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MENTAL PREPARATION OF 6-7-YEAR-OLD CHILDREN FOR SCHOOL THROUGH DIDACTIC GAMES

Abstract: Today, more attention is paid to the preschool education system than to other areas. The reason for this is that pre-school educational institutions and kindergartens play an incomparable role in the development of mature staff and in determining the interests and abilities of children. This article describes the systematic work in this field, the support of interactive technologies and methods for preschool children, as well as facts and analyzes of foreign experience.

Keywords: interactive, technology, methods, preschool education, child psychology, etc.

The role of didactic games is of great importance in organizing the activity of preschool educational organizations taking into account the age characteristics of each child.

Didactics of preschool education is the theory of education and training of preschool children, defines its purpose, develops the content, methods and organizational forms of education that ensure comprehensive development of preschool children and prepare them for school studies. .

It is possible to know the level of logical development, cognitive and mental development of preschool children through didactic games.

Several educational models differ in the field of pedagogy:

- 1) Passive - the child works as an "object" of the lesson (listening and watching)
- 2) active - the child works as a "subject" of training (independent work, creative tasks)
- 3) Interactive - interaction between the child and the teacher. It should also be noted that the main tasks of such training and education are:
 - Development of children's initiative and mutual independence;
 - Forming the ability to learn and independently produce information;
 - Integration with children;
 - Communication between children and adults

The development of the child in the game occurs primarily due to the diverse direction of its content. There are games aimed directly at physical education (movement), aesthetic (musical), mental (didactic and plot). Many of them simultaneously contribute to the moral education of preschool children (role playing, dramatization games, mobile, etc.).

All types of games can be combined into two large groups, which differ in the degree of direct participation of adults, as well as in various forms of children's activities. The first group is games in which adults are indirectly involved in their preparation and conduct. Children's activities (provided they have a certain level of game actions and skills) have an initiative, creative nature - children have the ability to independently set a game goal, develop a game idea and find a game . Necessary ways to solve game problems. In independent games, conditions are created for children to show initiative, which always shows a certain level of intelligence development.

The games of this group, which include plot and cognitive, are especially valuable for the developmental function, which is of great importance for the general mental development of each child. Fairytale games are the basis of the formation of play activities in preschool children. At the initial stage of these games, with the help of adults, the child learns the properties of toy objects (introduction games), ways of acting with them (representational games), and then the role relationships of people (plot-role) and finally, they understand their work and social relations (role play).

In story games, plot-shaped toys (dolls, animals, etc.) and technical toys (transport, building materials, etc.) are widely used. Cognitive games in the first year of children's life are aimed at independent examination of toys, recognition of their physical properties and the ability to act with them in different ways.

As children grow up, cognitive games should occupy an increasing place in play practice. However, the possibilities of these games, which include various constructive games, games aimed at developing intelligence, understanding the properties of natural materials, and others, have not yet been sufficiently explored. The second group is a variety of educational games, in which adults tell the child the rules of the game or explain the design of the toy and give a strict program of actions to achieve a certain result. In these games, specific tasks of education and training are usually solved; they focus on mastering specific program materials and rules that players must follow.

Educational games are also important in the moral education of preschool children. The group of games with a fixed action program includes mobile, didactic, musical, dramatization games, entertainment games. Open games, as mentioned above, help to improve basic movements, develop moral and willful qualities, and indirectly affect the mental and aesthetic education of preschool children. They can be plotless and plotless. Musical games, which can be choral, story-based, or plotless, often combine elements of didactic and open-ended games. They have a significant impact not only on the aesthetic education of children, but also on their physical and mental development. Theatrical games are also important in providing aesthetic education to children. Entertainment games, recommended mainly for children of preschool age, increase emotional and positive tone, help to develop physical activity, feed the child's mind with unexpected and bright impressions. It is very important that fun games create a comfortable environment for establishing an emotional connection between an adult and a child.

Didactic games (games with didactic toys of similar material, oral, plot-didactic, desktop games) are used by educators mainly for the purpose of intellectual education of children. At the same time, in these games, children learn to coordinate actions, obey the rules of the game, regulate their desires based on a common goal, etc. Didactic games play an important role in the activities of preschool educational institutions. They are used in groups and in independent activities of children. One of the important features of didactic games is the presence of rules. In the game, there is an integral connection between the intention of the game, the rules of the game, and the actions of the game. Children are given new knowledge and concepts through didactic games. In these games, the child's all-round development, cognitive process, sensory culture, speech activity, and mental abilities are improved. Adhering to the rules of the game and following them will enrich the content of the game.

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