

The Role Of Games In The Process Of Upbringing School Children

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ABSTRACT

This article discusses the initial period of training and causing reorganization of all image of life and activity of the child. To facilitate the period of adaptation of the child to new conditions, games game important role with the purpose of optimization of his/her influence on the development of the person of the children.

Keywords:

knowledge, teacher, skill, self-supervision to pay back, action.

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

Introduction

Games game an important role in a person's life as it accompanies him from birth to the end of his life. At an early age, games help the child to comprehend and cognize the world around him. Children's games educate, develop in a child memory, attention, imagination, intellect, fantasy, language, reaction, hard work, honesty. During the game, pupils face problems that they solve by experimenting with various objects, as well as developing and working out the content of the game. A well-coordinated and truly interesting game is possible only if the pupils show mental flexibility and the ability to concretize and develop both their own ideas and the proposals of other pupils. It is known that classes with pupils, conducted in an entertaining playful form, enjoy their success and love. The purpose of such communication between an adult and a child is to tell instructive stories about the relationships of the most diverse inhabitants of the natural world in an interesting and exciting way, to enrich the child with memorable impressions. Game can diagnose, learn a child. Game can encourage and encourage a child. With the help of the game, you can correct, improve, and develop important mental properties, human personality traits in children. Therefore, the purpose of this work is to show as convincingly as possible the need for a wider introduction of games in pedagogical practice, which would help teachers practically

solve the problems of student-centered education and upbringing.

Materials and Methods

Entering school and the initial period of education cause a restructuring of the child's entire lifestyle and activities. In order to facilitate the period of adaptation of the child to new conditions, it is necessary to combine game with his teaching. Hence, a deep study of game is necessary in order to optimize its influence on the development of the child's personality. For every child who comes to school, a meeting with the first teacher is, first of all, a meeting with a new, especially significant person. The primary school teacher embodies everything related to learning, relationships with others, specific subjects, lessons, and school life in general. Many years of experience of teachers shows that almost all pupils can develop abilities so that they study well. And only rarely do sick children get to school who really are not able to master the educational material well. Unfortunately, modern education develops in children only one side - performing abilities, and the more complex and important side - human creativity - is left to chance and for most remains at a deplorable level.

There are pupils who study poorly because they simply do not like to think. They avoid any kind of study activity that requires them to think and force them to actively work mentally. It is

impossible to correct anything here by force, by compulsion alone. Therefore, it is necessary to transform the teaching for the child from a difficult and unpleasant work into something interesting. Here the game should come to the rescue. Pupils are fond of the game even if it includes the implementation of educational tasks. Thanks to the educational game, many children are good at reading and counting. Role-playing and correctional-developmental games help children learn social roles, develop pupils' self-awareness and communication skills.

The game is a "magic wand" with which you can teach to write, and most importantly - to think, reason, invent, prove. It is very important that the game is fun and accessible, so that it has an element of competition, if not with someone, then at least with oneself. Only games, if it is correctly pedagogically designed and organized, will help the child to adapt to a new role for him more than any other activity. Through game, pupils learn to recognize what to accept and what to reject in the world around them. The teacher V.A. Sukhomlinsky emphasized that "game is a huge bright window through which a life-giving stream of ideas and concepts about the world around them pours into the child's spiritual world. The game is a spark that ignites the light of inquisitiveness and curiosity, the game reveals the world for the pupils, reveals the creative abilities of the individual. Without game, there is and cannot be full-fledged mental development. "In game, pupils learn social roles. They prepare for their future adult life and "try on" the roles of mother or father, teacher, doctor, chauffeur and other roles. These games allow children to look at their surroundings through the eyes of another person.

