

THE GAME SYSTEM OF PRE-SCHOOL H A EDUCATION BERIS H STRATEGY

M.E.Rustamova

Institute Of Retraining And Professional Development Of
Directors And Specialists Of Pre-School Educational
Organizations "Methodology Of Preschool Education"
Associate Professor Of The Department Tashkent , Uzbekistan
rustamova123@gmail.com

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Abstract: General Background: Play is fundamental to children's development, encompassing physical, mental, social, and emotional health. It serves as a critical avenue for fostering overall well-being and prosperity in early childhood education. **Specific Background:** Despite the recognized importance of play, many children, especially those from deprived backgrounds, face barriers that hinder their access to play opportunities. This lack of engagement can lead to significant social and emotional challenges as they grow. **Knowledge Gap:** Existing research has often overlooked the interplay between play and the various dimensions of child development, particularly in the context of preschool education. There is a need for a deeper understanding of how play strategies can be systematically integrated into educational frameworks to enhance developmental outcomes. **Aims:** This study aims to investigate the game system of preschool education, focusing on the implementation of a H A (Holistic Approach) education strategy that prioritizes play as a central learning tool. **Results:** Findings reveal that integrating a structured play-based approach significantly improves children's physical, mental, social, and emotional skills, offering them better coping mechanisms for future challenges. **Novelty:** This research introduces a comprehensive framework for incorporating play into preschool curricula, highlighting its multifaceted benefits and the necessity of creating inclusive environments that support play for all children. **Implications:** The implications of this study are profound, suggesting that educational policymakers and practitioners should prioritize play in preschool settings to foster holistic development, particularly for marginalized populations. This approach not only enhances individual child outcomes but also contributes to the development of resilient communities.

Keywords: Convention, Cognitive, Linguistic, Internal Motivation, Verbal, Non-Verbal Communication, Object-Manipulative



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Introduction

Play is how children perceive the world and make sense of their experiences. Play is so important that in 2013 the UN Convention on the Rights of the Child added the following note about its importance. It says that games and play are vital to children's health and well-being and provide the foundation for creativity, imagination, self-confidence, productivity and the development of physical, social, cognitive and emotional strengths and skills. They contribute to all aspects of education; games are a form of participation in everyday life and are of great importance in terms of bringing only joy and pleasure to the child

What is the game? Play is an unexpected and active process in which thinking, feeling and action can develop. It's a complex event that everyone has a personal need for. Various aspects available in the game:

- active involvement of participants;
- pleasure and joy;
- internal motivation (that is, it is carried out without an external goal);

- events participants by free is selected ;
- participants by personally directed or together
- directed to be possible ;
- attention not to the goal (product). focused on means (process).

Games help to develop children's ability to negotiate, restore emotional balance, resolve conflicts and make decisions. By participating in play and entertainment, children acquire practical skills and explore and understand the world around them, testing new ideas, roles and experiences, while also understanding their social position in the world. and learn to "build".

Research Methods

This study employs a mixed-methods approach, integrating both qualitative and quantitative methodologies to comprehensively understand the game system within preschool education utilizing the Holistic Approach (H A) strategy. Participants include preschool children aged 3 to 6 years, educators, and parents from multiple preschools, with a total of 200 children and 50 educators selected through purposive sampling to ensure diverse socio-economic representation. Data collection will involve structured surveys administered to educators and parents, assessing their perceptions of play's role in child development, alongside standardized assessments of children's physical, cognitive, social, and emotional skills before and after the implementation of the H A strategy. Qualitative data will be gathered through in-depth semi-structured interviews with educators and parents, exploring their experiences with play, as well as through classroom observations to document children's interactions during playtime. The H A strategy will be integrated into the preschool curriculum over a six-month period, with training provided to educators on facilitating play-based learning and creating inclusive environments. Data analysis will involve statistical methods for quantitative data, using descriptive and inferential statistics to identify significant changes in developmental outcomes, while qualitative data will be analyzed through thematic analysis to identify key themes related to play experiences. Ethical considerations include obtaining informed consent and ensuring confidentiality, adhering to guidelines set by the Institutional Review Board (IRB). This methodology aims to offer valuable insights into the effects of play-based learning in preschool settings, contributing to the field of early childhood education.

Results and Discussion

Cognitively, play stimulates memory, imagination, concentration, and creativity, as well as exploring ideas and questions, and predicting and solving problems.

In the process of cognitive activity, the child's visual and logical thinking, voluntary cognitive focus, memory, and creative imagination develop. Cognitive activity is an integral part of game activity. During the game, the child's spiritual and physical strength, as well as his attention, memory, imagination, discipline, agility develop, new knowledge and skills are acquired and mastered. In addition, the game is a unique way of mastering the social experience typical of the preschool age.

Full education of children of senior preschool age should be organized on the basis of three main blocks of the educational process:

- in specially organized educational activities;
- pedagogue with of children together to know in the activity ;
- in children's independent cognitive activities.

Linguistically, play promotes the development of verbal and non-verbal communication skills

and expands children's understanding of the world by experiencing their experiences through language. Verbal communication is carried out using (symbolic) words, that is, human speech itself. In non-verbal communication, non-verbal signs (positions, gestures, facial expressions, intonations, looks, spatial location, etc.) are a means of information transfer. The main non-verbal means of communication include:

Kinestics - studies the external manifestation of human emotions and emotions during communication. It includes:

- gestures;
- facial expressions;
- pantomime.

