

THE IMPACT OF PLAY ON PSYCHIC DEVELOPMENT IN PRESCHOOL AGE

Ozodqulov Olimjon Bahodir o'g'li
Chirchik State Pedagogical University Lecturer,
Department of Psychology

Abstract: The game plays a key role in the mental development of preschool children. This article covers the impact of play on children's cognitive, emotional, social and physical development. Through play, children explore the environment, form social relationships, develop creative abilities, and learn to think logically. The article also analyzes different types of play (positive, creative, social games) and their impact on children's development. Understanding the importance of play in the mental development of preschoolers helps children develop their full potential.

Key words: game, preschool age, mental development, cognitive development, emotional development, social development, creative abilities, logical thinking, social relations.

Annotatsiya: O'yin maktabgacha yosh davridagi bolalarning psixik rivojlanishida asosiy rol o'ynaydi. Ushbu maqolada o'yinning bolalarning kognitiv, hissiy, ijtimoiy va jismoniy rivojlanishiga ta'siri keng yoritilgan. O'yin orqali bolalar atrof-muhitni o'rganadi, ijtimoiy munosabatlarni shakllantiradi, kreativ qobiliyatlarini rivojlantiradi va mantiqiy fikrlashni o'rganadi. Maqolada, shuningdek, o'yinning turli turlari (ijobiy, ijodiy, ijtimoiy o'yinlar) va ularning bolalarning rivojlanishiga ta'siri tahlil qilingan. O'yinning maktabgacha yosh davrida psixik rivojlanishdagi ahamiyatini anglash bolalarning to'liq qobiliyatlarini rivojlantirishga yordam beradi.

Kalit so'zlar: o'yin, maktabgacha yosh, psixik rivojlanish, kognitiv rivojlanish, hissiy rivojlanish, ijtimoiy rivojlanish, ijodiy qobiliyatlar, mantiqiy fikrlash, ijtimoiy munosabatlar.

Аннотация: Игра играет ключевую роль в умственном развитии детей дошкольного возраста. В этой статье рассматривается влияние игры на когнитивное, эмоциональное, социальное и физическое развитие детей. Через игру дети познают окружающую среду, формируют социальные отношения, развивают творческие способности, учатся логически мыслить.

Ключевые слова: игра, дошкольный возраст, психическое развитие, познавательное развитие, эмоциональное развитие, социальное развитие, творческие способности, логическое мышление, социальные отношения.

Introduction.

The preschool age period (3-7 years) is considered one of the most active periods of the psychic, emotional, social and physical development of children. During this period, play is the main activity of children and plays an important role in their development. Through play, children learn the environment, form social relationships, develop creative abilities and learn logical thinking.

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LITERATURE REVIEW AND METHODS

When it comes to the influence of the game on the growth of movement in preschool children, it must first be said that, firstly, the organization of the game itself creates the most favorable conditions for the growth and improvement of the movement of a child of this age. Secondly, the reason and nature of the game's influence on the child's movement is that the complex skills of the movement are acquired by the subject not precisely during the game, but directly through training. When it comes to the influence of the game on the growth of movement in preschool children, it must first be said that, firstly, the organization of the game itself creates the most favorable conditions for the growth and improvement of the movement of a child of this age. Secondly, the reason and nature of the game's influence on the child's movement is that the complex skills of the movement are acquired by the subject not precisely during the game, but directly through training. Third, the subsequent improvement of the game will create the most favorable conditions for all processes. Therefore, game activity becomes an independent goal that ensures the activity of the child from the means of performing behavior. Because it (the game) grows to the level of the initial object of the consciousness of the subject (creature). A preschooler chooses a role with a certain character, while consciously striving to perform a strict gait characteristic of one character or another. Therefore, the game begins to become the most necessary activity for this child, and the possibility of improving actions in a new form, bringing them to mind with understanding, begins to turn into a vivid reality. The acquisition of these actions creates an opportunity for the child to consciously perform physical exercises.

When thinking about the mental growth of a child, as noted in the previous chapter, it should also be said that when referring to things with a new name or based on the case of naming them in a new way, the subject tries to act actively during the game. Because it moves from a plan of action based on material objects to an action plan that captures the essence of the imaginary, thought-provoking bodies. When a child suddenly moves from the material form of objects to his imaginary appearance, he must have a base point, while most of the objects that serve as such a base point are used as a direct object in the game. In game activity,

the objects in question serve not as a reflection of some kind of symptom, but as a reflection on these underlying objects, and also the base point reflects the aspect of the action associated with the obvious. As stated above, the improvement of game actions with something is due to the reduction and generalization of such as the form, feature, stage of action. The contraction and generalization of game actions form the basis of their transition to a logically consistent, aggregated form of mental appearance.

