



## PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF CHILDREN'S PHYSICAL AND MENTAL DEVELOPMENT THROUGH RULE-BASED GAMES

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**Абстракт:** Игра не только улучшает познавательные процессы, но и положительно влияет на поведение ребенка. В данной статье рассматриваются психологические проблемы, связанные с формированием навыков поведения у дошкольников, а также упоминаются виды игр и то, что навыки поведения легче и раньше усваиваются в игре, чем в целенаправленной деятельности.

**Abstract:** The game not only improves cognitive processes, but also positively affects the behavior of the child. This article discusses the psychological problems associated with the formation of behavioral skills in preschoolers, and also mentions the types of games and the fact that behavioral skills are easier and earlier acquired in the game than in purposeful activities.

Role-playing games are important not only for the development of individual psychological processes but also for shaping a child's personal traits and character. Therefore, the selection and performance of adult roles are closely connected with the child's emotional stimuli. During play, various desires and aspirations emerge in children as a result of the external characteristics of objects, the influence of peers, and even impulses that arise contrary to the child's own will.

Play is an independent activity through which children begin to communicate with their peers. They are united by a common goal and shared experiences in achieving that goal. Therefore, play plays a significant role in developing friendly relationships, teamwork skills, and organizational abilities. Within groups of young children, complex relationships are formed through joint play activities. The

educator's task is to involve every child in active play and to establish relationships among children based on friendship, honesty, and a sense of responsibility toward their peers.

The games of preschool children are not only a means of learning about surrounding objects and phenomena but also possess great social significance. In other words, play is a powerful educational tool. Through children's games, socially beneficial qualities and high moral values can be cultivated. If we observe children's play activities from the outside, we can clearly see the manifestation of all their personal characteristics, such as interests, abilities, willpower, and temperament. Therefore, play activities serve as a highly effective means of individual education and personal development.

Preschool children usually play alone. At this age, cognitive abilities, memory, imagination, thinking, and motor skills develop through thematic and constructive games. In role-playing games, children mainly imitate the behaviors of adults that they observe in everyday life. By the age of four to five, children's games gradually begin to acquire the characteristics of collective play.

Role-playing games in the preschool period are distinguished by the richness and diversity of their themes. During these games, leadership qualities begin to emerge, and children's organizational skills and abilities gradually develop.

Among the creative activities of preschool children, visual art occupies a particularly important place. Depending on the characteristics of a child's imagination, it is possible to evaluate how they perceive the world around them, as well as the features of their memory, imagination, and thinking. The drawings created by older preschool children reflect their inner experiences, moods, dreams, hopes, and needs. Children of this age are highly interested in drawing. For them, drawing is a unique form of play. A child first draws what they see, then what they know, remember, and imagine.

Competitions are very important for preschool children because it is through such games that motives for achievement are formed and strengthened. For children

of this age, one of the most enjoyable experiences is winning competitions and experiencing success. Construction games gradually develop into forms of labor activity. Through play, children begin to acquire basic work skills and abilities. They start to understand the properties of objects and develop patterns of practical thinking.

Competitions are of even greater importance for older preschool children, as achievement motivation is formed and reinforced through such activities. For children at this stage, winning and achieving success are among the most satisfying experiences, making competitive games especially valuable. During the later preschool years, construction games gradually transform into labor-oriented activities. Through play, children begin to master simple work skills and habits. They become more aware of the properties of objects, and their practical thinking abilities continue to develop.

Play is a manifestation of human individuality and a means of self-improvement. Although play occupies a special place in the lives of adults, it is especially important for children. It can appropriately be called a “companion of childhood.” Play constitutes the main content of preschool children's lives. It is the leading activity that is closely connected with both work and education. Most of a child's serious actions take place in the form of play. During play, all aspects of a child's personality become active: the child moves, speaks, understands, and thinks. Therefore, play serves as an important educational tool.

"Play" is a type of activity carried out in situations aimed at reproducing and mastering social experience, through which self-regulation of behavior is formed and improved.

The primary goal of game technology is to create a complete motivational foundation for the development of skills and competencies according to the operating conditions of preschool educational institutions and the developmental level of children. The term "game technology" encompasses a wide range of methods and techniques organized in the form of various pedagogical games within

preschool educational institutions. The difference between a pedagogical game and an ordinary game is that a pedagogical game clearly defines educational objectives and expected pedagogical outcomes.

In senior and preparatory groups, didactic games become considerably more complex in terms of both content and purpose. With children of this age, educators conduct not only didactic games involving objects and pictures but also verbal didactic games.

Through didactic games based on objects and pictures, children's knowledge about the qualities and characteristics of objects, what they are made of, where they are produced, their purposes, and other related information is clarified and reinforced.

The games mentioned above are group games. Based on these, many additional games can also be developed and organized.

Such games can also be used to help children practice and improve their pronunciation of sounds.

Mandatory rules are frequently encountered in didactic games. These include taking turns, answering only when asked, listening to peers, not disturbing others during play, following the established rules, admitting one's mistakes, and similar requirements.

Guiding a didactic game involves determining its objectives and content, developing the game idea, explaining the rules and main actions, improving relationships among children, directing the course of the game through educational influence, and performing other related tasks.

A didactic game can be unexpectedly expanded and enriched during the process according to children's questions, suggestions, and initiatives. Starting and ending a game at the appropriate time requires considerable pedagogical skill. Educators manage game time efficiently by reducing the length of their own explanations.

Didactic games can be conducted in group rooms, halls, playgrounds, forests, fields, and various other locations. This increases the effectiveness of the game, diversifies children's impressions and experiences, and enhances their activity and engagement. Thus, didactic games serve as an effective means of educating preschool children and contribute significantly to the successful implementation of educational objectives.

### Adabiyotlar

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