



## Development of Self-Concept in Children's Home-Based Educational Processes in Preschool Educational Organization

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**Abstract.** This article presents some opinions on the development of the concept of "I" in the home-based education process of children in the preschool education organization. In addition, the article contains comments on the development of the mental and physical capabilities of the children of the preschool educational organization through the game.

**Key words.** Play, development, educator, concept, childhood, physical ability, preparation for school, observation.

The game is a manifestation of the human personality, a way of its improvement. As the game occupies a certain place in the life of adults, it is of special importance for children. It is accepted to call him "the companion of childhood". It is the main content of preschool children's life. It is manifested as a leading activity in an integral relationship with work and education. Most of the serious activities that the child is engaged in are in the form of play. In the play, all available aspects of the person are activated: the child acts, speaks, perceives, thinks. The game is shown as an important means of education.

Since ancient times, the game has attracted the attention of pedagogues, psychologists, philosophers, ethnographers, and art historians. Primitive community tribes reflected hunting, war, farming in their games. For example, the process of sowing rice in some tribes at that time was carried out as a huge ceremony with games.

The ideas of Y. A. Komensky, K. D. Ushinsky, AS. Makarenko, P. F. Lestgaf are also important for the theory of children's games today. "Children's play has a centuries-old history," wrote K. D. Ushinsky, "It is a powerful educational tool developed by man himself, and therefore it expresses the real need of human nature."

Jan Amos Comenius considers the game as a necessary form of a child's activity, corresponding to his nature and inclinations. In his opinion, the game is a serious mental activity in which all manifestations of the child's abilities are developed, in the game the range of ideas about existence and the world expands and enriches, and speech develops. The child makes friends with his peers during the game. Y. A. Komensky considered the game as a condition for a happy childhood and a child's harmonious development, and advised adults to pay attention to children's games and guide them wisely.

P.F. Lestgaf says that children reflect the impressions they get from their surroundings in their games. Such activity is of great importance in the child's development. Thus, through their observation and scientific research, advanced scientists and pedagogues proved that the game is a social event, and the surrounding existence is reflected in the game.

Educators should observe the following when guiding children's play.

1. establishing the right relationship between play and work



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2. The game is characteristic of the future labor force of children education of physical and mental qualities.

In this way, the game is a social activity that arose as a result of labor activity in the process of historical development; the game always reflects real life. So, as social life changes, so does its content; play is a purposeful conscious activity that has a lot in common with work and serves to prepare young people for work. On the basis of game activity, the child's educational activity develops, the better the child plays, the better he studies at school.

The first stage of early childhood play is introductory play, which is an object-object-play activity. Its content is complex and delicate movements in handwork. The next stage is a reflection game. This is the highest point in the development of the psychological content of early childhood play.

If adults carry out their educational work with a certain consistency, children of this age will learn the names of objects and objects, what they are used for, and begin to apply this new knowledge in their games. reflects subject activity.

At the end of the first age and in the play of children of the second age, the reflection of the plot occurs. The child demonstrates how to use the object in his hand. The next stage is a role-playing game, in which children reflect the work of adults and social relations of people they know.

Scientific ideas about the step-by-step development of children's play activities made it possible to develop clear systematic recommendations for guiding children's play activities in different age groups.

Research conducted by well-known pedagogues-scientists showed that it is possible to influence the content, organization, structure of the game, children's moral relations, and the level of development of the children's game through the comprehensive guidance of the game. Children's game and its content, the feature is different according to the organization.

Children come up with creative games themselves. There will be no predetermined rules. The rules of the game are determined by the children themselves during the game.

The content and rules of games with rules are determined by adults. Games with rules include: didactic games, action games, musical games, recreational games.

In order to cultivate a certain quality in a person, it is necessary to develop other aspects of it. For example, in order to develop the child's interest in the game and organizational skills, content-rich games should be created. In order to develop children's creative games, a well-organized team of children is necessary.

The game plays an important role in the system of physical education of children, in the educational work of the MTM, in moral, labor and aesthetic education. freshness, cheerfulness is cultivated. That is why the game occupies a worthy place in the system of physical education of children.

The game is inextricably linked with education and training, with observations in everyday life, and has a great educational value. In creative games, an important process of acquiring knowledge occurs, which uses the child's mental power, requires the activation of thinking, imagination, attention, memory, the child learns to solve problems independently, comes up with a better and easier way to implement what he thinks, is able to use his knowledge and express it in words will try.

Interest is aroused to find out what is reflected in the game. Often, the game serves to give children new knowledge and expand their thinking and knowledge. A creative game cannot be subordinated to narrow didactic goals, with the help of this game, huge educational tasks are solved.



