



## Usage of Games in the Development of Cognitive Processes of Preschool Children

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### ABSTRACT

This article discusses the development of cognitive processes of preschool children, play activities, influence on education and upbringing processes, their physical and mental development through play activities, pedagogical-psychological analysis and necessary information.

### Keywords:

Preschool age, game, childhood, education, upbringing, family, kindness, cooperation

Preschool children's leading activity is the game. The problem of the play activity of children of kindergarten age has attracted the attention of a huge number of scientists for centuries. It is known that as a child grows older and becomes more capable of making independent decisions, his worldview in terms of what surrounds him and what is around him will expand. A child of kindergarten age strives to have a direct practical connection with these things in the process of learning about the world of things around him. It is characteristic that the child, out of a thirst for knowledge, strives for practical interaction not only with the objects around him, into which he fits, but also with what belongs to an adult. However, naturally, the child cannot satisfy any of these needs in itself in a real way. How is the contradiction between the increasingly diverse needs of children and their narrow possibilities resolved? This contradiction can only be resolved by one type of activity, that is, the child's play activity. This can be explained by the fact that, firstly, the play activity of children is not an activity aimed at the production of any material product.

Therefore, the reason (motive) that encourages children to play is not related to the outcome, but to the content of various actions in this game process. Secondly, children in the process of playing find themselves in free activity at their own discretion, turning the objects at their disposal into those that are of interest to them, but belong only to adults. Secondly, children in the process of playing find themselves in free activity at their own discretion, turning the objects at their disposal into those that are of interest to them, but belong only to adults. The play activity of children is the only means of their harmonious physical and mental development. The game is such a multifaceted activity in the life of children that it also embodies adult-owned sources of labor, contemplation of various things, raw imagination, relaxation and fun, that is, all these processes become apparent in play activity.

It should also be noted that the game is not only a means of cognition of phenomena in the external environment, but also a powerful means of education. In creative and story games, along with all the mental processes of children, their individual traits are also formed. So, the success of upbringing and educational work in

kindergarten largely depends on the ability to purposefully organize children's play activities. Thus, the game is not something that is created by the children's imagination, but rather that the children's imagination itself arises and develops in the process of playing. When we are speaking about the play activities of preschool children, one should, of course, dwell on the issue of their toys. When you give toys to children, it is necessary to take into account their age characteristics, level of development, and at the same time what interests them more.

It is known that children 1-3 years of age have yet to get used to the external environment very little. They still do not distinguish very well even the color, the size of things. Therefore, together with the doll, they should also be given multi-colored pigtales, shaggy fabrics. Girls will especially practice by wrapping their dolls in multi-colored fabrics and wrapping them in a scarf. On the other hand, it is helpful for boys to give box toys of different colors that can fit inside each other. Game activity prepares children for learning activity, which is an active form of assimilation of the social experience of mankind. A person cannot immediately begin to assimilate social experience.

In order to actively acquire social experience, a person must first master a sufficient level of speech, have certain skills, training and elementary understanding. They are achieved by the child through play activities. The game not only improves cognitive processes, but also positively affects the behavior of the child. Scientists who have studied the psychological problem associated with controlling one's behavior, structuring skills and abilities in preschool children believe that the acquisition of behavioral skills in the game is possible earlier and easier compared to an activity focused on one motive. This factor finds its expression especially clearly as a characteristic of the period of the kindergarten age. In children of older preschool age, the skills of self-control of behavior are almost leveled both in play activities and in other conditions. Sometimes they can also achieve better performance in certain situations, such as when they shut down a game during a competition.

Based on the above considerations, generally speaking, play and play activities become important for the formation of the child's behavior control skills. Through play activity, children manifest a new vision of the action, its mental, mental aspect, and therefore, in the process of forming play actions, the child has an initial manifestation of mental activity. The importance of games in the mental maturation of the child or in his general maturation is expressed through the same argument. The child prepares for schooling in play activities, so he begins to contain explicit forms of mental actions. The role-playing game is important not only for a single mental process, but is also necessary in the formation of personality traits and qualities in a child. Consequently, choosing the role of adults, its performance is manifested in an inseparable connection with the causative agents of the child's emotional experiences. Because during the game, all kinds of desires are born in the child, which arise both due to external signs of other things, and due to the influence of peers beyond the reach of the child.

Role-playing games is the leading activity of preschool children. A role-playing game is the most important activity for children of this age; in such a game, they seem to perform almost all the tasks and work of adults. Therefore, the events of the social environment, the phenomena of family life, interpersonal relationships in conditions specially created for gaming activities, they try to reflect in a generalized way. Children use various toys, as well as objects that perform their function, to reproduce the lifestyle features, feelings, relationships and communication of adults, their relationship to themselves and others, to the environment in a clearly realistic manner. It is worth noting that the role-playing game, which minimizes all aspects of social and everyday reality, does not arise in them immediately, but as a result of an increase in life experience, expansion of images of the imagination, improving in its essence and content from simple to complex.

One of the most important factors that give rise to plot-playing activity is the child's feeling of comparing his behavior with the

behavior of an adult, copying him, imitating him. For the same reason, adults and their behavior become both external and internal role models for the child, and are both the object and subject of behavior, the behavior of adults. Features of the labor activity of preschool children. Occupations covering the labor activity of children mainly begin in childhood. The work of children at this age, although very simple and elementary, is of great importance for their mental development. As a result of conversations with preschool children, children develop a positive attitude towards work, diligence first manifests itself in children's games. Children do not limit themselves to reproducing the labor activity of adults from imitation in their own play, but begin to strive for direct participation in the labor of adults. Of great importance in educating children in kindergarten in the spirit of diligence is organizing them into a single team.

Working in a team, the educator instructs each child to perform a certain task. Thus, children are engaged in labor activities in a team. For example: the children of the older group are on duty on command. At the same time, one child puts a tablecloth on the table, another puts spoons and forks, and the third child puts chairs, and the fourth child puts bread on the table. Children accustomed to duty in kindergarten will also become helpers in the family. In general, kindergarten children of middle and older age need to be given work tasks that are enough for their strength in the family. This creates great opportunities for educating them in the spirit of diligence and developing certain labor skills in them. A child participating in socially useful work will be very easy to involve in further births. It is desirable that the type of labor activity in which children participate in kindergarten is very diverse.

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