A distinctive feature of the game of the youngest pupils is their lack of awareness of game, although it constitutes all of their activity. However, this activity seeks to outgrow itself. A child's game is like an inspired exploration in which mental functions are revealed in all their possibilities. In game, the child seems to be carried away by passion or the desire to force the function to reach

its limits, that is, the moment beyond which it can only repeat itself, being included in higher forms of activity, the appearance of which it itself contributed to and to which it concedes its autonomy. At later stages of development in a child, just as in an adult, a temporary release of functions from the control of these higher forms of activity and their free exercise can occur in the form of game. The game helps the child learn the world from all sides. A child who has visited a doctor is playing doctor. A first grader is playing school. Everyday observations are realized in games such as "going to the store", "going to the country". In every good game there is, first of all, a labor effort, an effort of thought. The child's feelings and desires are clearly manifested in the game. Taking a closer look at the children at game, we will see how sincere they are in the role they have assumed. The child, playing, always strives to go forward, not backward. In games, the pupils seem to be doing everything three together: their subconsciousness, mind, fantasy "work" synchronously, participate in the comprehension and reflection of the world constantly. Children's games educate, develop in a child integrally mercy and memory, honesty, attention, hard work and imagination, intelligence and fantasy, observation, language and reactivity - in a word, everything that makes up the wealth of a human person. Thanks to the authenticity of children's feelings in game, it influences the child's personality so much. And if the game awakens positive feelings and thoughts, causes positive actions, it has great pedagogical value. Adults should help children organize games. It is necessary to make sure that the games enthrall pupils, be meaningful, educative.

Game is a very important independent activity for children, which brings them a lot of joy and at the same time serves as a means of their all-round education and the development of reflexive skills. The game, of course, involves fiction, as it confronts cruel reality. Janet showed in great detail that the child is not deceived by the inventions he uses. If he prepares a dinner for dolls from paper scraps or grass, then, calling

them a dish, he knows perfectly well that it is paper scraps or grass. The child is entertained both by free fantasizing about various objects, and by the credulity that he meets in an adult who participates in his game. By pretending that he himself believes, the child also adds to the game the transmission of entertainment to others. The child seeks to find correspondences between the real object and the equivalent that he is trying to find for him. Success in this, which is a victory for his ability to symbolize, delights the child.

We see the process of rising a child as learning what games should be played and how to game them. The child is also taught procedures, rituals and pastimes. Knowledge of procedures, rituals, pastimes, the ability to participate in them determine basically the opportunities that will be available to the child, while the games that he learned to game determine how he will use the opportunities provided; the outcome of situations in which he, in principle, can be involved depends on them. Favorite games, being elements of his life scenario, ultimately determine his fate. The essential feature of the game is its culmination: winning. Preliminary moves are made precisely in order to prepare a winning situation, but the moves are planned in such a way that each next step, as a by-product, also brings the greatest possible satisfaction. The main purpose of games is the development of the child, the correction of what is inherent and manifested in him, the conclusion of the child to creative behavior. On the one hand, a child or adolescent is offered food for imitation, repetition, on the other hand, a field of fantasy and personal creativity is presented. All the pedagogical wisdom of the game is in its simple or slightly complicated rules, in its usual description. Eric Berne writes: "We view the whole process of rising a child as learning what games should be played and how to game them."

Primary school teachers, together with psychologists, have developed many different correctional and developmental games, exercises and complex programs aimed at developing self-awareness, communication, learning activities, cognitive mental processes, arbitrary behavior of

younger pupils. Recommended games and exercises can be divided into relaxation (relieving psycho-muscular and emotional stress), motor (developing coordination of movements, gross and fine motor skills), communicative (promoting the formation of skills and communication skills), developing (aimed at the development of cognitive and social reflection, individual mental processes: memory, attention, imagination, thinking) and behavioral (offering samples of desirable behavior, exercises for the development of his arbitrariness, reflexivity). The developed games can be used taking into account the tasks that they solve in the educational process. Then the teacher conducts them. In the course of classes, you can use elements of isotherapy (drawing fears, shading, finger painting), music therapy, dance therapy, bibliotherapy (working with fairy tales, parables, stories). Each lesson can be finished with a color painting of your mood (draw a cloud of your mood and paint over it as you wish) or by choosing an icon (choose a face with the same mood as yours).

