

GAMES AND GAME TECHNOLOGIES IN EDUCATION AND EDUCATION

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Annotatsiya: *Ushbu maqolada maktabgacha ta'lim yoshidagi bolalar hayotida ta'lim va tarbiyada o'yin va o'yin texnologiyalari bilan bilish jarayonlarini rivojlantirish va yetakchi faoliyat hisoblangan o'yin texnologiyalaridan foydalanib dars samaradorligini oshirish haqida bayon etilgan.*

Kalit so'zlar: *o'yin, texnologiya, imitatsion o'yinlar, operatsion o'yinlar, rolli o'yinlar, ishbilarmonlik teatri, psixodrama va sotsiodrama.*

Абстрактный: *В данной статье описано развитие познавательных процессов с помощью игр и игровых технологий в обучении и воспитании детей дошкольного возраста и повышение эффективности занятий с использованием игровых технологий, которые считаются ведущим видом деятельности.*

Ключевые слова: *игра, технология, игры-симуляторы, оперативные игры, ролевые игры, бизнес-театр, психодрама и социодрама.*

Abstract: *This article describes the development of cognitive processes with games and game technologies in education and upbringing of children of preschool age and increasing the effectiveness of lessons using game technologies, which are considered the leading activity.*

Key words: *game, technology, simulation games, operational games, role-playing games, business theater, psychodrama and sociodrama.*

Student activity in the educational process has been and remains one of the main principles of didactics. Student's activity is the result of goal-directed managerial pedagogical influences and the organization of the pedagogical environment. Pedagogical business game is one of the teaching technologies that ensures students' activity. Interest in game activity is ensured by the elements of competition, which satisfy the needs of students such as self-expression and realization.

The great thing about the game is that it is both development and learning at the same time.

Role-playing is the main activity of my child in kindergarten. Role-playing is the most important activity of children at this age, and in such a game, they perform all the tasks and tasks of adults. Therefore, they try to summarize the events of the social environment, family life events, and interpersonal relationships in the conditions specially created for game activity. In order for children to act out the characteristics of adults' lifestyles,

feelings, interactions and communication, their relationships to themselves and others, to the environment in a vivid way, they use various toys, as well as things that play the role of a teacher. is also used. However, it is also worth noting that the role-playing game, which covers all aspects of social and domestic reality, does not appear at once, but as a result of the increase in life experience, the expansion of the images of imagination, and improves from simple to complex in terms of essence and content.⁶⁶

N.M. Aksarina, who researched the conditions that improve various game activities in the child's mind about the reality that surrounds him, said that the game does not arise by itself, for this there must be at least three conditions:

- a) formation of impressions;
- b) the quality of toys and educational tools of various forms;
- c) my child often interacts and communicates with adults. In this, the way an adult directly affects a child plays a decisive role.

D.B. Elkonin writes in his research that along with the plot of the role-playing game, there is also its content. In his opinion, the fact that the child more accurately reflects the main aspect of adult activity in the game constitutes the content of the game. A.R. According to Usova's research, the number of role-playing game participants increases with age and gender differences:

- three-year-old children can join groups of 2-3 and play together for 3-5 minutes;
- The group of 4-5 year olds consists of 2-3 participants, the cooperative activity lasts 40-50 minutes, the number of participants increases during the game;
- 6-7 year old children have a desire to play a role-playing game together as a group or team, as a result of which the initial roles are distributed, the rules and conditions of the game are explained (during the game, children strictly control each other's actions) .

From the simplest mental process to the most complex mental process, games play a big role in shaping the most important aspects of everything. When it comes to the influence of the game on the growth of movement in the kindergarten age, first of all, it should be said that, first of all, the organization of the game itself is the most favorable conditions for the growth and improvement of the movement of a child of this age. creates. Secondly, the reason and feature of the game affecting the child's movement is that the subject learns complex movement skills not during the game, but directly through training. Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, the game not only improves cognitive processes, but also has a positive effect on the child's behavior.

Z.V., who studied the psychological problem related to the formation of self-control skills in children of kindergarten age. According to Manuileko, behavioral skills can be acquired earlier and easier in a game than in a goal-oriented training. Especially, this factor finds its bright expression as a feature of the kindergarten age period. In children of senior

⁶⁶ 1. [/O'zbekistonda yangi pedagogik texnologiya konsepsiyasini yaratish istiqbollari.doc](#)

school age, the ability to self-manage their behavior is almost doubled both in play activities and in other situations. They can also achieve a higher performance in some situations, for example, when they go to the front during a competition. Based on the above considerations, in general, it can be said that games and game activities are important for the formation of self-control: skills in a child.

When thinking about the mental growth of the child, it should also be mentioned that when something is called by a new name or based on the situation of a new name, the subject tries to act actively during the game. Because it goes from a plan of action based on material things to a plan of action that reflects the essence of imagined and thought objects. A child should have a point of support in the sudden transition from the material form of the body to the imaginary appearance of the world, although most of the things that serve as such a point of support are used as direct objects in the game. In game activity, these objects are not used as a reflection of some kind of symptom, but serve to think about these basic things, as well as the improvement of the game actions related to the obvious thing of the base point of the movement, the characteristic of the movement form, the stage, etc. and is carried out at the expense of generalization. It forms the basis of the transition to a logically consistent, compact form in the form of reduction and generalization of game actions.

Psychologist J. Piaget paid serious attention to the factor of giving new names to bodies in the game, and concluded that this work is the basis of the formation of symbolic thinking. But this conclusion does not mean that it is the only correct way to reflect the situation. Therefore, it is totally against logic to expect that the child's intelligence and intelligence will grow by changing the name of the thing. In fact, not renaming things, but changing the nature of game actions can have a significant impact on the child's mental growth. In fact, in the game activity, a new form of action is manifested in children, that is, its intellectual, mental aspect, and therefore, in the process of forming game actions, the first form of thinking activity is formed in the child. The importance of the game in the child's intellectual development or his general development is expressed through this same argument.

In the educational process, businessmen use various forms of games: imitation, operational, role-playing games, working theater, psycho and sociodramas.

Imitation games - the activity of a department, workshop, enterprise organization is simulated. The scenario of simulation games, in addition to the plot of the event, includes details about the composition and importance of the simulated process and objects.

Operational games - they model the relevant work process, the conditions for their execution. They help to master certain specific operations: - solving problems, a certain method.

Role-playing games - the mental states and behavior of a certain person in the performance of duties and responsibilities are worked out, roles are assigned with mandatory content.

Business theater is a situation and the behavior of a person in this situation is developed. A scenario will be drawn up with the details of the situation, the tasks and obligations of the participants, and the goals. Here, it is important to get into the true image of a certain person, understand his behavior, assess the situation and choose the right course of action.

Psychodrama and sociodrama are similar to a role-playing game, business theater, only here socio-psychological issues are solved. Such issues include the ability to feel the situation in the team, to correctly assess the mental state of another person and to be able to change it, to be able to communicate effectively with him.

The child prepares for school education in game activities, therefore, clear forms of mental movement begin to form in him. Rolli game is important not only for a separate mental process, but also necessary for the formation of personality traits and qualities in a child. Therefore, choosing the role of adults and performing it is manifested in an inextricable connection with the triggers of the child's emotions. Because during the game, the child has all kinds of wishes and desires, which are born due to external signs of other things, self-absorption, and outside of the child's will, under the influence of peers.

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