



Use of Game Therapy in Preschool Educational Organizations

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ABSTRACT

This article discusses the use of home therapy in preschool education. Play therapy is a method of correcting emotional and behavioral disorders in children from 2 to 7 years old, which is based on the child's way of interacting with the outside world - a game. Play is to a child what speech is to an adult. In the process of play therapy, personal relationships are created between group members, due to which tension and fear of other people are relieved, self-esteem increases.

Keywords:

Preschool education, home therapy, thinking, health, isotherapy, fairy tale therapy, color therapy, music therapy, sand therapy.

One of the components of the health of a modern person, along with the physical, is the mental (emotional) side. The modern world with its rapid rhythm does not allow us to stop. Rudeness, cruelty, selfishness control a person, while calmness, peace become a deficit. Today's preschoolers are noticeably different from their peers of previous years: they are more relaxed, more proactive, smarter. But there are more and more children with deviations in behavior: some are completely unfamiliar with the state of peace, concentration, others, on the contrary, can play alone for hours, speak quietly, avoid contact with peers and adults. In the last decade, more and more attention of scientists has been attracted by the problem of violations in the behavior and communication of children. In preschool practice, it is precisely such children that lead to a deterioration in psychological comfort in the group, create difficulties in the work of teachers, but most importantly, violations in the behavior of children can lead to various kinds of diseases.

The most important characteristic of the work of each preschool educational institution is the state of health of children, therefore, at the present stage, health work in kindergarten

is becoming a more significant direction. At a time when there is a lag in the physical and neuropsychic development of children, there is a need to introduce new forms of health improvement in the educational process of preschoolers.

The main thing for each teacher of our kindergarten is the creation of favorable conditions for ensuring optimal physical and mental development of children, emotional well-being, increasing their cognitive activity in the process of education and recovery. One of the effective ways to optimize the healing process is the introduction of modern programs and technologies into the educational process, including art-therapeutic technologies: isotherapy, game therapy, fairy tale therapy, color therapy, music therapy, sand therapy.

How to find the way that will help children find harmony - to live in accordance with the requirements of society and the internal state of each? Many experts consider art therapy to be the key to solving this problem. "To listen to the beautiful, to see the beautiful means to improve," said the thinkers of antiquity.

Art therapy is literally "treatment with art". This is a method associated with the disclosure of the creative potential of a person. Heals any creative activity: drawing, modeling, music, photography, movies, books, acting, creating stories and much more. And, of course, first of all - your own creativity.

I would like to introduce you to the experience of our teaching staff on the use of play therapy in the practice of health work with children of preschool age. The option that we offer is not curative. We want every child to choose their own path, which will help them overcome fears, insecurities and anxiety.

Play therapy is a method of correcting emotional and behavioral disorders in children from 2 to 7 years old, which is based on the child's way of interacting with the outside world - a game.

Play is to a child what speech is to an adult. In the process of play therapy, personal relationships are created between group members, due to which tension and fear of other people are relieved, self-esteem increases.

With the help of drawing, role-playing, a child can express those fears, emotional states and psychological traumas that he cannot talk about. The teacher, using game situations, determines the cause of the problem and ways to solve it.

The game lays the foundation for the further development of the preschooler. It is in the game activity that the development of memory, attention, the development of the communicative sphere takes place. Game activity is in the nature of game therapy and is used for various behavioral disorders, neuroses, fears, anxiety, communication disorders. With the help of game therapy, aggression and hyperactivity can be corrected.

The goal of using play therapy is not to change or remake the child, not to teach him any special behavioral skills, but to give him the opportunity to "live" in the game the situations that excite him, with the full attention and empathy of an adult.

The game is of exceptional importance for the mental development of the child:

1) allows him to maintain and acquire mental health (emotional well-being), determines his relationship with others, prepares him for adulthood;

2) helps the child acquire certain skills in a particular other activities, including in communication, to learn social norms of behavior, increases vitality, improves emotional and physical state;

3) the game has a healing effect, relieves psychological trauma, allowing you to survive traumatic life circumstances in lightweight form;

4) helps children develop ability, overcome conflicts and achieve psychological balance.