In the first half of the school year, the educator intensively forms pupils' game skills and, mainly, role behavior. It includes children in a joint game or offers a plot in the form of a short story. Children's creativity is manifested in the concept of the game and in the search for means for its implementation. How much invention is required to decide which journey to go, which ship or plane to build, which equipment to prepare! In the game, pupils simultaneously act as playwrights, props, decorators, actors. However, they do not nurture their plan, do not prepare for a long time for the role, like actors. They game for themselves, expressing their dreams and aspirations, thoughts and feelings that possess them at the moment. Therefore, the game is always improvisation. Game is an independent activity in which pupils first engage in communication with peers. They are united by a common goal, joint efforts to achieve it, common interests and experiences. Pupils choose the game themselves, organize it themselves. But at the same time, in no other activity there are such strict

rules, such conditionality of behavior as here. Therefore, the game teaches pupils to subordinate their actions and thoughts to a specific goal, helps to educate purposefulness.

In the game, the student begins to feel like a member of the team, to fairly evaluate the actions and deeds of his comrades and his own. The task of the educator is to focus the attention of the players on such goals that would cause a community of feelings and actions, to promote the establishment of relationships between pupils based on friendship, justice, and mutual responsibility. N.K. Krupskaya was the first in pedagogy to raise the question of the connection between game and work. She proved that pupils do not have a sharp line between these activities; in the game, as in work, the main thing is setting a goal and achieving it. According to N.K. Krupskaya, the game prepares pupils for work. This idea is developed by A.S. Makarenko. He claims that a good game is like a good job, they are united by the effort of thought and work effort, the joy of creativity, a sense of responsibility. What is the difference between game and work? ... Work is a person's participation in social production, in the creation of material, cultural, in other words, social values. The game does not pursue such goals, it has no direct relation to social goals, but it is indirectly related to them, it teaches a person to those physical and mental efforts that are necessary for work.

The peculiarities of pupils of primary school age are curiosity, rich imagination, restlessness, heightened perception of the world around them. The main problem associated with age - adaptation to new conditions, the transition of a child from kindergarten to school, was considered in the theoretical part of the work. The analysis of existing game techniques is carried out.

Results and Discussions

Based on all of the above, we propose recommendations for conducting additional game forms when teaching primary school age pupils:

1. Combination of outdoor and motionless games.

2. Combination of usefulness and entertainment in game.

3. Theatricality, entertainment

4. A clear, clear presentation of the material: the conditions of the game, the rules of behavior of the players, the tasks of the players

5. Organization of game action, assessment of the players ' activities, organization of refereeing, summing up.

Conducting a lesson in a playful way (30 min)

A fairy-tale character is involved - Baba Yaga, who in every possible way tries to confuse the pupils (asks tricky questions, prompts incorrectly, makes jokes to the respondent). It is necessary to grasp where Baba Yaga is wrong, while maintaining self-control and self-control through logical reasoning to come to the correct answer.

Assimilation of educational material

In primary school, to avoid overvoltage 15 min. from the lesson they devote to sedentary games and games with words. Below, for example, there are several such games:

"Hot stool"

Pupils recall stories in which they behaved incorrectly, for which they are now offended and ashamed, which they would never want to repeat. All the pupils sit in a circle, and the storyteller (the offender) sits on a chair in the center of the circle. After the story, the pupils suggest options for the desired behavior.

Word games: Puzzles

A) The pig is running, the back is pierced. (Thimble)

B) You can't see yourself, but you can hear the song. (Mosquito)

C) What question will no one ever answer "yes"? (Sleeping to the question: "Are you sleeping?")

