

**TECHNOLOGY OF ORGANIZING NATIONAL AND MOVEMENT GAMES IN
PRESCHOOL EDUCATIONAL ORGANIZATIONS**

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Abstract: The article analyzes the principles of organizing national and active games in kindergarten, the rules and procedures for organizing them based on the "First Step" state curriculum

Keywords: Continuous education, "First Step" state curriculum, Game, Principle of mutual respect, Mobile games.

The preschool education system is a stage of preparing children for school and is considered a key link in the education system. The preschool education period is an important period in the life of a 3-7 year old child, that is, it is important for the manifestation of ideas and images about the world. The goal of the "Concept of Continuous Education", approved by the Cabinet of Ministers of the Republic of Uzbekistan on 31.12.2019 by Resolution No. 1059, is to develop the younger generation into spiritually and morally perfect people and to use modern pedagogical tools and technologies in it, as well as to reform the education sector.

Let us also pay attention to the history of the preschool education system. The first education system was formed in ancient times (in the 6th-5th centuries BC). The Roman and Athenian sports schools, educational and upbringing systems, which differ from each other in their methods, content, and goals, are famous from history. The ancient Greek philosopher Aristotle emphasized the unity of physical education, personal education, and social education, stating that "educating the body helps to educate the soul." Democritus believed that the process of education and upbringing changes human nature, forms the desire to understand the unknown, and a sense of responsibility and duty. He emphasized that education leads to three treasures: "think well", "speak well", "do well". Ancient Roman philosophers also paid great attention to the problem of child upbringing. Plutarch left his thoughts on the importance of educating a child in the family. He emphasizes the need for maternal education: "A mother should remain the breadwinner of her children". Seneca, emphasizing the importance of the perception of moral foundations by the growing generation, assigns the role of education to the formation of personality. He considered the main method of education to be a conversation with vivid examples from life. Quintilian compares a child to a "precious vessel" in which everything can be good or bad. Therefore, he believed that the role of education is to develop positive qualities in human nature. He emphasized the need to combine child upbringing with the natural goodness of a person. The philosophers of antiquity Almost all of them proposed the

development of good character traits in a person, respect for adults, peers, teachers, obedience to the law, and suppression of bad inclinations as the main tasks of upbringing. When analyzing the activities of the preschool education system, it is worth mentioning the studies of A. Belyaeva, Yu. A. Kustova, Yu. F. Shubert, A. V. Kozlov, G. O. Komilova.

The game is the main activity of preschool children, through which the child is formed as a person. The game determines the future educational and labor activity of children, the degree to which their relationship with people will be formed. On the basis of game activity, the child's cognitive activity develops, the better the child plays, the better he studies at school.

Psychologists consider the game to be the leading activity in kindergarten. In the game, all aspects of the child's personality are formed in interaction with each other. By observing the child playing, one can learn about his interests, his ideas about the environment, his attitude towards adults and peers.

The game plays a large role in the system of physical education of children, in the educational work of a preschool educational institution, in moral, labor and aesthetic education.

In the game, the demands and needs inherent in a young organism are satisfied, vital activity increases, unity, cheerfulness, and cheerfulness are cultivated. Therefore, it is advisable to plan each game and activity correctly.

When planning game activities, it is always advisable to determine the goal and the expected results from the activity. After that, it is determined which game, task, or exercise will be most effective in achieving the goal. To do this, it is necessary to take into account the following:

- the interrelationship and sequence of the selected information;
- the tendency from simple to complex;
- attention to diversity (combining speech activity with various actions, quiet games with active games);
- organizing activities for groups or small groups. The educator must decide when to work with a large group and when to work with a small (group of 6-8 children);
- determine the time limits of the sessions (when you will work with the children and for how long).

Only when children have the opportunity to express their opinions during the sessions will their interest in the sessions and mutual trust increase.

Changes can be made to the plans for group play sessions both at the beginning of the session and during the session.

There are a number of principles of play sessions, the main ones being:

1. Free participation in games.
2. Mutual respect.
3. Understanding the rules of the game.
4. Reflection.

The principle of free participation in the game is that if the game is interesting and gives a cheerful mood, every child will strive to participate in this game. If for some reason the child refuses to participate in the game, another game can be offered that he can play. Children should be given the opportunity to freely leave the game and return to it.

The principle of mutual respect is similar to the rule in relationships, that is, each participant of the game has the right to freely express his opinion, the right to choose, everyone's opinion is heard.

Understanding the rules of the game - before starting the training, children are introduced to the goals and rules of the game. If some of the children do not understand these things, the rules of the games will be explained again._

Reflection - feedback is important to reinforce the knowledge and skills learned. At the end of the game, the leader makes a conclusion with the children. Children are asked what they liked most, what they didn't know and what they learned.

After the conclusion, the final exercise can be done. For example, children stand in a circle and hold hands. Everyone closes their eyes and thinks about pleasant things. After that, the leader opens his eyes and shakes the hand of the child on his right. This child, in turn, opens his eyes and shakes his neighbor's hand. The exercise continues in this way until all children open their eyes. At the end, all the children can sing a song.

Cooperative games help children get closer to each other, unite and raise their spirits. It is games that help to gain children's trust and inclination towards the teacher. Below we present some games to your attention.

When guiding the game, determining the purpose and content of the game, coming up with the idea of the game, explaining the rules of the game and the main actions, improving the relationship between children, leading the game through educational influence. including doing and others.

Games can be played in the group room, hall, playground, forest, field and other places.

This increases the effectiveness of the game, the variety of impressions, and the activity of children. Thus, the didactic game is a means of teaching preschool children and helps to successfully implement it. It should be said that while playing with a child, the game is not only a source of entertainment and joy for the child, but also a tool that serves to develop the child's attention, memory, creative thinking and imagination due to its educational nature. These aspects have an important place in the child's life from now on. During the game, children acquire new knowledge, skills, and develop

their abilities. Educators offer children the content and direction of the pre-planned game. These games can be divided into several independent groups.

Action games such as "Train", "Plane", "Koptok" develop systematic movement and connection of activities, while dramatization games develop independent thinking, drawing conclusions, linking the development of events and analysis. develops doing. Even the simplest games serve to improve qualities such as complex combined actions - agility, dexterity, hard work, as well as responsiveness in a child. Nowadays, in the environment of digital technologies, mobile games have widely entered the lives of children. Mobile games develop children's motor and finger movements, strategy, sequencing and organization, but excessive gaming and immersion in virtual worlds can have negative effects on children's health and well-being. . It is not wrong to say that replacing mobile games with real games as much as possible and raising the virtual culture of parents are the most urgent issues of today. It is desirable to enrich children's lives with more practical and didactic games, to use games that develop logical and creative thinking, to attract children to drawing and practical games.

In short, it is possible to combine the games into such separate categories that they are the basis for children's acquisition of knowledge, skills and abilities provided for in educational programs, as well as the acquisition of life skills that are considered a condition for their integration into social life. ladi

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