



THE IMPORTANCE OF ORGANIZING CREATIVE GAMES WITH PRESCHOOL CHILDREN IN DEVELOPMENT CENTERS

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Abstract

This article discusses the preparation of the necessary equipment in advance and the interactive methods used in the games to arouse children's interest in education and to make the games interesting through creative games organized by educators in developmental environments in preschool educational organizations.

Keywords: Preschool education, game, creative, plot-role-playing game, educator-pedagogue, preschool age, education, team game, motivation.

Introduction

In strengthening the spiritual foundations of the Independence of the Republic of Uzbekistan, one of the important tasks is to instill in the hearts of each young generation feelings of love for the Motherland, loyalty to independence, and confidence in the future, to broaden their worldview, in short, to raise them as fully developed and well-rounded individuals.

Important tasks have been set, such as “radically improving the conditions for the comprehensive intellectual, creative, aesthetic and physical development of children, significantly increasing the coverage of children with preschool education and ensuring their access to it, and raising the level of qualifications of teachers and specialists.”[1] In this regard, improving the preschool education system and improving the methodology of music classes as a source of forming children's aesthetic culture are of great importance.



Nowadays, the issue of developing creativity through creative games in preschool educational organizations is considered one of the most important issues that need to be addressed. Because a creative person, as a responsible specialist in his work and a creative approach to the situation, can contribute to the development of science, education, spirituality and enlightenment, technology, production, and all other areas. Therefore, it is relevant and important to start developing creative abilities in preschool educational organizations. It is no coincidence that the reform and development of the preschool education system, which is considered the primary and at the same time the most important link in education, has been the central focus of the state and government.

Because, it is no exaggeration to say that the history of the rapid development of preschool education in Uzbekistan began in 2017. In order to reform and improve the preschool education system, a number of decrees and resolutions of our President Shavkat Mirziyoyev were adopted. In particular, the resolution “On approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030”, adopted on May 8, 2019, expanded the opportunities for ensuring the coverage of children with preschool education, replenishing preschool educational organizations with modern educational and methodological materials and fiction, and attracting qualified pedagogical and managerial personnel to the sector. [2]

In our country, the scientific research of scientists R.M. Kadirova [3], N.I. Rezhametova, [4] B.B. Sadullayev is noteworthy for developing the moral qualities of preschool children through plot-role-playing games, developing coherent speech in studying the surrounding environment, the characteristics of mental development, the technology of targeted development of children's motor potential, the formation of children's visual literacy, ecological concepts, theater issues, preparing students to provide aesthetic education to children in preschool educational organizations, forming a culture of pedagogical communication among future educators, and the problems of moral education of children based on national values.

It has long been known that in preschool education, as a method of game-teaching, the experience accumulated by generations is transferred to the younger generation. Game technology is widely used in Uzbek folk pedagogy and in the



preschool education system. Preschool children's games are distinguished by their diversity. Games are diverse in their content and organization, the degree of impact on children, the types of tools and their origin. Professor Y.A. Arkin classified preschool children's games as follows:

1. Games aimed at improving mental processes in children:

- Motor
- Intellectual
- Aesthetic

2. Technical games:

- Art games
- Agricultural games
- Games related to the profession
- Construction games

3. Life and social games:

- Family life
- Kindergarten, school
- Games related to social life
- Socio-political games

4. Military games:

- “soldier-soldier” game
- “sailor-sailor” game

5. Dramatized (staging) games:

- Theater
- Cinema
- Circus

6. Plot-role-playing games:

- Based on fairy tales
- “family” game
- “mother and child” game

7. Professional games:

- “doctor-doctor” game
- “let's build a house”, “builders” game
- “firefighters” game



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- “entrepreneurship” game
 - “let's teach a lesson” teacher-teacher game

D.B. Elkonin classified preschool children's games as follows:

- Games on a household plot
- Games on a production plot
- Games with a socio-political plot

The scope of the game plot can be expanded by properly organizing educational influence on children. If on the day a child arrives at a preschool educational organization, their games reflect only events from family life, then as a result of learning in classes, going for a walk, and observing nature, the types of games increase, and games such as kindergarten, zoo, kitchen, train, hairdresser, and salesman are added.[5] The growth of children's games is explained by their age-specific nature. The following games can develop moral education in children: plot-role-playing games, action games, construction games, sand and water games, didactic and musical games.

In the process of creating a plot, preschoolers can learn various relationships and some forms of behavior. The adoption of norms and rules of behavior through role-playing does not occur by itself, since it is difficult for a child to independently distinguish the moral essence of human activity. In this case, adult help is required.

Different levels of upbringing, life and game experience sometimes make it difficult to choose a game topic, coordinate roles, etc. In such games, it is possible to play team games, organize them or implement their process. In this case, the educator encounters real relationships, eliminates their negative manifestations by organizing a healthy moral life of the children's team.

Children aged 5-7 years should master the ability to create various playgrounds. To do this, the educator can conduct a collective game with children - a verbally continuous invention, the main content of which is the invention of new stories containing various events. The main aspects of the methodology for using a plot-role-playing game:

Game selection. This is determined by a specific educational task.

Educational development of the game plan. When developing a game, the educator should strive to increase the saturation of the game content with a game



that can attract the child. On the other hand, it is very important to determine the expected role and means of organizing the game, which will contribute to the implementation of the intended educational tasks.

Introducing children to the game plan and reviewing it together. The educator should try to involve children in the conversation as much as possible in discussing the game plan, developing the content of role-playing actions.

Creating an imaginary situation. Educators of preschool educational organizations always begin role-playing games by giving a figurative meaning to surrounding objects: chairs - a train, bushes - a border, Legos - a ship, etc. Creating an imaginary situation is the most important basis for starting creative role-playing.

Distribution of roles. The educator should strive to meet the game needs of children, that is, he gives everyone the necessary role, suggests a sequence of roles at different levels, looks for opportunities to confirm the position of the team in the role-playing game.

The beginning of the game. To instill a positive image of the game in children, some methodological techniques can be used, for example, preparing a group of children to play a game episode. At the beginning of the game, the main roles are distributed among children who are constantly active, have a creative imagination. This allows you to set the tone, show children an example of interesting role-playing.

Maintaining the game situation. There are certain conditions for the constant interest in the game in children:

- a) adults must set the tone when teaching children to play, using conditional game terminology (in military games - clarity and precision of commands, requiring a response: "There is a comrade commander!" report on the completion of the task);
- b) the educator should try to overcome any task of the children's team
- c) all measures of pedagogical influence on children - requirements, incentives, punishments - the educator should carry out in a playful manner, without violating the game situation;
- d) during the plot role-playing game, it is recommended to include detailed creative games or games with the same plots on the fields;



e) during the game, the educator can organize a team competition between small groups of the game group.

End of the game. When developing a game plan, the educator also plans the end of the game in advance. It is advisable to encourage children who actively participated during the end of the game and end it with repetitive phrases so that children remember the positive behavior during the game. [6]

Thus, we can conclude that through role-playing games, the child acquires spiritual values, assimilates social experience throughout his life. In it, children's collective thinking and ability to support each other develop. It is advisable for educators to constantly replace the necessary equipment and materials in the development centers, and update their weekly topics, depending on how children develop, how they acquire knowledge, and how their interests change.

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