

Using Games to Increase the Activity of Preschool Children

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Abstract. In this article, games are used to increase the activity of preschool children. Preschool children's interest, talent, individual mental and physical characteristics, cultural needs.

Key words: game, pedagogical innovation, psychological problem, activity, technological approach, preschool children

INTRODUCTION

The development of modern society requires the experience of pedagogical innovations, the generalization and systematization of the results of psychological and pedagogical research. One of the ways to solve this problem is a technological approach to organizing educational work with children. The game is a manifestation of the human personality, a way of its improvement. As the game occupies a certain place in the life of adults, it is of special importance for children. It is accepted to call him "the companion of childhood". It is the main content of preschool children's life. It is manifested as a leading activity in an integral relationship with work and education. Most of the serious things that children do are in the form of play. In the game, all available aspects of the person are activated: the child moves, speaks, perceives, thinks. The game appears as an important means of education. The main purpose of game technology is to create a complete motivational basis for the formation of activity skills and abilities depending on the conditions of operation of the preschool educational institution and the level of development of children.

LITERATURE ANALYSIS AND METHODOLOGY

It is of particular importance that children of preschool age acquire school knowledge in the future, adapt to school easily, prevent problems that may arise in the child's personality, and involve children in preschool education organization and education. When talking about the influence of the game on the growth of movement in preschool children, it should be said first of all that the organization of the game itself creates the most favorable conditions for the growth and improvement of the movement of a child of this age. Secondly, the reason and feature of the influence of the game on the child's movement is that the subject learns the complex skills of movement not during the game, but directly through training. Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, game activity becomes an independent goal that ensures the child's activity from a means of behavior implementation. Because it (the game) grows to the level of the primary object of the mind of the subject (creature). A child of preschool age chooses a role with

certain characteristics, and at the same time consciously strives to perform certain behavior characteristic of this or that character. Therefore, the game becomes the most necessary activity for this child, and the possibility of new forms of actions, improvement, and remembering them with awareness begins to become a clear reality. Mastering these movements will enable the child to consciously perform physical exercises.

The child's conscious goal arising from the conditions of games is expressed when performing actions, and the goal he sets for himself turns into the processes of memorization and recall. Compared to laboratory conditions, the child has the opportunity to remember and recall more words in games, which helps to reveal the nature of voluntary memory more deeply. The analysis of the data collected in the experiment allows us to draw the following conclusions: a) the process of choosing a certain role by the child in the game and playing it requires memorizing a lot of information; b) therefore, the conscious goal of mastering the character's speech and repeating his behavior appears in the child and is easily realized. The game not only improves cognitive processes, but also has a positive effect on the child's behavior. Having studied the psychological problem related to the development of self-control skills in preschool children, it is possible to acquire behavioral skills earlier and easier in the game compared to a goal-oriented training. Especially, this factor is expressed as a feature of the youth period in children of preschool age. The ability to self-manage behavior in children of preschool age almost doubles both in play activities and in other situations. Sometimes, in some situations, for example, during a competition, they can achieve a higher performance than in the game. Based on the above considerations, in general, games and game activities are important for the formation of the child's behavior management skills. When thinking about the child's mental growth, it should also be said that when calling things by a new name or based on the situation of a new name, the subject tries to act actively during the game. Because it goes from a plan of action based on material things to a plan of action that reflects the essence of imagined and thought objects. A child needs to have a point of support for him to move from the material form of objects to their imaginary appearance, although most of the things that serve as such a point of support are used as direct objects for play. In game activity, these objects do not reflect some signs, but serve to think about these basic things, and also the reference point reflects the aspect of the action related to something obvious. As mentioned above, the improvement of game actions with objects is carried out at the expense of reduction and generalization of the form of action, the phase of the characteristic. The shortening and generalization of game actions is the basis of their transition to a logically coherent, compact form in the mental form.

Taking into account the interests, talents, individual mental and physical characteristics, and cultural needs of preschool children, it is a comprehensive process aimed at the formation of moral standards, acquisition of life and social experience in the child. As a social activity, the game performs certain tasks in the society - among other means of education, it ensures the transfer of the accumulated social experience from one generation to the next, and the development of the child's personality. The social nature of the game is that it can take place only in certain social conditions. Senior members of the society create objective opportunities for the development of games while creating the necessary material conditions for children's living and growth.

CONCLUSION

In conclusion, the role of the game in the proper organization of children's activities is

incomparable. It is difficult for us to make a child's activity process without games. Because through the game, the child develops not only physically, but also psychologically. Through the game, the child not only learns about the world, the things and events in it, their characteristics, but also learns to speak, think independently, imagine, create, and communicate. Many psychologists and pedagogues have directly dealt with the psychological issues of the game and emphasized the importance of the game in the mental development of the child. 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. If games are used effectively in the process of conducting activities, great progress will be made in the activity process. Research is conducted on the basis of a special, innovative program, which consists of creating situations in which children fulfill their roles, developing games aimed at self-knowledge, and observing the formation of ideas about relationships by children's activity, which gives the opportunity to achieve high results. research works are carried out.

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