



## The Main Content And Essence Of The Game For Children Of Little Kindergarten Age

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### ABSTRACT

For children of younger kindergarten age, the main content of the game is classes with toys and substitutes. The duration of the game is short. Children of younger kindergarten age play with one or two roles and simple, unstretched plots, the features of games with the rules of this age are analyzed.

### Keywords:

The content of the game for children of kindergarten age - toys and their substitutes, self-expression, its originality.

**Access.** The main content of the game for children of small kindergarten age is actions with toys and substitutes. The duration of the game is short. Children of small kindergarten age are limited to one or two roles and playing with simple, non-expanded plots. With the rules at this age, games are just beginning to take shape. At this age, fine motor skills develop, so the predominance of rhythmically organized movements is important. That is, rhythmic exercises in a rhythmic, playful way are important both in logorhythmic and in music lessons.

At the age of a small kindergarten, perceptual activity develops. Children switch from preatons - individual units of perception to sensory Meurs, to the use of culturally developed means of perception [3]. By the end of the junior kindergarten age, children can perceive objects of five or more shapes and seven or more colors. They are able to distinguish objects by size, form themselves the area of group buildings and the ability to find the premises of a preschool educational institution during the educational process. Memory and attention develop. At the request of

adults, children can memorize the names of 3-4 words and 5-6 objects. By the end of their small kindergarten age, they can remember important excerpts from their favorite works. Visual and effective thinking will continue to develop. At the same time, in some cases, changing situations is carried out based on the purpose of the directed samples, taking into account the desired result.

**Reference literature analysis.** Kindergarten-age children are able to establish some hidden connections and relationships between things. At the age of a small kindergarten, imagination begins to develop, which is especially evident in the game when some objects act as substitutes for others. Children's relations are conditioned by norms and rules and manifest themselves in play activities. However, they play side by side rather than actively communicating. Conscious behavior control is just beginning to take shape, in many ways the child's behavior is still situational. Self-esteem begins to develop, at the same time, they are mainly based on the assessment of the educator. During this period, the development of musical and oral speech will

depend on the developing environment. Children communicate with familiar adults and peers through assignments (ask, find out, offer help, show gratitude, etc.). In everyday life, in Independent Games, children listen to music and adult songs through speech, sing the songs they hear. Children begin to independently study pictures, books (toys, cars, clothes, dishes, etc.) sets of objects (stones, shells, reels with threads of different colors, pieces of fabric). This affects the development of their initiative speech, the enrichment and improvement of ideas about things in the immediate environment.

**Research Methodology.** Children listen to various noises, Sounds, music, are silent when pleasant sound information is heard, and actively react to loud and sharp sounds. They listen to the teacher's stories about funny situations and everyday situations that are understandable to children in a small kindergarten yoshiyosh. It is at this age that one manifests itself naturally, socially unorganized. The formation of a dictionary based on the enrichment of ideas about the immediate environment expands and activates. Children learn to distinguish and name important details and parts of things (sleeves, collar, pockets, buttons of shirts), qualities (color, shape, size), surface properties (smooth, fluffy, rough), certain materials and their properties (paper is easily torn, moistened, glass products are broken), location (outside the window, High, far, under the closet). Children's attention is focused on some object similar to the goal (plate - saucer, chair - stool - seat). Children of middle kindergarten age (from four to five years old) have role-playing interactions in play activities. They say that children of kindergarten age begin to distinguish themselves from the accepted role. Roles may change during the game. The actions of the game will not eat in their own way, but will begin to be performed for the content of the game. There is a separation of play and real interaction of children [5].

**Analysis and results.** The motor field of a child is characterized by positive changes in fine and large motor skills. Agility and coordination of

movements develop. Children at this age are better than children of young kindergarten age, maintain balance, go through small obstacles. Children can name the visible form of this or that thing. They can distinguish simple forms in complex objects, recreate complex objects from simple ones. Children can organize groups of objects according to emotional characteristics-size, color; highlight parameters such as height, length and width. Orientation detection in space is improving. Children memorize the names of up to 7-8 things. Arbitrary memorization begins to form: children are able to accept the task of memorizing, remember the instructions of adults, learn a small poem, etc. In middle preschool age, the pronunciation of sounds improves, diction becomes clearer. Speech becomes the subject of children's activities. They effectively imitate the voices of animals, intonatively emphasizing the speech of some characters. Rhymes, rhythmic structure of speech, movements begin to arouse interest. The grammatical side of speech is developing. Children are engaged in making words based on grammatical rules. Children's speech when communicating with each other is situational, while when communicating with adults, yesa is out of the situation. The main achievements of age are associated with:

- \* development of gaming activities;
- \* role-playing and the emergence of real mutual imagination;
- \* design, planning by design;
- \* improving perception, developing figurative thinking and imagination;
- \* development of memory, attention, cognitive motivation;
- \* formation of yehtiyoj from adults to respect;
- \* the emergence of resentment, competitiveness with peers; [4].
- \* further development of the child's "I" image, detailing it. The development of speech during this period depends on the developing speech environment. Children are interested in obtaining and discussing information about things, events, phenomena that go beyond the usual intimate environment. They like to study objects that allow them to study in detail the familiar object and study some properties (Magnetic) of objects. Children communicate

with peers meaningfully and politely, trying to clearly explain their plans to others, both adults and peers. Children's vocabulary is filled and activated directly on the basis of deepening knowledge about the environment, expanding ideas about things, phenomena, phenomena that go beyond the usual environment. The use of names of items, their parts, details, materials made of them, visible and some hidden properties of materials (crumpled, broken, crumpled) is activated in speech. Children use adjectives, verbs, fluxes, prepositions that are most common in speech. Children's vocabulary includes nouns denoting professions; verbs characterizing labor actions, verbs of action (running, rushing). Children can determine and name the location of the object (left, right, near, in the middle), the time of day, describe the state and mood of people[3].

**Conclusions and suggestions.** All this characterizes the manifestation of children's independence and the desire for self-expression. During this period, children show an impersonal self-expression of the situation, and it depends on the amount of knowledge, information, as well as on the conditions in which the child falls. Children between the ages of five and six (senior preschool age) they can already assign roles before the start of the game and build their own behavior by following the role. The interaction of the game is accompanied by speech corresponding to the content and intonation to the chosen role. Speech that accompanies the real relationship of children is different from role speech. Children begin to master social relationships and understand the subordination of positions in different types of adult activity, in short, some roles become more attractive to them than others. The organization of the play area is observed children's movements in games are varied.

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