D) Who doesn't wet their hair in the pouring rain? (Bald)

D) Small, gray, looks like an elephant. (Baby elephant)

F) When the goat is seven years old, what happens next? (Eighth will go.)

"Add a word"

a) Near the forest, at the edge,

Decorating the dark forest

Grew up motley like Parsley,
 Poisonous ... (fly agaric)
 b) A log floats along the river.
 Oh, and it is furious!
 To those who fell into the river,
 The nose will bite off ... (crocodile)
 c) What kind of creak? What a crunch?
 What is this bush?
 How to be without crunch
 If I ... (cabbage)
 "The images of animals"

Imagine an animal (a sly fox, a terrible tiger, a strong bear, a formidable flax, a boastful rooster, a cowardly hare, a poor goat, a stupid wolf), and then depict its characteristic postures and movements.

"Pass the ball"

Various variants of the game are possible. To transfer of the ball in a circle and the self-presentation of the one is who will have the ball. To tell collectively fairy tales and stories in a circle with throwing a ball. Greetings to each other. Compliments to a child who gets a ball. Transfer and unwinding of the ball at the request of the pupils (entanglement). At the command of the leader, some children must come out of captivity without breaking the thread. All other pupils help him in this.

Charade riddles

Guess the word that is formed when two other words are combined. Example: What part of a pencil can be made with a large bird of prey and a coniferous tree?

Answer: neck + spruce = lead.

1. What poisonous substance will turn out if a long-tailed rodent meets a long-haired bull? (mouse + yak = arsenic)
2. What close relative appears immediately if you do two dance moves in a row? (pa + pa = dad)
3. What kind of dog will be obtained from 16 kg and a coniferous tree? (pood + spruce = poodle)
4. What swift-winged birds fly out if a device that helps to see well is put on the walrus's "leg"? (fins + glasses = swallows).

"Guide and the Blind"

Pupils are divided into pairs. One is blindfolded. The other games the role of a guide. A pair of players must, overcoming obstacles, reach the board, which shows a face without a nose, and finish the drawing. Draws the "blind man". The task of the guide is to help his partner by giving him minimal verbal clues. Then the partners switch roles.

"Find out - who"

5-10 participants play the game. One comes forward, sits on a chair with his back to all the other guys. The leader calls one of the guys in turn, without uttering a word, and asks to make a sound (click, clapping, hissing, etc.). Then touch the shoulder of the seated person. The latter must guess, name the person. After that, the participants change places.

"Crocodile"

8-12 pupils participate. Each player is invited to choose any animal that he likes best. Then, according to which animal is selected, the participants must choose the sound of the animal and the "gestures" of the animal. The presenter begins: calls "his" animal (at the same time - two claps on the knees) and the animal of any seated participant (two claps): bear, bear - wolf, wolf; the next one is the same. If someone gets confused - instead of the name of the animal, the players makes a sound corresponding to the animal, set at the beginning of the game. The winner is the one who followed the game more attentively, the last one remaining.

Outdoor games:

"Figured marching"

This game allows non-command transition from one game mice-en-scene to another; perfectly organizes and brings together. "Figured marching" is attractive for the variety of different types of movements.

"Snail"

The players line up, join hands. Turning to the right (left), they follow the guide first in a circle, and then in a "snail", forming concentric circles one in the other. In this case, the intervals between the rings must be at least 1m, so that there is a free

passage. When the "snail" is spinning enough, the guide leads the chain in the opposite direction, gradually unwinding it.

"Snake"

The guide leads the column in one direction. Having reached the edge of the platform, he turns the column towards those walking behind, forming loop after loop, wriggling like a "snake". (You can give simple motor tasks).

"Needle and thread"

The players hold hands, forming a chain. The guide, circling the chain around the site, stops the participants and invites them to raise their hands up, connected to their neighbors, forming a long row of "gates". The one standing in the chain is the first to lead the chain in the opposite direction, under the hands of the players, bypassing one by one on the right, the other on the left.

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