



PSYCHOLOGICAL BASIS OF INTRODUCTION OF INFORMATION AND COMMUNICATION TECHNOLOGIES AND GAMES INTO THE SYSTEM OF PRESCHOOL EDUCATION

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Abstract:

The article deals with the psychological foundations of the introduction of information and communication technologies and games into the preschool education system.

Keywords: Informatization, computer, teacher, game, technology, psychological development of children, senior preschool age, base, child

Informatization of general education in our country already has its own history and traditions. The computer is actively entering our lives, becoming a necessary and important attribute not only of the vital activity of adults, but also a means of teaching children. The use of modern computers in working with preschool children is just beginning. Currently, this is due to the need for significant changes in the system of preschool education. The success of these changes is associated with the renewal of the scientific, methodological and material base of preschool organizations.

. Today, information technology significantly expands the capabilities of parents, teachers and specialists in the field of early learning. The possibilities of using a modern computer allow you to most fully and successfully realize the development of the child's abilities. Unlike conventional technical means of teaching, information and communication technologies allow not only to saturate the child with a large number of ready-made, strictly selected, appropriately organized knowledge, but also to develop intellectual, creative abilities, and what is very important in early childhood is the ability to independently acquire new knowledge.

Creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children requires a revision of the existing procedure for organizing the educational process in preschool educational organizations and the introduction of modern methods of providing preschool education services. [1]

We looked at the psychological development of older preschool children and their propensity for computer games.

Senior preschool age is the last of the periods of preschool age, when new formations appear in the psyche of the child. This is the arbitrariness of mental processes - attention, memory, perception, etc. - and the resulting ability to control one's behavior, as well as changes in self-image, in self-awareness and in self-esteem. [2] A child of six or seven years of age is able to realize the moral meaning of responsibility. In play and in everyday life, in relationships with familiar adults and with other children, the child receives the necessary experience of responsible behavior.



Having a sufficiently developed active speech, the preschooler tries to tell and answer questions so that it is clear and understandable to the listeners around him what he wants to say to them. Simultaneously with the development of a self-critical attitude to their statement, children also have a more critical attitude to the speech of peers. When describing objects and phenomena, he makes attempts to convey his emotional attitude to them. Enrichment and expansion of the vocabulary is carried out not only by familiarizing with new objects, their properties and qualities, new words denoting actions, but also by naming individual parts, details of objects, through the use of new suffixes, prefixes, which children begin to use widely. Increasingly, generalizing nouns, adjectives appear in the child's speech, denoting the material, properties, state of objects [3]. The active vocabulary increases (from 2500 to 3000 words by the end of the year) makes it possible for older preschool children to more fully build their statements, more accurately express thoughts. Children of this age begin to appear adjectives that they use to indicate the signs and qualities of objects, reflections of temporal and spatial Relations; to determine the color, in addition to the main ones, additional ones are called (blue, dark, orange), possessive adjectives begin to appear (fox tail, hare hut), words indicating the properties of objects, qualities, material from which they are made (iron key). By the end of older preschool age, children more subtly differentiate generalizing nouns, for example, not only calls this wild animal, but can also indicate that a fox, a bear, a wolf are pets. The development of the personality in the older preschool age is characterized by the development of new knowledge, the emergence of new qualities, needs. In the older preschool age, the child moves from situational behavior to activities subordinate to social norms and requirements, and is very emotional about the latter [-4]. The older preschooler is basically aware of what adults like and dislike about his behavior, quite adequately assesses the quality of his actions and individual features of his personality. At this age, children form self-esteem. Its content is the state of practical skills and moral qualities of the child, expressed in obedience to the norms of behavior established in this team. Designing, drawing, sculpting are the most characteristic activities for a preschooler. In the older preschooler, elements of labor activity are also formed, the main psychological meaning of which is as follows: the child must understand that he is doing the necessary, useful for others to work [5]. The skills of self-service acquired in the older preschool age, the experience of working in nature, making crafts allow children to participate more in the affairs of adults. Senior preschool age is characterized by the flowering of imagination. Especially vividly the imagination of the child is manifested in the game, where he acts intentionally, connecting the will of the children with interest. However, imagining that this age is not easy. The leading activity is a story-role-playing game. It is in the game that older preschoolers take on the role of an adult, fulfilling their social, social. In the process of performing the game role, the child's connection with the world of adults is carried out. In this regard, the play role in a concentrated form embodies the connection of children with society [-6].

The computer has become an integral part of not only all adults, but also children. Increasingly, you can see how older preschoolers actively use phones, tablets in order to play games. Most adults believe that computer games will not lead to anything good, but on the contrary, only spoil children. But few



people thought about the fact that they have their advantages. Along with the advent of computers, computer games appeared, which immediately found a lot of fans among children and adults.

Computer games are able to effectively develop the basic operations of thinking of a child of older preschool age, such as generalization and classification. In addition, computer games for children of older preschool age give ideas about objects and the situation, as well as several levels of the world around us - real things, virtual objects, pictures, schemes and words. According to A. V. Gordeeva [7], game computer activity allows you to form and develop in children of older preschool age the ability to:

- Critical thinking
- control over the execution of their actions
- Evaluation of the results of its activities.
- The desire to learn something new.

The use of computer games in classes in the older group has a significant impact on various aspects of his mental development. Develop: perception, attention, memory, thinking. In the conditions of a computer game, the ability to plan your actions and anticipate their result becomes important. The process of children's activities is much more complicated: preschoolers must act with their hands, pressing keys on the keyboard or controlling the mouse, and at the same time watching the changing image on the screen. It is this moment that has a powerful influence on the overall mental development of children. Various forms of children's creative experimentation contribute to the development of children's curiosity, inquisitiveness of their mind, form intellectual abilities. Playing computer games, a child of older preschool age learns to plan, build the logic of the element of specific events, representations, he develops the ability to predict the result of actions. He starts thinking before he does. The educational function of computer games is one of its most important characteristics. Children's achievements in computer games do not go unnoticed. Children feel more confident in themselves. All children begin to actively share their impressions, achievements in mastering the computer world. They actively talk, discuss stories, enjoy what they have achieved. In the process of classes on computers, the memory and attention of children improve. The computer transmits information in an attractive form for the child, which not only speeds up the memorization of the content, but also makes it meaningful and memorable. Communication with the computer causes a keen interest in children, first as a play activity, and then as an educational one. Computer games are specific, which allows us to consider them as a special means of developing children's creativity. Unlike other games and activities, they allow you to see the product of your imagination and your game, to realize such your potential that in traditional conditions can not manifest themselves (for example, due to the lack of formation of graphic skills); influence the motivational sphere in a complex way (simultaneous use of sound, color, movement of objects controlled by the child); implement the principle of self-control (which allows children to feel free, not to be afraid to give wrong answers, not to experience confusion and awkwardness); actively and independently manage the game, create games themselves (which strengthens the faith of children in their own strength). All this causes children an



increased interest in computer games, allows them to purposefully and effectively stimulate and actualize the child's capabilities in the intellectual, motivational and emotional spheres. Computer games increase the motivation of education. This is done due to novelty, the ability to regulate the presentation of tasks by difficulty, the active involvement of the child in the educational process. Computer games give the child the opportunity to use mental strength, show originality, offer solutions without the risk of getting a low assessment of his activities, disapproval. [7]

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