
DIDACTIC POSSIBILITIES OF USING TOYS IN THE DEVELOPMENT OF COGNITIVE PROCESSES IN PRESCHOOL CHILDREN

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Abstract:The article provides the necessary information on the development of cognitive processes of preschool children, their impact on play activities, education and upbringing, their physical and mental development through play activities, pedagogical and psychological analysis.

Keywords:Preschool age, toys, play, childhood, education, upbringing, family, kindness, cooperation.

A toy is an object play tool is the main activity of young children, so its study is an urgent task of a number of psychological and pedagogical disciplines: youth psychology, preschool child psychology and pedagogy, game psychology and others. Researchers are interested in a wide range of issues related to toys: what is a toy; to what extent different types of toys affect children's psychology. Psychologists have done a lot of research in this area. Do children need a lot of toys? What toys affect children's intelligence. Which toys will attract the child to my formation, and so on.

Choosing toys in early childhood often becomes one of the first research games for many children. Often such a situation can be observed: the child whispers and hides, listens to how it affects him, how he falls, how he makes a sound, how an adult behaves at the same time. The child pulls in his mouth and licks the toy like any object in his hand, usually muttering something, making some noises. All of these studies show that interactions with toys are, as a rule, accompanied by bright emotions - feelings of laughter or crying. Preschoolers are also involved in toys, but the nature of older children's interest in preschool toys is qualitatively different. The child is more interested in completely different aspects of the toy, which is more attracted by the aesthetic features of the toy, reliability, accuracy of details, artistic expression.

Preschoolers are interested in collecting models of dolls, cars, planes, ships and pay great attention to their appearance. At this age, children are more likely to distinguish toys

than in early childhood. This indicates a decrease in cognition and attention in children of this age. He draws attention to the fact that he is not yet familiar with his sense of self-worth as a specific part of the culture.

In the early 1990s, a student research center on toys was set up at a university in Sweden. The goal of this center was to bring together students, researchers and toy manufacturers to participate in interdisciplinary research. The International Association of Toy Researchers (ITRA) was soon formed, which included 12 researchers from 60 countries. In 1996, its first conference, “Toys in an Educational and Socio-Cultural Context,” was organized, which showcased work on the study of toys.

What toys does the child need?

Toys of educational value. For children over the age of two, toys aimed at developing a variety of high mental functions are important. Toys that are important for a child’s mental development are important. All kinds of pyramids and constructors, memory - mosaics, necessary for children's perception. He also realizes them through role-playing games with toys. Toys great motor skills (constructors, puzzles) are very important.

Sleeping toys are also important. Get a cute toy for the child to carry with them a soft favorite bear or rabbit (although boys sometimes sleep with cars). Make sure you have magical properties for it to sleep well. More designers, more role-playing toys. They stimulate the creative processes in the child’s psyche well. When choosing toys for children, pay attention to the ones you can color yourself, offer several options for them. In addition to soft toy dolls, you can play new role-playing games with them every day.

Sometimes a child seems to have absolutely no need for broken bears, headless dolls, or cars without wheels. We think that such broken toys do not contribute to the development of creativity or fantasy in children.

The child should try to make a positive impact through their favorite toys. For example, it is necessary to teach some rules about friendship, conversation etiquette, cultural and aesthetic tastes. If the child develops a good relationship with his favorite toys, he will be able to value those qualities in the future.

Playing with object toys in early childhood, and then playing with toys that interest him when he is 3-4 years old, ensures the development of the child's thinking, perception, attention, and

speech. By the age of 5-6-7, the child will have an internal speech due to the abundance of vocabulary, the child will be able to organize conversations with their toys. The child will be able to angrily imagine the toys he saw during this period. This will be demonstrating the development of his visual movement thinking.

Psychologists do not recommend bringing too many toys to children. This, on the contrary, emphasized that the child would change his attention and reduce his interest.

Recommends toys for children ages 6-7 to develop more fine and large motor skills.

The purpose of playing with these toys will be to develop memory, thinking, sense of hearing, attention, direction in space, that is, to fly in the imagination.

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