



Scientific and Theoretical views of Scientists about Game Activity

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Abstract: *In this article, every educator or parent can have important information about the history of the origin of the activities of the moon and the scientific views of scientists. In addition, issues such as increasing the effectiveness of education through the use of moon technology in preschool children have received little expression.*

Keywords: *month activities, education, preschool education, future, development, conditions, current issue, interest, young generation, opportunity, decisions, shortcomings, problems.*

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The development and prosperity of any society is based on the opportunities and conditions that it creates for the younger generation, which is the foundation of its future. In our country, too, it is important to create conditions for the growth and development of the younger generation that meet all modern requirements and aspirations. Particular attention is paid to radically reforming the education system and thereby developing the younger generation as a fully developed individual. In the process of enumerating the changes in the system of preschool education, it should be noted that the various decrees and decisions issued by the President serve as a basis for overcoming the shortcomings in this area. Resolution No. PQ-3955 of September 30, 2018 "On measures to improve the management of the system of preschool education", December 14, 2019 "On measures to improve the management of preschool education" The law of the Republic also provides for the organization of the process of innovative education in the regulation of relations in this area.

At the same time, the state curriculum "First Step", developed in 2018, is a normative-legal document developed in accordance with the "State requirements of the Republic of Uzbekistan for the development of primary and preschool children." The goals and objectives of the educational institution, the main ideas of educational activities, the main competencies in the transition of preschool children to the next stage of education are identified.

In the process of educating preschool children, a competent approach prepares the younger generation to acquire all the vital skills, moral values, social relations and communication with people, the formation of various activities.

In particular, the Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "Education Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021" provides for the education of the population, especially youth. effective implementation of the tasks related to the provision of basic necessities for a peaceful life. Development of science-based indicators of spiritual education.

In preschool, the development of children's competencies through play is a multifaceted process, with play activities affecting everything from simple actions to the most complex elements of mental processes. Children express their inner feelings in games. This teaches them to be independent in the game. Preschoolers interact with their peers mainly during play. By playing together, children learn to respect each other, to consider the actions and desires of other children, and to make plans together based on play opportunities. Through the development of play competence in early childhood, adults acquaint the child with the reality around him, giving him certain experience and knowledge about actions, things and relationships with people in the process of interaction. Preschoolers gain experience by touching, trying, and experiencing things. Play is the strongest area of a child's "self": it allows them to express themselves, to define themselves, to test themselves, to self-realize, to understand themselves. Through games, a child learns to trust everyone, what to accept and what to reject in the world around them. [16.4]

Play is a multifaceted and complex process in children's lives, and from ancient times the focus has been on learning and enriching children's games. The history of the study of games goes back a long way. Turkish scholar Mahmud Qashqari gives valuable information about the naming of games and the structure of their play in his book "Devonu lug'atit turk". The information provided by Kashgar shows that the games have a historical background and basis. In fact, the names of the games and the gameplay have been passed down from generation to generation. After all, games are an integral part of folk culture. "Devonu lug'atit turk" details the names of many games, the order of playing some of the games. There is a lot of information about the "game" (now "mak-mak"). The works of our great scholars Alisher Navoi and Zahriddin Muhammad Babur contain information about the game "Chavgon". Firdausi's Shahnameh tells the story of Chavgon (a Persian-Tajik word with the same name as chavgon chop, meaning "a long stick with a curved tip"). Even during the reign of our great ancestor Amir Temur, special attention was paid to the process of children's play, and it is known that boys were taught to ride horses and riding from the age of 3. Amir Temur says in his Tuzuklari: "Three rules were followed in recruiting navkars: the first - to be healthy and strong, the second - to use the sword skillfully, and the third - to be intelligent and well-rounded." . The pedagogical views of the great astrologer and statesman Mirzo Ulugbek are noteworthy. His words, "If you want your child to grow up healthy and strong, get him to exercise from an early age" are invaluable. Abu Ali ibn Sina, the sultan of the medical world, stated in his Laws of Medicine that "a person who exercised regularly did not need any treatment." [26.4] Our great scholars Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali ibn Sina, Yusuf al-Hajib, and Ahmad Yugnaki also reflected on the upbringing of children in their works.

Game theory was developed by foreign pedagogical scientists P.F. Lesgaft and K.D. Ushinsky. Ushinsky argued that play in children's activities is based on the process of labor, and its role in preparing the younger generation for work, the importance of play in the formation of the child's personality. "Children's games have a long history," he said. It is a powerful educational tool developed by man himself, and therefore it reflects the real needs of human nature. "[21.313] In addition, the ideas of AS Makarenko, DB Elkonin, NL Figurin, EA Arkin have been the basis for the theory of games. The great psychologist D.V. Elkonin puts forward a new idea about the origin of the game. From the earliest days of society, toy-work tools have been developed for children to participate in adult life and work, and for children to work. With the advent of toy guns, role-playing games have emerged. In his research, D.V. Elkonin writes that along with the plot of the role-playing game, there is also its content. In his view, the play should more accurately reflect the main aspect of the child's adult activities, form the content of the game, and advance the idea that it is necessary to arouse the child's desire to work through participation in adult labor. In preschool education, game theory is a social activity that emerges in the course of the historical development of labor. There are a number of studies that study the psychological characteristics of infants under one year of age. The works of N.L. Figurin, M.P. Denisova, A. Vallon, D.B. Elkonin,

M.Yu.Kistyakovsky, E.A.Arkin, S.Fayans, Sh.Bühler, F.I.Fradkina are of special importance. The game is always a reflection of life. Therefore, its content varies in social reality. The game is a goal-oriented thought process. Learning activities are developed based on the game process. The more a child plays at a young age, the more he or she will have an understanding of the world around him or her, and the more competencies a child develops during play.

The labor activity of preschool children is closely linked to play. In this process, the child develops important competencies: the child learns to understand what to do, why to do it, to carefully consider the performance of tasks, to analyze the fulfillment of conditions. Children's games are distinguished by their diversity and diversity. The content and organization of games vary depending on the level of exposure to children, the types of tools, and the origin.

D.B. Elkonin, in turn, classifies preschool children's games as follows:

- Home-themed games;
- Production plot games;
- Socio-political games.

From the day a child arrives at a preschool, their games reflect only family life events, while in preschool development centers, the variety of games increases as a result of learning, traveling, and observing nature. Through these games, you will learn about different dishes in the garden, in the kitchen, animals in the zoo, different fruits and vegetables in the garden and melon, and different professions. In a preschool setting, children explored a psychological problem related to the formation of behavioral management skills during play. The game involves complex actions (e.g., work, letters, pictures) rather than individual actions. The game, like any other activity, has a public character, so it will change and improve as people's historical living conditions change. The development of play competencies of preschool children is an important process today, as the game forms all aspects of the child's personality, there are significant changes in his psyche, preparing him for the transition to a new, higher stage of development. These aspects, in turn, define the enormous educational potential of play, which is considered a leading activity of preschool children. Thus, while play is a form of creative reflection by children's reality, in its expanded form, play is a collective leadership activity and plays a major role in organizing a child's life. Based on the above, there is a growing demand and focus on the development of children's play competencies in preschools today.

List of used literature:

1. Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No PF-5198 on measures to radically improve the management of the preschool education system.
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