



THE UNDOUBTED INFLUENCE OF TOYS ON THE FORMATION OF THE PERSONALITY OF A PRESCHOOLER

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ABOUT ARTICLE

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Abstract: The game is a vital and necessary element in the development of both the individual and society as a whole. By the complexity of the nature of the games, one can judge the way of life, mores and skills of this society. The game is closely connected with the development of personality, and it is during the period of its particularly intensive development – in childhood – that it acquires special significance. In the early years of a child's life, play is the type of activity in which his personality is formed. Play is the first activity that plays a particularly significant role in the development of personality, in the formation of its properties and the enrichment of its inner content.

INTRODUCTION

Recently, in pedagogy, as well as in many other fields of science, there has been a restructuring of practice and methods of work. In particular, various kinds of games are becoming more widespread. In our rapidly changing age, living at an incredible pace, an important link in social development is the education system as a whole, and primary education as a stage of training of younger members of society, which forms the basic skills and abilities necessary for further education. The growth rates of the volume of educational material dictate their own conditions for the use of teaching methods for schoolchildren. And these methods are often aimed at the amount of assimilated material, and not at its quality. This approach, of course, does not contribute to the successful assimilation of the program material and increase the level of knowledge. On the contrary, the material poorly mastered by students cannot be a reliable support for the assimilation of new knowledge.

MATERIALS AND METHODS

The urgency of the problem of using play activities for educational purposes and the practical need to develop a set of games for the formation of a child's personality determined the choice of the topic of the course study "Children's games as a means of developing a child's personality" and identified the following tasks:

1. Having analyzed the psychological and pedagogical literature on this topic, to reveal the concept of "game activity"; to determine the essence of the game as an element of the child's life activity; to consider the classification of games.
2. To develop a set of games aimed at developing the personality of a younger student.
3. Conduct an experimental study and identify the impact of the game on the development of the personality of a younger student.

The game is a general scientific concept. In philosophy, pedagogy, psychology, theory of history and art, the term "game" has different interpretations. Game models are used in sciences and applied branches of knowledge dealing with complex systems involved in forecasting processes caused by many factors. Long before the game became the subject of scientific research, it was widely used as one of the important means of education and teaching children. In a variety of learning systems, the game has a special place. And this is determined by the fact that the game is very consonant with the nature of the child. A child from birth to adulthood pays great attention to games. A game for a child is not just an interesting pastime, it is a way of modeling the external, adult world, a way of modeling its relationships, during which the child develops a scheme of relationships with peers. Children are happy to come up with games themselves, with the help of which the most banal, everyday things are transferred to a special interesting world of adventures. Play is the need of a growing child's body. The game develops the physical strength of the child, develops intelligence, resourcefulness, initiative. The game develops organizational skills, develops self-control, the ability to weigh the circumstances. Games that promote the development of perception, attention, memory, thinking, and the development of creative abilities are aimed at the mental development of the student as a whole. In the game, the child makes discoveries that have long been known to an adult. The need for play and the desire to play among schoolchildren should be used and directed in order to solve certain educational tasks. The game will be a means of education and training if it is included in the holistic pedagogical process. Directing the game, organizing the life of children in the game, the teacher influences all aspects of the development of the child's personality: feelings, consciousness, will and behavior in general. Therefore, active use of the game is necessary in the educational process. Shatskaya N.N. emphasizes that among the values of universal culture, it stands on an equal footing with work, knowledge, communication, creativity. Children repeat in games what they treat with full attention, what they can observe and what they can understand. That is why, according to many scientists, the game is a kind of developing, social activity, a form of mastering social experience, one of the complex abilities of a person.

A huge number of games are used in educational work with younger schoolchildren. And each of them performs certain functions, solves various tasks, both general and specific. According to M.P. Osipova, it is important to draw the attention of teachers to some of them, which will make it possible to highlight the importance of the game in the child's life more clearly. Exactly:

- the game has great educational opportunities, because it is always desirable; in this activity, without coercion, a kind of climate is created that promotes the formation of positive emotions;
- in the game, the child not only learns about the surrounding reality, but also strives to change it, thereby changing himself;
- the game, especially role-playing, has a huge impact on the mental development of the child: the motivational and need-based sphere, on overcoming "cognitive egocentrism" (the dominance of one's immediate position in the child's thinking and the inability to take another position and

recognize the existence of other points of view); on the development of mental actions of arbitrary behavior, etc.;