Everyone remembers such well-known childhood games as hide-and-seek, hide-and-seek, catch-up. It turns out that they help children get rid of internal fears, and also allow them to relieve emotional stress. The most accessible and most revealing in play therapy is playing with dolls. Watching the game of daughters - mothers, you can learn about the emotional world of the baby. "Mom" with "dad" drink tea together and go for a walk together - the situation in the family is prosperous; dolls arrange fights or the child turns them away from himself - the baby is disturbed by the situation in the house. By landscaping his dollhouse, the child subconsciously expresses all his fears and complexes. You just need to carefully observe the process of the game.

One of the most useful games is the sand game. In the sandbox, kids begin to make friends with their peers, the first quarrels over scoops and buckets take place there, and the fidget feels calm and comfortable there. It is very important to give the child the opportunity to pour this therapeutic building material, which soothes and relaxes, to sculpt all kinds of figures, buildings, cities from it, which awakens incredible imagination, develops fine motor skills of the hands; look for buried treasures, and thereby create interest and simply compose fairy tales and draw them, contributing to the creative way out of an existing problem, emotional release, and speech development. Sand attracts little "builders" with its unusual structure and new

sensations that they experience when touching the sand. And if the sand also captures all the traces left by the baby, then it is unlikely to be torn off from important activities for a long time. Sand play therapy is a record of perseverance for any crumbs.

The starting point of play therapy is the full acceptance of the child's individuality. You should respect the wishes of the child, do not force him to play and make sure that the game brings joy. The teacher needs to dose the emotional burden on the child, to monitor his well-being.

You can start playing lessons with a child with games aimed at improving overall psychological well-being. Let's see what these games can help with:

1) provide emotional relaxation - relieve accumulated nervous tension and charge children with another portion of cheerfulness and optimism;

2) reduce the fear of unexpected exposure, attack, punishment, darkness, closed space, loneliness;

3) improve flexibility in behavior and the ability to make decisions quickly;

4) master the group rules of conduct;

5) establish contact between parents and children;

6) develop dexterity and coordination of movements.

In working with children, teachers of our preschool institution use game massage according to the author's method of Sergey and Elena Zheleznov (audio manuals from the Music with Mom series). Such a massage can be done with children from 2 years old. Game massage provides sensory development, develops large and fine motor skills well, promotes the socialization of children, forms children's trust and attention to each other, develops patience and a sense of humor, promotes the development of speech - kids quickly remember poems and songs, and movements illustrating the text, contribute to expressive performance. Play massage relieves stress in children: blood circulation to the skin improves, muscle tension decreases, breathing and heartbeat slow down. The child calms

down and relaxes, which has a positive effect on the central nervous system.

The teaching staff widely uses the developing games of A.S.Galanov in working with children. They are intended for preschool children to work on the prevention of various diseases: respiratory and cardiovascular systems, postural disorders, flat feet, obesity and others. The author of this health-improving technology calls these games health-improving. As a result of the use of medical games, we not only strengthen the health of children, but also contribute to the harmonious physical and mental development, the formation of the necessary skills, coordination of movements, dexterity and accuracy.

Interesting and healthy games in the "dry pool". There are two "dry" pools in our preschool institution: in the first junior group and in the gym. When conducting such games, techniques and methods of color therapy are used. The pool harmoniously satisfies the child's natural need for movement, stimulates his search and creative activity, allows you to alternate exercises with rest. Classes in the pool develop general motor activity, coordination of movements, balance, general and fine motor skills. An important corrective mechanism is the constant stimulation of tactile sensitivity of various parts of the body. And most importantly - children get a great emotional mood. Physical instructor Kruglova N.A. outlines of classes for the "dry pool" were developed, methodological recommendations for educators were drawn up.

The main tasks of preschool education are to develop children physically, mentally and spiritually, to prepare them for regular education (school) on the basis of national and universal values, taking into account their innate abilities, interests, needs and capabilities.

