man reconstructs reality, changes the world. The essence of human play is the ability to change reality by reflecting it. The manifestation of a child's need to influence the world is first formed in play[5].

"A child's play is a laboratory of life," wrote ST Shatsky. If education is mainly focused on the formation of consciousness, then if the imitative behavior is related to emotion, then the 'higher consciousness' is exercised and shaped by play. According to educators, psychologists, the game is

- A person's special attitude to the world around him;
- The child's specific activity, which changes and develops as a subjective activity;
- The type of activity (or attitude to the world) that is socially given to the child, provided and mastered by him;
- Special content of mastering;
- Activities that develop the child's psyche;
- All children's lives are interpreted as a "socio-pedagogical form of organizing children's society[4]." All the tasks of children's play are to develop mental qualities





as revealed in the research of scientists (L.S.Vigotsky, S.L.Rubinstein, D.B.Elkonin and others).

The essence of the game is that it is not the outcome, but the process itself, the course of the process of experiences associated with the action of the game. Even though the situations in which the child plays are imagined, the feelings they experience are real[12]. This unique feature of the game has a great educational potential, because by managing the content of the game and adding certain roles to the plot of the game, the educator can program certain positive emotions of the children playing in this way. Firstly, the experience of experiencing positive emotions is important for a person, and secondly, it is only through experiences that a positive attitude towards activity can be nurtured. The game has a rich potential to shape attitudes towards non-gaming activities[11].

S.L. Rubinstein argues that as long as a child plays this or that role, he or she simply does not move to a stranger by deception; as he enters the role, he expands, enriches, deepens his personality. In particular, the content of the national games was born as a reflection of the daily life of the nation, the traditions, customs and values passed down from generation to generation. In the content of national games, imbued with the spirit of the nation, the unique and appropriate aspects of the nation, the culture and art of the nation, the child, as a representative of this nation, transfers the adult life around him to his own games[3]. The fact that national games have a very rich psychology serves to shape the national consciousness and national culture in the child. In the process of play, the child first of all acquires the concepts and knowledge specific to the nation, and acquires the knowledge, skills and abilities necessary for life by playing various folk games. The role of national games is invaluable, especially in the development of cognitive processes such as intuition, speech, thinking, memory, attention, imagination, perception, which play an important role in the development of human mental development[13]. The advantage of national games is that these games do not require space or equipment. Many games can be played by children of different ages together. Therefore, such games are a favorite for children[6]. Therefore, it is advisable to use folk games, which are included and not included in the program in preschool education, as a factor that has a great impact on the mental development of children. To do this, educators must first analyze the psychological analysis of each game, that is, the extent to which the game affects the development of the child's cognitive processes, emotional volitional qualities and individual characteristics[7]. To this end, it is necessary to prepare a psychological map of the games and plan to engage with children during the day.





Psychological analysis of the game is carried out as follows: for example, the game of "five":

Manipulation movements with stones during play, that is, orientation movements when touching, feeling, throwing stones with the fingers, serve to develop the child's sensomotor coordination[1]. Bending the child's sitting position forward, backward, left and right during play accelerates the activity of the circulatory system, which stimulates the general condition of the child[14]. While naming the exercises in the game and remembering the sequence of tasks sharpens the child's memory, observation of each task while he and his partner are doing it stabilizes the attention, the exercises "horse", "scissors", "bride", "cap", "well" and their distinctive symbolic meaning provides insight into the way of thinking in the social environment[10]. Also, the importance of the play process for the overall mental development of the child is that the process of initial mastery of the game has a very large psychophysiological developmental effect on the child[15].

Because the stone as a small object has a great impact on the sensory development of the child, the movement of the child's body and body during the game forms the ability to balance and choose situations that are comfortable for him[8]. Also, the correct pronunciation of names in each exercise, explaining the rules of the game to the participants develops the child's speech. In addition, playing the game with 2-4 people will help the children to establish the right relationship[9].

It is recommended to teach the elementary options of this game from the age of 4. At the age of 6-7, it is possible to complete 8-12 exercises.

Educators are encouraged to follow the play process, focusing on the quality of the skills children are acquiring, and to show individual children the easy ways in which they have difficulty mastering certain exercises.

Thus, by conducting a psychological analysis of each of the national games in the same order, the educator selects and organizes the games for his group based on the general level of maturity of the children. This is the most necessary tool for the mental development of children.

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