- games create great opportunities for the development of organizational skills and skills of children;
- in the game, the child joins the moral norms of relationships, comprehends them, performing various roles, obeying certain rules;
- the purpose of the collective play activity is realized by children as a single one, requiring the unification of the efforts of the whole team; the organization of the activity presupposes its separation (some presenters, others – players, others – experts, etc.); in the process of collective activity (and younger schoolchildren are especially attracted to collective games), peculiar relationships are created between children: dependence, mutual responsibility, subordination, etc.; control over the course of the game is carried out by the children themselves, which contributes to the development of their assessment, self-esteem, reflection in general; in collective games, an opportunity is created to show their best qualities;
- the game is a form that synthesizes all kinds of activities (cognition, work, etc.), being a universal way of organizing a child's life, acquiring moral experience, especially in joint games with seniors (teachers, parents, high school students, etc.)

The game is a historically originated type of activity of children, where the actions of adults and the relationships between them are reproduced. The game is aimed at cognition of objective and social reality, is a social activity by origin, orientation and content.

Types of games are very diverse - according to the rules, content, nature of the manifestation of children, the impact on the child, the types of objects used.

Therefore, they are conditionally divided into three groups:

1. Creative games (children invent the content themselves and reflect their understanding of the world in them) - plot-role-playing, construction-constructive, dramatization games, directing, etc.
2. Games with rules (they are created by adults) - didactic, mobile, musical, etc.
3. Games-entertainment, games-fun.

There are forms of interaction of children in the game:

- a) single game (individual),
- b) the game "nearby",
- c) playing together (playing in pairs): child - adult, child - child;
- d) group play (3-6 children);
- e) collective game.

A game is a meaningful, purposeful activity (feeding a doll, flying into space). Goals are not permanent, they depend on the level of development of the child and his social environment. Children gradually move from imitative goals to deliberate, motivated goals. To do this, they select their friends, toys, perform actions, deeds, engage in communication, acquire the ability to negotiate, assign roles, plan their gaming activities. The whole personality of the child is involved in the game. The game has freedom, forms self-regulation of children's behavior. The game has specific motives. Play is a free and independent activity that arises on the personal initiative of the child. It is distinguished by creativity, emotional saturation. As the child's personality develops and his psychological changes, the development of play activity takes place.

RESULTS AND DISCUSSION

Any activity is carried out through actions that are determined by the conditions. The child, guided by the conditions, implements the game goal in any way. The method of action is called an operation. The game is characterized by self-regulation of children's actions and behavior. Everything is regulated by certain requirements and rules. In games of different types, the rules are different. In free role-playing games, the rules are in the very content of the game, the role, the plot (having assumed the role, the child acts with the logic of her behavior). In mobile and didactic games, the rules determine the nature and sequence of actions, relationships of the players. Despite the variety of rules, children perceive them and achieve their fulfillment voluntarily, in the interests of the existence of the game itself, because violation of the rules leads to its disintegration. Children show endurance, patience, attention. Therefore, the rules act as a mechanism for self-regulation of children's behavior. The game acts as an emotional experience and pleasure from the free manifestation of physical and spiritual forces. In the game, a wish is fulfilled and those actions are performed, the goals of which are significant for a person. The game always acts in the present and the future, i.e. providing the child with momentary joy, life situations, properties, qualities, states, skills, abilities of a person are simulated or predicted in the game. Thus, children act out of a desire to play, and the result is a new product of activity associated with psychological neoplasms. The children's game reaches full development only when the educator systematically and purposefully forms this activity, working out all its main components. So, in the case of a story-role-playing game, he highlights the content and methods of role-playing interaction for children against the background of a holistic plot; in didactic games, he helps them to identify and understand the rules, determine the sequence of actions and the final result, during the organization and conduct of outdoor games, introduces the content of the rules and requirements for game actions, reveals the meaning of game symbols and functions of game attributes, helps to evaluate the achievements of peers. Along with this, the educator also directs the independent games of children, carefully directing them in the right direction with the help of the organization of the playing space and a special preparatory stage of the game. In general, the work reveals the relevance of this topic, shows the importance of games in the life and education of children, in the formation of their morality, reveals the huge role of the teacher in the formation of personal qualities of the child through the skillful management of gaming activities.

CONCLUSION

So, the management of gaming activity assumes, as it was shown in the theoretical part, direct and indirect methods. Basically, teachers use direct methods of influence. But life shows that children need to instill more and more independence. Therefore, teachers should be encouraged to use more indirect methods of guiding gaming activities.

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