



Importance of play therapy in children with special education needs

Khamrayeva Maftuna

2nd year graduate student of the National University of Uzbekistan

ABSTRACT

The article describes the use of play therapy and its importance in the process of teaching children with special educational needs to increase their motivation to study.

Keywords:

Separate, desire, inclusive, thought, therapy, game, importance, education, motivation, childhood.

Games are the main activity of children of preschool age. Such games are often called creative, free games. Kindergartens also have didactic games. For example, the educator uses didactic games to familiarize children with colors, geometric shapes, spatial symbols of objects. But these games take less place in children's lives. Free or creative games have a great impact on a child's development. In this case, one should not suffocate the child's interests and thoughts. At the same time, rational guidance of the game played by children is important for the comprehensive development of preschool children from this extremely valuable activity. level should be used. In fact, the game is an activity aimed at the child at every age to learn about the surrounding life and various relationships between people. The game activity of a preschool child varies in terms of content depending on the daily situation. Due to the fact that the game is constantly changing, the child does not get tired or bored while playing. Different relationships of the child to the environment, people, things and himself are manifested in the process of play, which is always changing in terms of content and form. Children's various needs, desires and interests, abilities and a number of personal qualities develop directly during the game.

The importance of children's active activities during the game for mental development is that the various qualities and qualities of children are not only manifested during the game, but the qualities and qualities are strengthened and mastered. A child gets to know the world while playing. Therefore, from a psychological point of view, a rational, i.e., properly organized game develops the child's personality in all aspects, and therefore, at the same time, it promotes the rapid development of perception, perception, attention, memory, thinking, imagination and will in all mental processes of the child. will help. Due to the fact that the game consists in actively imitating the behavior and behavior of adults, it provides ample opportunities for children to strengthen their moral qualities and to learn the rules of etiquette. If a child of preschool age plays the role of a doctor or teacher during the game, he tries to show all the qualities related to this profession. When they are so engrossed in the game, the qualities inherent in the roles they are performing are manifested in such a sincere and creative way. There is no limit to the content of games for children. Preschool children can reflect all aspects of adult life in their games. The importance of the game is to influence the development of the child's personality. The game represents the child's learning of the surrounding world and relationships between

people at every age. The child's attitude to the material world, people, and himself is reflected in the game he is playing. Children's needs, desires and interests are expressed directly in the game. The game is an activity that gives the opportunity to change the world of things and people in a favorable direction for them, thanks to the imagination of children. Kindergarten-age children's role-playing games are almost always performed as a team. Games with plots and roles play help to develop many mental processes and personal psychological qualities of children. The game environment itself requires children to actively direct their attention to the things and events around them. This makes children extremely active during the game, that is, they become observant, remember quickly, and analyze everything thoroughly and deeply. Games with a plot and divided into roles allow children to actively interact with each other during the game. This leads to the rapid development of children's speech. It is known that the games with a plot and played by roles have their own rules and regulations. Children use their willpower to obey these laws and rules. Consequently, children's volitional qualities also develop during game activities. Play activities of kindergarten children of different ages form and develop all their reflections, i.e. mental processes, mental capabilities, personal psychological qualities, and character traits. According to A.P. Usova's researches, "The number of role-playing game participants increases with age and gender differences: a) three-year-old children can join groups of 2-3 and play together for 3-5 minutes; b) a group of 4-5 year olds consists of 2-5 participants, their cooperative activity lasts 40-50 minutes, the number of participants increases during the game; c) 6-7-year-old children have a desire to play a role-playing game together in a group or team, as a result, roles are first distributed, then its rules and conditions are explained (during the game, children - strictly control each other's action Changing the name of things in game activity is a complex situation with its psychological essence. Especially in the interaction between words and objects, the actions that are integral to them are of special importance. It is known

that the game is a reflection of reality for a child. This reality is much more interesting than the reality that surrounds the child. The fun of the game lies in its ease of understanding. Just as activity, service, and work are important in the life of adults, play can be just as important in the life of a child. Based on the rich data collected in the science of world psychology, it is possible to reason as follows. For example, from the simplest mental process to the most complex mental process, games play a major role in shaping the most important aspects of all. The game not only improves cognitive processes, but also has a positive effect on the child's behavior and personal characteristics. It is known that as the age of the child grows and the possibility of independent action increases, the world of things and events around him expands. In the pre-school period of the child, the scope of his activity includes, in addition to the things that are within his control, that are related to the activities of adults, that is, things that are not yet fully understood by his mind and physical strength. Because they tend to know everything and events around them due to their lack of life experience and, consequently, their excessive curiosity. Many psychologists and pedagogues have directly dealt with the psychological issues of the game and have emphasized the importance of games in the child's mental development. As mentioned in the previous chapter when thinking about the mental growth of the child, it should also be said that when naming things with a new name, or, based on the situation of renaming, the subject tries to actively act during the game. Because he moves from a plan of action based on material objects to a plan of action that reflects the essence of the imagined, thought-out objects. The child needs to have a base for him to change objects from their material form to their imaginary appearance, and if the things that serve as such a base point most of them are directly used as objects in the game. In the game, the masked bodies are not used as a reflection of some signs, but rather serve to think about these basic things, and the fulcrum reflects the aspect of the action related to the obvious thing. As mentioned above, the improvement of game actions with things, the shortening and

generalization of the specifics of the action form, stage, etc. is the basis of their transition to a logically consistent, compact form in the mental form. So far, many scientists have tried to find out why children find great satisfaction in their games and find answers to this difficult question. Also, as children grow older, the games they play also change tried to determine the reasons for the change. In this regard, we will dwell on the opinions of famous Russian pedagogues N.K. Krupskaya and A.S. Makarenko. "Play is a unique activity of children, and through this activity, the child actively reflects the life around him." First of all, he tries to reflect the actions, conversations, and labor of older people with objects. Psychologist J. Piaget pays serious attention to the factor of giving new names to objects in the game, and comes to the conclusion that this work is the basis of the formation of symbolic thinking. But this conclusion does not mean that it is the only correct way to reflect the situation. Therefore, it is completely against logic to expect that the child's thinking and intelligence will grow by changing the name of things. In fact, it is not renaming things, but changing the nature of yin movements can have a significant impact on a child's mental growth.

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