The game plays an important role in the development of cognitive (perceptual) abilities of children. The following aspects are observed:

Developing logical thinking: through Play, children learn logical thinking. For example, constructive games (pazls, constructors) help develop children's spatial and logical thinking.

RESEARCH RESULTS

The game plays an important role in the development of cognitive (perceptual) abilities of children. The following aspects are observed:

Developing logical thinking: through Play, children learn logical thinking. For example, constructive games (pazls, constructors) help develop children's spatial and logical thinking.

Environmental Learning: Through Play, children learn the environment and acquire new knowledge. For example, games about nature help children understand nature.

Memory and attention Development: Games help develop children's memory and attention. Rules-based games (such as board games), for example, help children develop concentration and rule-following skills.

The game also has a huge impact on the emotional development of children:

Emotion expression: through Play, children learn to express their emotions.

and attention Development: Games help develop children's memory and attention. Rules-based games (such as board games), for example, help children develop concentration and rule-following skills.

The game also has a huge impact on the emotional development of children:

Emotion expression: through Play, children learn to express their emotions. For example, through doll play, a child can express their feelings and experiences.

Stress reduction: play helps reduce children's stress. Through play, children feel emotional relief and their mood improves.

Development of creative abilities: creative games (for example, drawing drawings, puppet games) help develop children's creative abilities.

The game also plays an important role in the social development of children:

Formation of social skills: through Play, children learn to cooperate with other children, socialize and manage relationships. For example, group games help develop children's social skills.

Learning social roles: through Play, children learn social roles (e.g. teacher, doctor, parent) and begin to understand them.

Development of communication skills: through Play, children develop communication skills. For example, dialogue-based games help develop children's speech and communication skills.

Play also has a positive effect on the physical development of children:

Development of movement skills: active games (such as running, jumping) help develop children's physical abilities.

Development of fine motor skills: games that require hand and finger movements (such as working with plasticine, drawing) help develop children's fine motor skills.

Discussion

Some changes in the desire and desire of the child, their union with imagination are conditions that provide a favorable opportunity for the development of a wide range of new manifestations of activity in preschool subjects (role-playing games, creative, visual and constructive activities, simple labor activities). In his activities, the child is not limited to the practical use of the images of imagination about tevarak-surrounding objects and phenomena, but also expresses his own personal emotional attitude towards them. This case is often clearly visible in their creative games. Creative games reflect the child's vision of Adult Activities, about their interaction, he feels like he is acting together with an adult, even serving as a direct participant in reality.

The motivating desire for action is inextricably linked with the child's imagination, as well as coming into contact with a situation that can be perceived directly, generating new desires in a new way. It may even encourage the child to engage in activities that he is not particularly interested in, or direct him to perform it by giving a new form and content to a familiar activity. The motivating desire for action is inextricably linked with the child's imagination, as well as coming into contact with a situation that can be perceived directly, generating new desires in a new way. It may even encourage the child to engage in activities that he is not particularly interested in, or direct him to perform it by giving a new form and content to a familiar activity. From psychological sources it is known that it is impossible to force children of this age into boring activities that they do not want to do (chunanchi, write, draw, work, action game). They get tired very quickly in activities that they do not want. When such activities are approached from a practical point of view and symptoms of flatulence are introduced, children are diligently getting into work, with their whole body. As a result, they develop a creative attitude to this activity.

One of the most important features of the entry of children of this age period into relationships with adults is the availability of the opportunity to control their desires. It is possible to accustom them to the noble intentions of adults, to submit to the May of parents and coaches. Their difference from children of other age periods is that they have relatively calm, more stable emotions, that they are far from affective states, less immersed in conflicts. In such children, an affective (pungent) state may occur, but it is temporary and occurs not in connection with an obvious action, but in connection with the dynamics of the images of the imagination.

Conclusion

The game plays a key role in the psychic development of children in preschool age. Through play, children develop cognitively, emotionally, socially, and physically. Different types of play (positive, creative, social games) have a diverse impact on the development of children. Understanding the importance of the game in psychic development in preschool age helps to develop children's full abilities.

The game plays a key role in the psychic development of children in preschool age. Through play, children develop cognitively, emotionally, socially, and physically. Different types of play (positive, creative, social games) have a diverse impact on the development of children. Understanding the importance of the game in psychic development in preschool age helps to develop children's full abilities. Parents, educators and educators can help children develop by supporting their play activities.

Feelings of smile, vitality, cheerfulness in game activities are first manifested only in the presence of adults, over time, the game itself gives joy to the child. In addition to consistently observing the behavior of adults as the baby approaches one year of age, it gradually develops a sense of participation, desire in their activities, later the desire to support them is born. Feelings of smile, vitality, cheerfulness in game activities are first manifested only in the presence of adults, over time, the game itself gives joy to the child. In addition to consistentl.

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