

TYPES OF INTERACTIVE GAMES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS AND THEIR ROLE IN CHILDREN'S EDUCATION

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Abstract: This article discusses the methods of scientifically based, systematic and effective introduction of interactive games into the educational process in preschool educational organizations, their educational quality and comprehensive development of children. determines the relevance of this graduation qualification work.

Keywords: interactive education, integration, educational activity, interactive games, construction and construction, traditional games.

ВИДЫ ИНТЕРАКТИВНЫХ ИГР В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ И ИХ РОЛЬ В ОБРАЗОВАНИИ ДЕТЕЙ

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Аннотация: В данной статье рассматриваются методы научно обоснованного, систематического и эффективного внедрения интерактивных игр в образовательный процесс в дошкольных образовательных организациях, их образовательное качество и всестороннее развитие детей. Определяется актуальность данной выпускной квалификационной работы.

Ключевые слова: интерактивное образование, интеграция, образовательная деятельность, интерактивные игры, конструирование и построение, традиционные игры.

Introduction The main activity of a preschool child is play. However, unlike traditional games, interactive games ensure that the child not only receives

knowledge, but also engages in communication, makes independent decisions, and thinks creatively. In today's information society, the role of interactive methods in attracting the attention of students and instilling in them a motivation for learning is invaluable. Therefore, improving the methodology for organizing the educational process in preschool educational institutions through interactive games remains an urgent pedagogical problem.

A number of decisions have been made in order to ensure the healthy, comprehensive development and formation of a child in preschool education. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-256 of the Cabinet of Ministers of December 24, 2025 “On approval of the Strategy for the Education and Upbringing of Children on the Basis of National Values for 2026-2030”, the Order of the Ministry of Preschool and School Education No. 273 of August 23, 2024 “On measures for the organization of spiritual and educational work in preschool and secondary educational organizations”, and the Resolution No. 802 of December 22, 2020 “On approval of the State Standard of Preschool Education and Upbringing” provide that preschool education instills in its students a sense of desire to study and prepares them for regular national education. Preschool education is carried out in state and non-state preschool children's organizations and in families until the child reaches the age of six or seven.

The role of play in the comprehensive development of the child:

Intellectual development: During the game, the child learns to analyze, synthesize and draw conclusions. For example, in construction games, the child gets acquainted with mathematical concepts such as shapes, sizes and symmetry. This enriches his logical thinking.

Speech development: Play requires communication. As the child communicates with peers, his vocabulary increases, and the skill of constructing sentences is formed. Especially in role-playing games, the communicative function of speech develops rapidly.

Socio-emotional development: Play is a collective action. The child learns to obey the rules of the game, wait his turn, help his partner and cooperate towards a common goal. This instills in him a sense of empathy (understanding others).

Physical development: Active games not only strengthen the child's muscles, but also develop his dexterity, agility and balance skills.

“First Step” state program and play:

The main document of the Republic of Uzbekistan in the field of preschool education — “First Step” improved (2nd edition) state curriculum puts play activities at the center of the educational process. It is emphasized that all five areas of development (physical, socio-emotional, speech and communication, cognitive process, creative development) specified in the program are implemented precisely through game methods.

Interactive games in the educational process in preschool educational organizations through which they form their own opinions, develop decision-making and creative approaches. In interactive games, the child develops the following skills:

Cognitive skills: Independent thinking, speech and communication skills, teamwork, attention and memory also play a very important role, and through other interactive games, the child learns the ability to observe, colors, shapes, geometric structures. These mental activities create opportunities for children to gain new knowledge and experiences.

Creative thinking: By playing or creating interactive games in the educational process in preschool educational organizations, the child's imagination increases and he learns to express his feelings and find new solutions. Interactive games develop creative thinking and problem-solving skills.

Emotional development: Interactive games in preschool educational organizations develop emotional stability in children. By describing their feelings, the child understands himself and develops psychologically healthy, and the child learns to accept defeat and victory, to be patient.

Literature review: “Games and entertainment are very important for the health and well-being of children, they create the basis for the development of creativity, imagination, self-confidence, efficiency and physical, social, cognitive and emotional strengths and skills. They contribute to all aspects of education; games are a form of participation in everyday life, and they are of great importance in terms of bringing joy and pleasure to the child.” The famous psychologist L.S. Vygotsky considered the game to be one of the main factors in the development of the child. In his opinion, in the process of play, the child's "zone of proximal development" is formed. That is, the child seeks to perform tasks that he cannot perform independently with the help of adults or peers, and new

D.B. Elkonin also emphasized the role of play in the child's psychological development. According to him, through plot-role-playing games, children reflect the life of adults, master social roles and learn the norms of behavior in society. For example, by playing the role of a doctor, teacher, seller or builder, a child forms an idea of \u200b\u200bprofessions, develops a culture of communication and forms a sense of responsibility.

“Games help children develop their ability to negotiate, restore emotional balance, resolve conflicts, and make decisions. By participating in games and entertainment, children acquire practical skills; explore and understand the world around them; test new ideas, roles, and experiences, and at the same time learn to understand and “build” their social position in the world.”

Conclusion: Play also has a significant impact on a child’s cognitive development. Through various didactic and interactive games, children develop attention, memory, thinking, observation, imagination, and problem-solving skills. During the game, the child compares, analyzes, summarizes, and tries to understand cause-and-effect relationships. As a result, his cognitive activity increases and the process of assimilating new knowledge becomes easier.

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