

## FEATURES OF PLAY ACTIVITIES FOR 5-6 YEAR OLD CHILDREN

<https://doi.org/10.5281/zenodo.6945152>

**Khakimdjanova Kamola**

**Abstract:** *the need to develop a program for the use of national and mobile games for 5-6-year-old children in the conditions of a preschool educational institution is discussed.*

**Key words:** *knowledge of the child's psyche, will, game, educational activity, movement, collective behavior, patience, physiological development.*

It is known that personal activity plays an important role in the development of a child's psyche. At the same time, the psyche is not only manifested in the process of activity, but also organized. The exchange of age stages occurs under the influence of the emergence of new leading activities. It is in the process of leadership activity for every young person that important changes occur in the nature of the child's entire personality - knowledge, will, and feelings. But this does not mean that a child is engaged in only one activity at a certain stage of his development, that is, he communicates with adults, or works with objects, or studies and works.

The characteristic feature of the child in this period is that instead of the game, which was considered the leading activity in his preschool age, the next leading activity changes, and the educational activity becomes his characteristic (at 6 years old). T. Y. Krusevych divided the level of development of 3-7-year-old children based on an in-depth study of their game.

The first level of game development:

1. The main content of the game at this level is, first of all, the action of the "mother or teacher" directed at the children.
2. In this case, the role of the game is clear, but it is determined by action, for example, one child portrays his mother, another his father, or another his teacher, and other children the kindergarten cook. Children do not treat each other like they do in real life.
3. In this case, the actions are the same and consist of a series of repetitive actions (for example, feeding when switching from the first meal to the second meal).

The second level of game development:

1. The main content of the game, like the previous level, remains movement with objects.

2. Children's behavior is different, division of tasks is felt. Harakatlarning mantiqi ularning real voqelikdagi ketma-ketligi bilan aniqlanadi.

### **THE THIRD LEVEL OF GAME DEVELOPMENT:**

1. The main content of the game remains the performance of actions arising from the role, among which individual actions begin to stand out.

2. The roles are described and separated. Children say their roles before the game starts.

3. The logic and description of the actions is determined by the received role.

4. Violation of the logic of actions. Objection usually leads to the excuse that it doesn't happen

### **THE FOURTH LEVEL OF GAME DEVELOPMENT:**

1. The main content of the game is to perform actions related to the attitude towards other children who perform their roles.

2. Roles are described and defined.

3. Actions are developed in a sequence that strictly restores real logic.

4. The logic of actions and the rejection of violations of the rules are based not only on the excuse of the real truth, but also on the demonstration of the validity of the rules.

In our opinion, action and folk games correspond to the fourth level of game development. At the age of 5-6 years, the number of action games such as "Cat-and-mouse", "Habits and wolves", "Hunters and hares" without complex rules increases significantly (compared to those of preschool age). It is important to note that they are not roles and game situations by content, but rules and tasks. Children achieve their goals in games such as "Draw lots", "Ball school", "Hide and seek". The development of the game type is more about the separation and understanding of the game task. In the process of playing games, several different interactions appear, depending on their origin and function. These are relatively stable interpersonal relationships that are formed before the game begins. Based on them, plot-role relationships related to the plot and content of the game arise and develop: the characters depicted by children in their actions embody their imagination about the content and description of their relationships (seller and buyer, captain, sailors and passengers; doctor and

patient). Thus, in their games, children enter into more complex interactions in the life of a real team, under the influence of joint games, children develop collective behavior norms; later, they are transferred by children outside the game and become general norms of behavior. The above allows us to talk about the need to develop a program for the use of national and mobile games for 5-6 year old children in the conditions of a preschool educational institution. The opinions of a number of authors about the importance of the game in the mental development of the child are of interest, because the game is not only a favorite activity of children, but it is also the leading type of activity of children of preschool age. It is in it that the main new aspects, the process of the child's transition to the junior school age, are formed.

A.M. Ochilov [2007], Y.A. Kirilov, Masharipov [2009] in their researches, active play as one of the unique types of activity not only strengthens health and functional capabilities, but also develops the intellectual connection and creative basis of the individual, and about the school who emphasized that thinking becomes active by realizing their imaginations. The child expands his level of life knowledge in active game activities. In the process of playing, children learn to be patient, based on experience, these qualities make children and adults partners who are able to reveal their thoughts and feelings to each other. A.I. Kravchuk [1999] gives his opinion based on research results. That is, neglecting the requirements arising from the objective laws of anatomical and physiological development leads to the fact that children whose movement is not at the level of maturity do not seek to achieve maturity in the future, and children who are not sufficiently developed lose interest in it. Thus, it can be emphasized that there is a special approach. In accordance with the most important psychological-pedagogical principle of education with children, it is necessary to take into account all the unique characteristics of each child.

