

Play As The Main Type Of Children's Activity

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Abstract: This article highlights the history of play as the main type of child activity in preschool educational organizations, the theory of play activity, the psychological characteristics of the infant before the age of one, the scientific and theoretical significance of introducing the power of play, the level of its study, and its current significance.

Keywords: Game, activity, educator, children, task, upbringing, education, communication, creative activity.

Introduction: "The main type of activity of preschool children is play, the child's spiritual and physical strengths in the process of development: their attention, memory, imagination, discipline, agility, etc. Moreover, play is a distinctive feature of preschool children, a way of assimilating public experience." D.V. Menjeritskaya

Play is the main type of activity of preschool children, a method of cognizing the surrounding world. It is an interesting activity, an important means of upbringing and development of children, not only strengthening existing knowledge and ideas in children, but also a specific form of active cognitive activity. Games in preschool educational institutions occupy a special place. The educator must envision the diversity of children's games and understand their essence. The selection of a game is of great importance, thanks to which the teacher has the opportunity to study each pupil, develops such qualities as courage, honesty, initiative, endurance, teaches the rules of behavior, identifies children's associations, forming game teams. This allows us to assess the usefulness or harmfulness of certain groups, to draw conclusions about the need to exert a certain influence on children. The main role of play in raising a child requires enriching the life of the children's organization with it. That is why play is constantly included in the daily routine of children's lives. Time is allocated for games before and after breakfast, after classes, after walks, before going home in the evening. In the morning, it is advisable to create conditions for games that do not require excessive mobility. In terms of content, it is advisable to play more didactic toys, table-based printed games, and

role-playing games.

Play is one of the pressing thematic problems that has long attracted the attention of famous scientists, pedagogical psychologists, philosophers, sociologists, ethnographers, and cultural figures. Based on the analysis of literature, psychologists include the following among the specific characteristics of preschool children: 1) the child is interested in people's activities, their attitudes towards objects, and their interaction; 2) in role-playing, the child reflects the most external, expressive, and emotional aspects of the surrounding reality; 3) in role-playing, the child realizes their desire, feeling that they live in the same conditions and on the same ground as adults; 4) entering the life and activities of adults, although manifested as symbols of the child's imagination, leaves an indelible mark on his real personal life in general. The main role of play in child-rearing requires enriching the life of the children's organization with it. During the walk, it is useful to organize active games, construction games. Establishing a specific time for play on the daily schedule is the most important pedagogical condition for the existence of play as an independent activity and its use as a form of organizing children's lives, as a means of upbringing.

The peculiarity of children's play is that it reflects the surrounding life, people's activities, work, actions, and their interactions in the work process. During play, the room can be a sea, forest, metro, railway car for children. A child never plays silently; even when playing alone, they talk to the toy, establish communication with the character they're portraying, speak for their mother, patient, doctor - in short, for everyone. Speech

helps to better reveal the image. Speech plays a very important role in the game process. Through speech, children exchange ideas, share their feelings and experiences. The word helps to establish friendly relations between children, to have a uniform attitude towards the events of life around them.

The idea, content, game actions, roles, and rules of the game, stemming from the game children create themselves or suggested by adults, constitute its structure. Such play is, of course, conditional, and various life events can be reflected in one game. The idea determines the content of the game, its living fabric, its development, game actions, the diversity and interconnection of children's relationships. How interesting the game is and how children participate depends on the content of the game. The role that the child performs in the game is the main core and component of the game. Therefore, these games are called role-playing or plot-role games. The teacher's guidance of children's play. Play is not only an interesting pastime for children, but also an important means of their development and upbringing. However, a game yields positive results only when it is organized and led by adults. When guiding children's games, the teacher must pay attention to the following requirements: the content of the game should have educational and upbringing significance, the ideas about the reflected objects should be correct and complete, the game actions should be active, purposeful, and creative. It is necessary to lead the game, taking into account the interests of all and individual children, the appropriate use of toys and other necessary materials, and ensure that children are good-natured and happy in the game.

