

**GAME TECHNOLOGIES IN THE COGNITIVE DEVELOPMENT OF
PRESCHOOL CHILDREN**

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Abstract:

The game allows the child to know his personality as a full-fledged member of society, to feel his importance. For a child, the game is important as a field of self-realization as a person, not the result, but the game process itself.

Keywords: play, cognitive exploration, creativity, ethics, imagination, attitude, personality, maturity, mental work, creative and physical technology.

The game can be different - completely free on the initiative of the child or a group of children, with minimal or complete participation of the pedagogue - organized by the pedagogue and carried out with the help of his instructions. Along with understanding and recognizing the importance of free play, it is necessary to recognize the decisive role of the pedagogue in organized play. The education and training process should provide the opportunity to play games, and the developmental environment should contribute to the opportunity to play games. Creating an environment for play, i.e. providing children with adequate time, space, support resources and toys, is important for educators working with preschool children to facilitate children's play [4, 4.1.].

The ideas of Y.A.Komensky, K.D.Ushinsky, A.S.Makarenko, P.F.Lestgaf are also important for the theory of modern children's games. "Children's play has a centuries-old history", wrote K.D.Ushinsky, "it is a powerful educational tool developed by man himself, and therefore it expresses the true needs of human nature". Jan Amos Comenius considers the game as a necessary form of the child's activity, corresponding to his nature and inclinations. In his opinion, the game is a serious mental activity that develops all the child's abilities, in the game, the scope of the child's imagination about existence and the world expands and enriches, speech develops.

Educators should observe the following when guiding children's play:

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- establishing the right relationship between play and work;
- education of children's physical and mental qualities characteristic of future workers in the game. In this way, the game is a social activity that emerged as a result of work in the process of historical development;
- the game always reflects real life. So, as social life changes, so does its content;
- play is a conscious activity directed to a certain goal, it has a lot in common with work and serves to prepare young people for work. Because:
 - ◆ play 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 children of preschool age;
 - ◆ game is one of the means of comprehensive education of children;
 - ◆ game is a method and method of education and upbringing of children;
 - ◆ game is a means of preparing children for educational activities [2, XI.1].

The role of the pedagogue in the organization of children's play is represented by the following:

- creating conditions for children's games (time, place, resources). The educator prepares the playground, provides it with stimulating play resources appropriate to the child's age, interests, abilities and culture. The teacher creates opportunities for play both inside and outside the room, observing safety requirements;
- development of children's play. The teacher creates opportunities for children to learn and develop through play and forms skills. He plans the game based on observing the individual characteristics of children, their interests, abilities and developmental needs;
- to help children interact in the game. Observing children in the game helps the pedagogue to understand how the child plays with other children, what skills and competencies the child demonstrates in the game. The pedagogue joins the game and helps the child's education, his ability to describe, explain, justify, use appropriate language, as well as to form positive behavioral skills;
- to give children the opportunity to show themselves and their abilities. In planning, the teacher allocates enough time for the child to play based on his own idea or on his initiative, in which children can play without rushing and without fear of being interrupted by adults. Children are given time for free play and the opportunity to express themselves and their abilities without the active intervention of adults [1.4.1.].

Recommendations for the organization of game activities in the conditions of preschool educational organization:

The "First Step" state educational program provides the opportunity to use various games in all areas of development, free play activities, educational activities and excursions. Every child

has a developed potential, the game helps to develop it. The purpose of game pedagogy is to form and develop children's good and effective relations with each other and the ability to cooperate in joint game activities.

Story-role games. During social-imaginative play, children:

- ✓ change objects and use symbolic thinking (a block becomes a car, a box becomes a house);
- ✓ perform and support roles that require repeating the actions and thoughts of another person (mother, doctor, cosmonaut);
- ✓ understand the relationship between roles and how they interact with each other (mothers speak differently to their children than to their friends);
- ✓ negotiate with other people who have different points of view;
- ✓ create a story or plot through discussion and exchange of ideas.

The main tasks faced by the pedagogue in managing role-playing games:

- ❖ Development of the game as an activity;
- ❖ Application of the game for educating children's groups and individual children.

The development of the game as an activity means expanding the theme of children's games and deepening their content.

In conclusion, it should be said that the pedagogue should pay attention to the following requirements while leading the children's game:

- the content of the game has an educational significance;
- the images about the reflected objects should be correct and complete;
- must be active, goal-oriented, and creative in game activities.

It is necessary to lead the game, taking into account the interests of all and some children, to use toys and other necessary materials appropriately, to ensure that the children are benevolent and happy in the game. It should affect all aspects of the child's personality: mind, emotions, will, and behavior and use this to educate children intellectually, morally, aesthetically, and physically.

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