Thus, the above allows us to conclude that mobile games are an irreplaceable means of motor activity for children of senior preschool age. Such games have all the possibilities of comprehensive use of various methods and methods aimed at comprehensive development of the individual. In this regard, it is interesting to introduce physical education in Estonian preschools. In order to improve the organization of physical education, the joint forces of the Republican Methodical Cabinet of Preschool Education and the Republican Institute of Teacher Training are directed to the places, and the commission on physical education provides

great support. Detailed instructions developed by the commission significantly contribute to the improvement of the quality of work on physical education in kindergartens. A basic pre-school educational institution for physical education of children has been operating in the republic for several years. Physical education in preschool educational institutions is carried out taking into account the new achievements of science. It is known that preschool age is an excellent stage for the development of a person. It is at this stage that the child's understanding of the world around him is formed, his mental and spiritual development is observed, and the functional capabilities of the child's brain develop especially rapidly up to the age of 6-7 [S.V. Guryev, 2006]. Such inconsistency of game processes and game actions with the existing object is the result of the imagined situation in the person. Therefore, the game is never born from the imagination, on the contrary, the imagination arises when the game activity is carried out by the person [28]. An important aspect of the game is to describe the existing actions of other people in a situation imagined by a person and their interdependence, or the performance of a role in a game. Therefore, any role has its own rules. Many psychologists and pedagogues show that the game allows a person to test his abilities and skills in various life situations, to develop a sense of mastering various objects in situations of communication with other people. The analysis of literary sources shows that physical education of children of preschool age, their mental and physical health occupies the main place in the pedagogical activity of teachers, and the task of physical education of children is considered as the main means of health improvement. It is shown that play is regarded as the main type of work in physical education, because it is the reason for the enthusiastic goodwill of children and is an incomparable and invaluable health factor: it activates strength, accelerates blood circulation, increases the general activity of vital processes. Thus, the game is a factor that strengthens the child's health and strength. It should be noted that the use of national and active games in the system of physical education of children of preschool age, especially taking into account their desire for sports, remains a problem.

The analysis of the sources of literature required to conduct and develop a deep experiment in determining the physical fitness and physical development of children of 5-6 years of age. In this, it is necessary to show the effectiveness of the methods and tools for training physical qualities. Active and national games, which have become a national tradition, form the basis of the movement activity of older children in pre-school

educational institutions, which help children to educate national culture and develop their physical fitness. Playing with children of different training and acting against them, each child can evaluate and compare the physical and moral qualities of other preschoolers.

**On the basis of the above**, it is necessary to carry out research on the use of national and active games that educate children of 5-6 years of age to improve their health in sports and wellness work. It is important to note that the main requirement for games is that they have a certain level of complexity. The task should not be too easy, it should be complex enough for a child of preschool age. Only in the process of active movement, children will have the necessary physical training to overcome difficulties, these are active games in the field of sports. V.N. Zolotov, Z.M. Kuznetsov's group of authors [2009] implemented the innovative program "Flamingo" for synchronized swimming of children aged 5-6 years in the process of physical education. , increasing physical and functional capabilities, allows to increase the resources of child health.

#### REFERENCES:

1. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risida"gi PF-4947-son Farmoni.
2. O'zbekiston Respublikasi Prezidentining 2017 yil 3 iyundagi "Jismoniy tarbiya va ommaviy sportni yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ- 3031-son Qarori
3. O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 6 aprelda qabul qilingan 187-sonli "Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlarini tasdiqlash to'g'risida"gi qarori
4. Mirziyoyev SH.M. Tanqidiy taxlil, qat'iy tartib intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. – Toshkent: "O'zbekiston", 2017. – 104 b.
5. 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947 sonli Farmoni.
6. 2017 yil 30 sentabrda Prezidentimiz tomonidan "Maktabgacha ta'lim tizimini boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi Farmon hamda "O'zbekiston Respublikasi Maktabgacha ta'lim vazirligi faoliyatini tashkil etish to'g'risida" gi qaror

7. Aripov Y.Y. Kichik yoshdagi o'quvchilarda uloqtirish harakat texnologiyasini takomillashtirishning zamonaviy uslub va shakllari.Diss....ped.fan.nomzodi – Toshkent: 2007.- 149b.
8. Белякова Р.Н. Воспитание общей выносливости у детей 6-7 лет на уроках физической культуры в школе. Авторев. дисс... канд. пед. наук.-М.: 1999.-21 с.
9. Barkoshev M.M.: Kirg'iz Respublikasining janubidagi maktabgacha yoshdagi bolalarni jismoniy tarbiyalash metodikasi o'zgarishlari.Diss.... ped.fan.nomzodi – Toshkent: 2010.- 136. b.
10. Ismoilov T.U. Maxkamdjonov K.M.Boshlang'ich sinf o'quvchilarini harakat faolligini oshirishda noan'anaviy mashg'ulotlarni o'rni. // Pedagogik ta'lim.- Toshkent, 2004.- № 6.- B. 93-94.
11. Кадиров Р.Х. Взаимосвязь школы и семьи как средство совершенствования физического воспитания детей. Авторев. диссертация... кандидат педагогических наук. Т, 1994 .23 с.
12. Лиситса А.И., Усмонходжаев Т.С. Подвижные игры в начальных классах.-Т:Ўқитувчи,1999.-72.с.
13. Maxkamdjonov,. Nasriddinov F.N.Maktabgacha va maktab yoshdagi bolalarning jismoniy rivojlanishi va tayyorgarligini takomillashtirish.- Toshkent:- 1995. 74b.
14. Salomov R.S.O'quvchilarni jismoniy tarbiya jarayonida harakatli o'yinlar. // Fan – sportga. Ilmiy-nazariy jurnal. 2005.-№ 1-B. 3-6.
15. Sobirjonova M. I Sog'lom avlod kelajak tayanchi //Ilmiy- amaliy anjuman tezis materiallari .-Andijan -2006. 26 b.
16. Сейтхалилов Э.А. Организационно-методические подходы к использованию