

**THE ROLE OF GAMES IN THE DEVELOPMENT OF COGNITIVE PROCESSES IN PRESCHOOL CHILDREN**

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**ABSTRACT**

*The article provides the necessary information on the development of cognitive processes of preschool children, their impact on play activities, education and upbringing, their physical and mental development through play activities, pedagogical and psychological analysis. The leading activity of preschool children is play. The issue of play activities for children of kindergarten age has been attracting the attention of many scholars for centuries. It is known that as a child grows older, his ability to move independently increases, and his worldview on things and events around him expands.*

**KEYWORDS:** *Preschool, Play, Childhood, Education, Upbringing, Family, Kindness, Cooperation.*

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**INTRODUCTION**

The leading activity of preschool children is play. The issue of play activities for children of kindergarten age has been attracting the attention of many scholars for centuries. It is known that as a child grows older, his ability to move independently increases, and his worldview on things and events around him expands. A kindergartener seeks to have a direct, practical relationship with these things in the process of learning about the world around them. In this case, the child is thirsty for knowledge, and tries to have a practical relationship not only with the surrounding things, but also with the things that are beyond the power of adults. However, the child cannot satisfy any of these needs in a real way. At this point, the question arises, how can the contradiction between the increasingly diverse needs of children and their narrow capabilities be resolved?

This contradiction can be resolved only through one activity, that is, through the child's play activities. This can be explained by the fact that, first, children's play activities are not activities aimed at producing any material product. Therefore, the reason (motive) that motivates children to play is not related to the outcome, but to the content of the various actions in that play process. Second, in the process of play, children are free to do whatever they want, turning what they want into something that interests them but belongs only to adults. Children's play activities are the only means for them to develop physically and mentally fit. Play is such a multifaceted activity in children's lives that it combines the work of adults, as well as sources of thinking about different things, raw imagination, recreation and joy, that is, all these processes are evident in play activities. It should be noted that the game is not only a means of knowing the events in the external environment, but also a powerful educational tool. In creative and plot games, along with all the mental processes of children, their individual qualities are also formed. Thus, the success of educational work in kindergarten depends in many respects on the ability to organize children's play activities in accordance with the purpose. Thus, play is not something created by children's

imagination, but rather something that children's imagination itself arises and develops in the process of play. When we talk about the play activities of children of kindergarten age, of course, it is necessary to dwell on the issue of their toys. When giving toys to children, their age characteristics, levels of development and at the same time what interests them the most should be taken into account. It is known that children aged 1-3 years have very little mastery of the external environment. They still can't even tell the color and size of things. Therefore, along with the doll, they should be given different colored scraps and loose fabrics. Girls, in particular, practice wrapping their dolls in different colored fabrics and wrapping them in scarves. It is useful to give boys box toys of different colors that fit into each other. Play activities have been an active form of engaging children in the social experience of humanity, prepares for educational activities. One cannot suddenly begin to assimilate a social experience. In order to actively master social experiences, a person must first have sufficient speech skills, have certain skills, teachings, and elementary insights. These are achieved through child play activities. Play not only improves cognitive processes, but also has a positive effect on a child's behavior. According to scientists who have studied the psychological problem of self-management and the formation of skills in kindergarten children, it is possible to acquire behavioral skills in the game earlier and easier than in a goal-oriented exercise. In particular, this factor finds its brightest expression as a feature of the kindergarten age period. In older preschoolers, the ability to self-manage their behavior is almost equal in play activities as well as in other contexts. Sometimes they can even achieve a higher score in certain situations, such as when they are trapped in a match during a race.

Based on the above considerations, in general, play and play activities are important for the formation of a child's self-management skills. Through play activities, children acquire a new form of movement, that is, its intellectual, mental aspect, and therefore in the process of forming play activities, the child develops the first appearance of thinking activity. The fact that games play an important role in the mental development of a child or in his general development is reflected in the same evidence. The child prepares for school education in play activities, therefore, in it the obvious forms of mental actions begin to find content. Role-playing is important not only for the individual mental process, but also in the formation of personality traits and qualities in the child. Consequently, choosing and performing the role of an adult is inextricably linked to the child's emotional stimuli. Because during play, the child develops different desires and wishes, which are the outside of other things because the symptoms are self-limiting and the child is born under the influence of his peers, against his will.

Role-playing games are a leading activity for kindergarten-age children. Role-playing is the most important activity of children at this age, as in such a game they perform all the tasks and tasks of adults directly in practice. Therefore, in the conditions created specifically for play activities, they try to reflect the events of the social environment, family life events, interpersonal relationships in a generalized way. Children use a variety of toys, as well as objects that perform their function, to play the characteristics of adult lifestyle, emotions, interactions and communication, their relationship to themselves and others, the environment in a vivid reality. However, it should be noted that the role play, which covers all aspects of social and domestic reality, arises not from them all at once, but as a result of increasing life experience, expanding imaginary images, evolving from simple to complex in essence and content. One of the most important factors in creating role-playing activities is that the child has a sense of comparing his or her behavior to that of an adult, copying from it, and imitating it exactly. For the same reason, adults and their behavior are exemplary for the child, both externally and internally, and the behavior of adults is both the object and the subject of their behavior. Features of labor activity of preschool children. Classes that involve children's labor activities mainly begin in kindergarten. Although the labor of children at this age is very simple and elementary, it is of great importance in their mental development. As a result of conversations with children of kindergarten age, a positive attitude

towards work in children, labor is first manifested in children's games. By imitating the labor activities of adults in their play not limited to, but begin to strive for direct participation in adult labor. In educating children of kindergarten age in the spirit of diligence, it is important to organize them in a harmonious community. When working as a team, the educator instructs each child to do a specific amount of work. In this way, children work as a team. For example: a large group of children takes turns as a team. In this case, one child puts a tablecloth on the table, another puts spoons and forks, a third child puts chairs, and fourth child puts bread on the table. Children who learn to take turns in kindergarten will also help in the family. In general, middle-aged and older kindergarten children should be given work assignments that they can do in the family. This creates great opportunities in educating them in the spirit of diligence and in developing them some work skills. It will be much easier for a child who is involved in socially useful labor to be involved in later labor. It would be expedient for the type of labor activity in which children are involved in kindergarten to be very diverse.

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