



## **PSYCHOLOGICAL CHARACTERISTICS OF GAME ACTIVITY IN CHILDREN**

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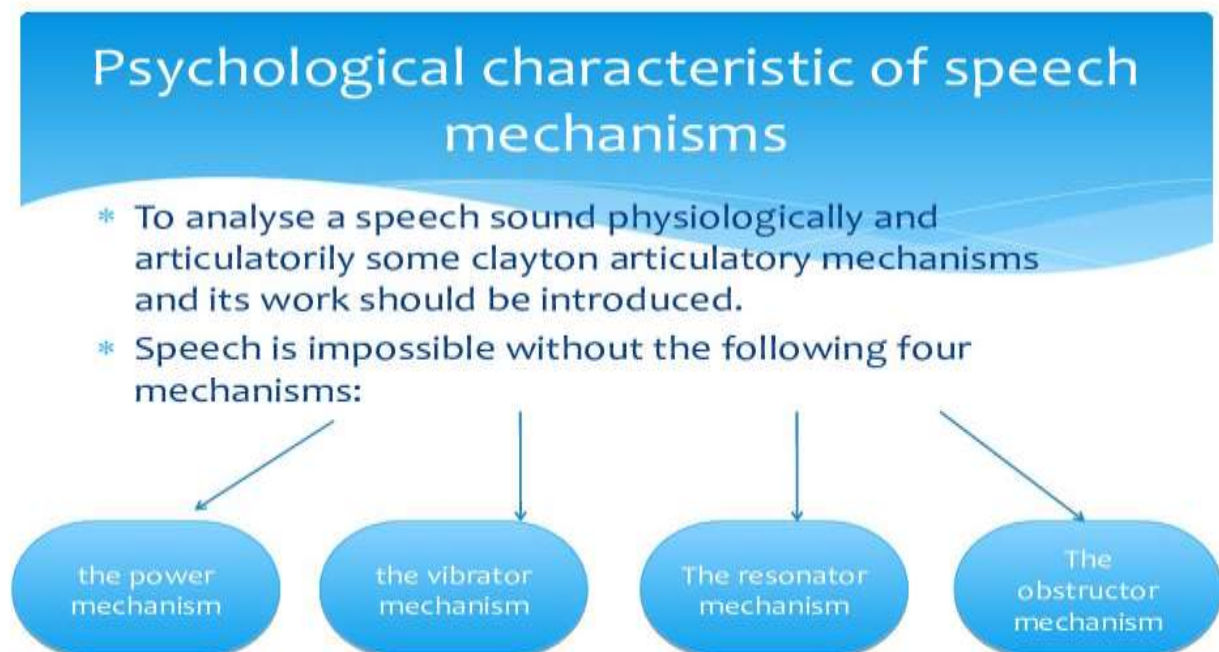
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<b>Received:</b> November 8 <sup>th</sup> 2022 <b>Accepted:</b> December 6 <sup>th</sup> 2022 <b>Published:</b> January 6 <sup>th</sup> 2023	The article discusses the psychological impact of the external environment on the organization of play activities in children. This article gives a brief overview of the importance of play in a child's life, the types and characteristics of play activities, and the benefits of playing games. It also explores the possibility of gaining a scientific understanding by covering the psychological effects of the game.

**Keywords:** game, nature, psyche, activity, behavior, toy, aesthetics, creative games.

In a situation where all aspects of social existence are becoming deeply globalized and problems are being solved, there is a need for the comprehensive development, maturation and formation of bright-minded young people in the current era of interconnectedness and interdependence. Searching for ways to improve the content and structure of education, developing the didactic foundations of primary education based on the ideas of modern scientific integration is an important requirement of the present day.

Because, as a result of such thinking, the child has the ability to distinguish constructive ideas from destructive ideas. the use of the mechanism of interdisciplinarity in the formation of independent activity and variety of thoughts in children is of great practical importance.



The game is a manifestation of the human personality, a way of its improvement. The game has a special place in the lives of not only adults, but also children. It is accepted to call him "childhood companion". The game is the essence of the life of preschool children. Play is a process that is carried out in an organic relationship with work and education. In the game, the aspects that exist in the person are activated, that is, the child speaks, jumps, moves, perceives, concentrates, thinks. The game is an important means of education. The game plays the main role in the practical method of introducing children to nature. Various games are widely used in addition to observations made in order to expand children's imaginations about ordinary events and objects (subjects) of nature. In these games, children gain sensory experience and creatively assimilate the acquired knowledge.

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 the activity of the game. 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.

One of the most necessary factors that create role-playing activity is the presence of a child's feeling of comparing his behavior with the behavior of adults, copying it, and imitating it. For the same reason, the actions of adults and teachers are both external and internal examples of the child, and adults are both the object and the subject of his behavior and behavior.

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

- ✓ formation of impressions;
- ✓ the importance of toys and educational tools of various forms;
- ✓ my child often interacts and communicates with adults. In this, the way an adult directly affects a child plays a decisive role.<sup>1</sup>

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. 50203

A.R. According to Usova's research, the range of role-playing game participants expands 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, and the number of participants increases during the game.
- 6-7-year-old children have a desire to play a role-playing game together in a group or team, as a result, the roles are initially 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, game activity becomes an independent goal that ensures the child's activity from a means of behavior implementation.

Children are able to remember and recall more words in games than in a laboratory setting, which helps to develop a more in-depth nature of voluntary memory. Analysis of the data collected in the experiment allows us to draw the following conclusions:

- ✓ the process of choosing and playing a certain role by the child in the game requires memorizing a lot of information;
- ✓ therefore, the conscious goal of mastering the character's speech and repeating his behavior appears earlier in the child and is easily realized.

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 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 a 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.



The child prepares for school education in game activities, therefore, clear forms of mental movement begin to form in him. Role play 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 inextricably linked 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.

In short, the Game not only improves cognitive processes, but also has a positive effect on the child's behavior. Thanks to the game activity, the child develops not only physically, but also mentally. Thanks to the game, the child becomes strong, healthy, and develops, and the organization of the game activity in the heart of nature develops the aesthetic development of the child, the expansion of his worldview, the feeling and perception of nature.

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