

**THE ROLE OF DIDACTIC GAMES IN IMMIGRATION OF PATRIOTIC FEELINGS
IN PRE-SCHOOL CHILDREN**

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Annation: In the article, detailed general information about the importance and role of didactic games in instilling them in children in preschool educational organizations was based on the basis of pedagogical didactic games.

Key words: homeland, patriotism, spiritual and moral education, game, folk games, "mass food".

Based on the needs and demands of education in the world today, improving the quality and efficiency of preschool education, creating and using modern didactic tools and methods of forming the competencies of students, forming the spirituality of preschool children and educating them to be loyal to the motherland Priority research is being carried out in the following areas: expanding the philosophical, psychological and pedagogical possibilities of spiritual and moral education of preschool children; to select, classify and determine the effectiveness of "patriotic" methods reflected in the examples of folk oral works used in the spiritual and moral education of preschool children; development of new theoretical concepts based on conceptual design for improving the content of the methodology for developing spiritual and moral education; creation of educational-methodical and didactic support for the spiritual and moral upbringing of preschool children by means of didactic games is an urgent task of the preschool education sector today.

Games are formed as a natural and historical need of the people, that is, every person felt a good need for the game. Therefore, people created games based on their training, work, living conditions and social environment. Also, folk games reflected the life, work, education and achievements of ancestors. They are considered to be a means of education that forms a healthy generation and an important factor that serves the socio-spiritual and mental development of children. Folk games were considered a tool that fills the void in a person's life, helps to use up excess energy in the body, and to accumulate what is insufficient. In addition, the children prepared for life through games, learned to overcome difficulties in life, win in work and struggle.

It is one of the most important tasks to form and develop abilities in preschool children through didactic games, and to increase their love for the motherland. Through didactic games, the child's imagination about the world develops. Labor characteristics are formed. In a word, didactic games not only educate a child's mind, but also awaken a sense of patriotism. In the life of a child, in the form of heroes of historical and artistic works, in particular, Amir Temur, Jaloliddin Manguberdi, Zahiriddin Muhammad Babur, preschoolers can learn about the symbol of patriotism through various didactic handouts, and they will gain information about heroism and patriotism. must

The successful management of didactic games, first of all, involves choosing and thinking through their program content, clearly defining the tasks, determining their place and place in the overall educational process, other games and education interacts with the forms of knowledge activity, independence and children's initiatives, use of various methods of solving game problems, ensuring friendly relations between participants, they must be ready for the help of friends .

In the process of playing with children, toys, objects, materials, small children change them, rearrange them, replace them, divide them into components, retrain them, etc. But since they

can repeat several times, the caregiver should gradually move the child's game to a higher level.

Toys are soft, plastic and various materials that bring joy and happiness to a child's life and are not harmful to the child's health. Today, what kind of toys do we give to our children of kindergarten age, do they leave a positive mark on their education? Or will it leave a negative mark? Of course, providing them with toys that reflect our national mentality and sing the national anthem is a necessity of life today. In this regard, didactic toys play a very important role in a child's life. Unfortunately, I am far from saying something about this, because they leave a more negative mark on their upbringing, create a "heroic" self for themselves, "Kungfu Panda", "Tom and Jerry" and similar didactic toys and pictures. receiving mass feed. Of course, first of all, children want to be able to imagine these characters by holding them with their own hands while watching cartoons.

In this regard, the kindergarten is the "first academy" that provides education and upbringing of the child. In this, the didactic task of teaching children to know the dimensions of toys is carried out by the task of "accumulating the turret correctly", because children want to learn to work correctly. That's why the action mode demo also includes gameplay and a new game rule. Choosing a color for a doll and putting a stick, the educator gives a vivid example of a game show, reaches his hand over the playing rings, and the turret is even beautiful, assemble it correctly draws attention to the fact that Thus, the educator clearly shows how to play a new game - he checks the correctness of the assembly of the turret, calls the children to do it themselves.

Another important issue is that national dolls and toys are important didactic tools in the formation of "patriotic" skills in a child's life.

In didactic games, the educator tries to speed up the game actions by putting complex tasks in front of children to develop their interest, to form game activities in older (4-6 years old) children. Play activities of preschoolers are more understandable and aimed at achieving results rather than the process itself. Even for adults, managing the game should maintain the feeling and mood appropriate for children, because they feel the joy of participation and the satisfaction of completing the assigned tasks.

The teacher determines the content, tasks, games and rules of the sequence of increasingly complex games. Isolated games can be very interesting, but using them outside of the system cannot achieve the overall learning and development outcome. Therefore, it is necessary to clearly define the interaction of education in training and didactic games.

The game for children is the most suitable form of learning. At the same time, in the second and especially the third years, babies are attracted by many objects and phenomena of the surrounding reality, they rapidly learn the mother tongue. with a specific program of knowledge and skills. In the classroom, learning methods are formed more successfully than in the game: voluntary attention, the ability to observe, listen, see, hear and listen to the teacher's instructions are formed.

When managing games, the educator uses various tools to influence preschoolers. For example, if we act as a participant in the game, he controls the game for them, supports their initiatives, and feels the joy of playing with them. Sometimes the teacher talks about the event, creates a suitable game mood and supports him in continuing the game. He may not be involved in the game, but he is a skillful and subtle director who maintains and preserves the nature of the amateur, who develops the play of the game, enforces the rules and imperceptibly leads to a certain result for the children. Helping the child's activities and awakening them, the educator often does this indirectly, and not directly: he uses surprises, various game gifts, etc.

Game development is often determined by children's mental activity, more or less successful execution of game actions, learning of rules, their emotional experiences, interest level. Its pace is naturally slower when introducing new content, new games, rules, and gameplay. Later,

as the game unfolds and kids get used to it, it speeds up. When the game is over, the emotional upswing slows down and its pace slows down again. Delays and excessive speed should not be allowed to be accelerated: sometimes a fast pace causes children to sometimes get confused, uncertain, not playing games on time, and breaking the rules. Preschool children do not have time to participate in the game, they are excited. The slowness of the game happens when very detailed explanations are given, many small explanations are given. This is explained by the fact that the actions of the game are separated from each other, the rules are established over time, and children cannot control them, do not make mistakes, and are wrong. They get tired faster, monotony reduces emotional uplift.

In cognitive play, there is always an opportunity to unexpectedly expand and enrich the plan in connection with the initiatives, questions and suggestions of children. The ability to keep the game within the specified time is a great art. The teacher shortens the time first by shortening his explanations. Clarity, brevity of descriptions, stories, replications are a necessary condition for successful game development and task completion.

In pedagogical didactic games, children are given certain tasks, their solution requires attention, mental effort, the ability to understand the rules, the sequence of actions, and the elimination of difficulties.

Helping to develop feelings and perceptions of preschool children, forming ideas, acquiring knowledge, these games allow children to learn different economic and rational ways to solve various mental and practical tasks.

In conclusion, the didactic game is not only a form of acquiring personal knowledge and skills, but it should contribute to the general development of the child and serve to form his abilities.

The didactic game helps to solve the issues of moral education, to make children healthy, and creates the basis for the formation of emotional experiences such as "patriotism" in the child. In this regard, the educator spends children in conditions that require them to play together, regulate their behavior, be fair and honest, demanding and fair.

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