Guiding children's play, the teacher must influence all aspects of the child's personality: consciousness, feelings, will, behavior, and use this for the mental, moral, aesthetic, and physical education of children. Through play, a child learns about people's moral norms and attitudes towards work. The teacher, guiding the children's play, also educates them through the collective. During the game, children learn to coordinate their wishes with the wishes of the team and follow the rules established in the game. However, if the game is not guided correctly, it can lead to unpleasant consequences. The educator widely uses play in the physical education of children. Many games require active participation from children, which, in turn, improves metabolism in the body and accelerates blood circulation. Moreover, active movement ensures proper body growth and beautiful movements. Through play, the educator creates a cheerful mood in children, creates a positive mood, which improves the child's neuropsychological and physical education. Play

is also widely used as a means of aesthetic education for children. Children also reflect the surrounding life and reality through images and roles. In play, the creation of images by children through previous impressions - imagination - is of great importance. In many games, children make extensive use of previously learned songs, poems, dances, and riddles. The educator uses this to cultivate aesthetic taste and enjoyment in children.

The ability to choose game time is also important. Between breakfast and the lesson, children are given 8-10 minutes for play. In this case, children often continue the games they started earlier. 1 hour - 1 hour 20 minutes are allocated for children's play during the walk. After daytime sleep and evening breakfast, children are given time for play. In this case, children can play more role-playing games with construction materials, dolls, and tabletop toys. Along with this, entertainment games are also used. But the connection between play and learning changes as the child grows older. If in the younger group the game is the main form of education, then in the older group the role of education in lessons increases. When visiting the preparatory group, the children themselves develop a desire to study at school. But for children, the value of play does not disappear, but its content changes. Now children are interested in games that require more mental activity, sports-like games. Thus, pedagogical science considers play as a means of comprehensive formation of a child's personality and a form of organizing their life, a means of forming a children's collective. President of our country Sh. Mirziyoyev, attaching great importance to the upbringing of the younger generation, said: "Educating the younger generation is our most important task" Based on this, the pedagogical society of Uzbekistan currently needs to focus on finding common forms and methods of education, forming strong universal beliefs and views in the growing generation; developing feelings of respect and careful preservation of national culture and national values in the individual.

Based on the above ideas, the experience of folk pedagogy, including national folk games, can be considered as a tool and main force controlling the character and consciousness of young people in the upbringing system of the growing generation.

In the process of using national active games, it is necessary to take into account the following characteristics of primary school students:

1. The child is interested in people's activities, their attitudes towards objects and their interactions and relationships.
2. In folk games, children reflect the most outwardly

expressive and passionate emotional aspects of the surrounding reality.

3. In national games, the child realizes their desire, realizing that they live in the same conditions and on the same soil as adults.

4. Although entry into the life and activities of adults manifests itself as symbols of the child's imagination, in general, it leaves an indelible mark on his real personal life. This was also noted in his time by the great pedagogue Y.N. Komensky, who developed the age periods of children. In general, children at this age are distinguished by high mobility. Mobility, on the other hand, requires a special, rational organization, the correctness of the driving forms of behavior. At this age, the systematic nature of adult demands and the habit of self-control play a significant role in establishing a balance between the processes of inhibition and excitation. Young people, especially schoolchildren, love and enjoy playing national Uzbek games. Such games are played not only in physical education classes, but also during leisure hours in courtyards, gardens, and parks. The presented material on general developmental and special exercises aimed at developing important qualities is given more in a playful form, but is performed continuously in small doses with brief pauses for explanation and active rest. After game exercises, it is necessary to give relaxing, slow-moving exercises or exercises that develop attention. Strengthening public health is one of the main tasks of physical culture in Uzbekistan. During the period of independence, attention to sports and physical education is growing every day. Physical education faces major tasks such as increasingly integrating physical culture and sports into our people's lives; widely using all various forms of physical education and sports, including folk traditions, in educating youth in the spirit of independence, improving people's health and preparing them for the defense of the Motherland, and similar tasks. The national games of our people are one of the important physical and sports means widely used for this purpose. Therefore, the need to strengthen attention to folk national movement games is becoming increasingly apparent. Paying attention to values creates an opportunity to preserve many elements of Eastern peoples' culture and use them in practical activities. For our ancient local peoples, traditional national games and national competitions were once an integral part of their lives; they functioned as an independent field in folk rituals, customs, and traditions, having firmly established themselves in physical culture, customs, and as an independent field. With the help of such specific means of physical culture, our ancestors developed in the younger generation such qualities as

agility, dexterity, strength, and patience. They raised their children to be resilient and strong against life's difficulties and the challenges of nature.

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