The development of preschool children and the implementation of the goals and objectives of the process of preparation for school are monitored by the state requirements for the education of preschool children. The state requirements set out the main directions of the content of education for preschool children and the minimum requirements for

their level of readiness for school, which was recognized as a state document.

In determining the indicators of state requirements, the social order of the state and society was based on the physical health, abilities, needs and capabilities of preschool children, ie the priority of the child's personality.

Compliance with the state requirements for the education of preschool children is mandatory for all educational institutions, regardless of the form of ownership and departmental subordination operating in the territory of the Republic of Uzbekistan.

Physical development of children. One of the most important indicators of children's readiness for school is their level of physical development. Teaching preschoolers to be physically fit by teaching them age-appropriate movements, including the ability to name and actively participate in national games, running and jumping, meeting age-appropriate standards, cleansing, agility and exercise. - is the basis of the content of education.

Developing children's speech and thinking. The content of education for the development of speech and thinking of preschool children includes the development of the following three areas: vocabulary, basic mathematical concepts and knowledge of nature.

The development of speech and thinking, the achievement of the established requirements for vocabulary is achieved through activities such as acquainting children with the environment, telling or reading them fairy tales and stories, memorizing poems, thinking through educational games. The things around them and the events that take place in life form the basis of the content of a child's speech and thinking. In the process of getting acquainted with the events around him, the child acquires the necessary knowledge, as well as learns the words that describe their names, functions, characteristics. In conversations with adults, educators and peers, he uses these words to express his thoughts.

The continuous development of their first mathematical ideas plays an important role in ensuring the development of children's

thinking. The basis of the content of mathematics education for preschool children is counting, comparing, comparing objects, indicating their position (such as below, above, left, right, etc.), distinguishing different geometric shapes, from one form to another making shapes, etc. It is advisable to achieve this through a variety of games based on children's mathematical imagination.

The creative group of the preschool institution developed the project "Art Therapy in the Recovery of Children", the purpose of which is to strengthen and preserve the health of children using art therapeutic methods and the development of creative potential. The innovators in this direction are the educators Larkina M.N., Ivanova M.V. and Shakhotkina S.V. In her work with children, Maria Nikolaevna pays great attention to isotherapy as the most effective art therapy method. The teacher developed a series of abstracts on isotherapy, made the necessary manuals for such classes: colored handkerchiefs, rugs, colored tubes, various didactic games.

On the positive side, one can note the work of the educator M.V.Ivanova, who works within the framework of the project "Play therapy in working with children." She compiled a methodological manual "Game Therapy", which was tested in work with children in our preschool educational institution and distributed among students of the CPC in the MRIO.

Shakhotkina S.V. introduced the method of sand therapy into her work with children. To do this, the group made a sandbox with different small figures. The main task of the teacher is to emotionally involve the child in the game, to interest the opportunity to play with sand, because sand, according to psychologist Jung, absorbs negative energy. Sand therapy is used as an independent technology, as well as in combination with art therapy.

All group rooms have corners for art therapy sessions with children. There are various art materials - pencils, pastels, felt-tip pens, paints, paper of different sizes; dolls, doll houses with a set of furniture and sets of figurines; toy household items; thematic play

sets (doctor, hairdresser); "soft" constructor (sponges of different sizes); a variety of natural materials (clay, sand, pebbles, shells, sticks, moss, bark and tree fruits); transparent scarves of different colors; audio recordings.

According to B.N.Chumakov, one cannot buy health, one can only earn it by one's own constant efforts. In order to preserve the health of the child, it is necessary to unite the efforts of all adults surrounding him (parents, educators, medical workers). Our team is sure that the main thing in working with parents is to form an active position in the upbringing and health improvement of the child, to overcome indifference and indifference to what is being done in a preschool institution.

The experience of the teaching staff in the use of art therapy technologies, which is still small, shows that this work effectively affects the improvement of the emotional state of children and, in general, the creation of a positive climate in the group, which in turn is one of the components of health work with preschoolers.

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