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The regular game allows the child to regularly train his sensory development, thinking and speech, involuntary attention and memory, and various movements. Each game with rules has a certain didactic purpose and is aimed at the general development of the child.

It is important that education is in the form of a game, and it is aimed at the general development of the child. It is important that education is in the form of a game, which corresponds to the age characteristics of the child.

An interesting game increases the child's mental activity, in the game the child can solve a more complex problem than in training. This is not to say that education should be entirely in the form of games. Education requires the use of various methods and techniques. The game is one of the forms of education, which gives a good result only when it is combined with another method, such as observation, conversation, telling, etc.

While playing, the child learns to use his knowledge, to be able to use it in different situations. In creative games, children's imagination opens up a wide way to make things and experiment.

Along with mental development, moral qualities are also formed in the game. Experiences during the game leave a deep impression on the child's mind, so the game helps to cultivate good feelings, lofty dreams and aspirations, and healthy interests in the child.

Play is an independent activity in which children begin to communicate with their peers. They are united by a common goal and common experiences in achieving it. Therefore, the game is important in fostering friendly relations, forming team life skills, and organizational skills.

The main role of the game in the education of the child requires the enrichment of the life of the children's institution with it. That is why the game is permanently included in the daily routine of children's lives. Time is allocated for games before and after breakfast, after training, after walks, before going home in the evening. It is desirable to create conditions for games that do not require extreme mobility in the morning. It is better to play more didactic toys, board games played on the table, role-playing games.

It is useful to organize action games and building games during the walk. Determining a special time for the game in the agenda is the most important pedagogical condition for the existence of the game as an independent activity and its use as a form of organization of children's life, as a means of education.

The uniqueness of children's play is that it reflects the surrounding life, people's activities, work, actions, and their interactions in the work process. During the game, the room can be the sea, forest, subway, railway carriage for children. The child never plays quietly, even if he plays alone, he talks to the toy, plays he communicates with the character he portrays, his mother, the patient, the doctor, in short, he speaks instead of everyone else. The word helps the image to unfold better.

In the game, the child learns the moral norms of people, their attitude to work. The teacher leads the children's game and educates them through the team. During the game, children learn to reconcile their wishes with the wishes of the team, to follow the rules established in the game.

But if the game is not properly managed, it can also lead to unpleasant consequences. The educator uses the game widely in the physical education of children. Many games require children to be active, which in turn improves metabolism in the body and accelerates blood circulation.

It is also important to be able to choose the time of the game. Between breakfast and training, 8-10 minutes are given for children's play. In this case, children often continue the games they started earlier.



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1 hour - 1 hour 20 minutes is allocated for children to play on the walk. Children play time after nap and evening breakfast. In this, children can play more role-playing games with construction materials, dolls, and tabletop toys. At the same time, recreational games are also used.

But the relationship between play and learning changes as the child grows. In a small group, the game is considered the main form of education, and when you go to a large group, the role of education in training increases. When they go to the preparatory group, the children themselves become interested in studying at school.

But the value of the game for children does not disappear, but its meaning changes. Now children are interested in games that require more mental activity, sports-style games. Thus, the science of pedagogy considers the game as a means of comprehensively forming a child's personality and a form of organizing their life, a means of forming a children's team.

Children's impressions of their surroundings are reflected in creative games. A creative game is an independent game of children, and they come up with the content of the game themselves.

At first, the game is happily synchronized. Secondly, children reflect the feelings of adults in their games. Creative play develops very well in preschool children.

In these games, children begin to fully apply the knowledge, skills, and emotions they have received from the stories, stories, books, and other sources they have heard and seen. The result of the education given in children's games at this age is clearly visible and noticeable.

Children agree among themselves about who they will play with and how the game will go. Games are getting longer. One game can be played for a long time, even several days, while each time something new is added to the game.

Long-lasting games are the highest stage of preschool children's games. If the games of older preschool children are properly managed, their strong team will be formed and it will follow its own traditions and rules.

Children develop the ability to create together, they agree with the opinions of their friends and listen to their opinions. The formation of a children's team is a complex task that takes a long time. Complicated relationships begin to emerge between children.

In these exercises, 5-6 minutes are allocated in each session for memorizing the text. Children love to dramatize fairy tales such as "Turnip", "Bogursok", "Fox, Rooster and Rabbit".

Children often act out fairy tales and stories in their creative role-playing games, in which characters such as foxes, mice, roosters, and rabbits are depicted in games. Children also love to stage the works of writers.

While talking with children, the educator tries to determine the characteristics of the characters of the story or fairy tale. This is how the characteristics of the heroes of various poems and fairy tales are studied.

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