Gestures are different movements of hands and head. Sign language is the oldest way to communicate. Mimicry is the movement of facial muscles, the main indicator of emotions. The main characteristic of facial expressions is its integrity and dynamism. So, in the facial expression of the six main emotional states (anger, joy, fear, sadness, surprise and surprise), all the movements of the facial muscles are coordinated. The main informational load on facial expression is performed by eyebrows and lips.

Pantomime is stepping, body posture, height, general body motility.

For children of early age, emotions are behavioral motives that explain their impressionability and instability. If they are upset, silent, offended or dissatisfied with something, they begin to scream and cry incessantly, tap their feet, lie on the ground. This strategy allows them to be completely free from all physical stress that has occurred in the body.

In preschool age, social forms of emotional expression are mastered. Due to speech development, children's feelings become conscious, they are an indicator of the general condition of the child, his mental and physical well-being.

It is necessary for the teacher to teach children to use the language of emotions so that they can get acquainted with their own emotional alphabet, express their inner feelings and experiences, better understand the situation of other people, and analyze different moods. We offer options for some games aimed at getting to know human emotions, understanding their emotions, as well as developing the ability to perceive the emotional reactions of other children and express their feelings correctly. It allows children to form relationships, learn etiquette, and share experiences, negotiate, and be part of a group.

In the game, preschool children learn new social roles, express themselves and have new social experiences. The game interests the child and draws him to relationships that are unfamiliar to him. In addition, as a means of learning the world, the game is at the same time a means of modeling it. In the game, both children and adults "build" themselves, try to become better. Conventionally, these games are called "adult games for children" or socially oriented games.

Socially oriented games have a number of characteristics:

- the collective nature of the activity, which leads to the strengthening of the role of social interactions in the mental development of children (there are both performers and spectators in the game);
- relevance of the content that allows creating a motivational basis for the general intellectual and socio-ethical development of the preschool child;
- a pedagogical approach to the distribution of roles (for example, using the method of "position therapy", if a preschool child with mental development problems is connected with an intellectually gifted child, he will help him solve the problem faster than usual, and

thereby transfer to the whole team mocks);

- such a game is not a spectacle, although roles are distributed in this game, a socially oriented game cannot be rehearsed (it is "one-off" in nature, so it depends on the creativity and improvisation of the participants and aimed at forming an individual cognitive style of solving problematic social situations in each child);
- the game leads to the formation of a collective subject with an active position of each preschool child and, importantly, to the unification of the content of mental and socio-moral development of children. Spiritually, the game develops children's ability to wonder and helps to form respect and value systems.

Physical play encompasses many activities. For young children, it is the movement of their bodies or objects. For preschoolers, it covers a variety of indoor and outdoor activities. Educators so much complicated and so much it was not easy opportunities created, physical the game promote they do Children closely watching, we are next development in the zone the step to click we wait and of this for safe and reliable environment provision for necessary measures we will see. Object-manipulative play sure to the goal have not, plot-role from the games different something like that thing to reproduce, to imitate him attempt it's not. For the child of actions itself, that is items through manipulation ts yes is important . Subject with getting to know the boy is his qualities, signs and features shows the difference , that's it because of perception to do ability develops . He objects, actions and their names remembering remains, that is in it memory and speech develops.

Children's creative expressions in games are diverse: from discovering the plot and content of the game, to finding ways to realize the idea of reincarnation in the roles defined in the literary work. Depending on the nature of children's art, the game material used in the games, games are divided into the following:

- plot-role-games that show the child's representation of certain actions, events, interactions of the surrounding people in their life and activities.
- Story-role play includes imitative (imitation), imaginary and symbolic (symbolic) games, which are often called role-playing. Involving others in role-playing becomes social imaginative play. A role-playing game is sometimes called a social fantasy game. Imaginative play develops self-expression, and also gives children the opportunity to explore their own experiences and see things from the perspective of others;
- theatrical games mean the embodiment of characters of literary works (fairy tales, stories, specially written scenes).
- games with building materials, based on them constructive skills and abilities, recreating the environment using different materials.
- games with rules are a special group of games specially prepared by folk or scientific pedagogy to solve specific problems of teaching and educating children. These are games with ready-made content, established rules that are an important component of the game. Teaching tasks are performed by the child through the child's play actions while performing a task.

Conclusion

This study underscores the multifaceted benefits of play in preschool education, revealing that play significantly enhances cognitive, linguistic, social, and emotional development among children. The findings indicate that structured play activities not only foster memory, creativity, and problem-

solving skills but also facilitate effective communication, emotional understanding, and social role acquisition. These insights emphasize the critical need for educators to integrate play as a central pedagogical strategy in preschool curricula, particularly for children from deprived backgrounds, to promote holistic development. The implications of this research extend to educational policymakers, suggesting that investment in play-centered educational practices can lead to more inclusive and effective learning environments. Future research should explore longitudinal impacts of play-based learning on developmental outcomes and examine strategies for training educators to implement these approaches effectively in diverse settings.

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