

**THE ROLE OF VISUAL ACTIVITIES IN THE COMPREHENSIVE DEVELOPMENT
OF PRESCHOOL CHILDREN**

Toyirova Dilrabo Sattorovna

Teacher of the Department of Preschool Education

Bukhara State Pedagogical Institute

<https://orcid.org/0009-0000-5774-4850>

Annotation: This article highlights the role and importance of visual activity in the comprehensive development of preschool children, and the use of interactive games and activities in the creative development of children in the educational process.

Annotatsiya: Ushbu maqolada Maktabgacha yoshdagi bolalarning har tomonlama rivojlanishida vizual faoliyatning o'rni, ahamiyati va ta'lim jarayonida bolalarni ijodiy rivojlantirishda interfaol o'yin va faoliyatlardan foydalanish haqida yoritib berilgan.

Аннотация: В данной статье освещаются роль и значение изобразительной деятельности во всестороннем развитии детей дошкольного возраста, а также использование интерактивных игр и занятий в творческом развитии детей в образовательном процессе.

Keywords: Keywords: education, early childhood, pictorial image, sensory analyzer, clay and plasticine, construction, application, meaningful, plot-based, decorative, image, pictorial activity, meaningful template.

Kalit soʻzlar: ta'lim,, ilk yosh, rasm, tasvir, sezgi analizatori, loy va plastilin, konstruksiya, mazmunli, syujetli, dekorativ, tasvir, tasviriy faoliyat, mazmunli shablon,

Ключевые слова: воспитание, раннее детство, изобразительный образ, сенсорный анализатор, глина и пластилин, конструирование, аппликация, содержательный, сюжетный, декоративный, образ, изобразительная деятельность, содержательный шаблон,

Preschool age is the initial stage of social experience. Children develop under the influence of their upbringing and the impact of their experiences in the world around them. They develop an early interest in the lives and work of adults. Play is the most accessible activity for children, a unique way to process the impressions they receive. It matches the visual and figurative nature of their thinking, emotionality, and activity. The joy of play is the joy of creativity. Even in their first games, children experience the satisfaction of accomplishing what they set out to do. Many games bring children joy by satisfying their need for movement and imitation. Children enjoy the process of constructing a structure from building materials—or sand—while also experiencing the joy of seeing the results of their efforts, their independence, and their imagination. It's important to organize play so that it's enjoyable in every way. Observations of children's play nevertheless show that, although play brings pleasure to children, they do not always reflect pleasant feelings and experiences in it: a daughter's doll is capricious, her mother gets angry, spansks her, and the daughter cries; at the dacha, a mother persuades her daughter: you're bored without me, don't cry, I'll come every day. The child's longing for his mother, his daughter's whims, and his mother's grief are taken from his own experience, his own feelings, which are revealed with great sincerity in the game. N.K. Krupskaya viewed play as a means of comprehensive child development: play is a way of learning about the world around them, and at the same time, it strengthens the child's physical strength, develops organizational skills and creativity, and unites the children's group. Many of N.K. Krupskaya's articles emphasize the

connection between play and work. In her opinion, children do not have the same distinction between play and work as adults; their work is often playful, but gradually play leads children to work.

A. S. Makarenko provided a profound analysis of the psychology of play, demonstrating that play is a meaningful activity, and the joy of play is "creative joy," "the joy of victory." The similarity of play is also difficult to express in that children feel a sense of responsibility for achieving a set goal and for fulfilling the role assigned to them by the group. A.S. Makarenko also points out the fundamental difference between play and work. Work creates material and cultural values, while play does not. However, play has important educational value: it accustoms children to the physical and mental effort required for work. Play should be managed in such a way that it fosters the qualities of future workers and citizens. Currently, preschool specialists are faced with the task of further studying play as a form of organizing children's lives and activities. The understanding of play as a form of organizing the life and activities of children is based on the following provisions.

1. The game is designed to solve general educational problems, among which the tasks of developing the moral and social qualities of the child are of primary importance.
2. Play should be self-directed and increasingly develop in this direction under proper pedagogical guidance. The teacher must ensure that children develop positive, real-life relationships and morally valuable relationships based on their role.
3. An important feature of play as a form of life for children is its penetration into various types of activities: work and play, educational activities and play, everyday household activities associated with the implementation of the regime and play. Play is one of those types of children's activities that are used by adults for the purpose of educating preschoolers, teaching them various actions with objects, and methods of communication. In the game, the child develops as a person, those aspects of his psyche are formed on which the success of his educational and work activities, his relationships with people will subsequently depend.

Mental development of children through play. Play is a unique practical activity for children and a means of comprehensive education. Play fosters perception, thinking, memory, and speech—those fundamental mental processes whose adequate development is essential for the development of a well-rounded personality. A child's level of cognitive development determines the nature of their activities and the intellectual level at which they are carried out. Let's give a simple example. At the far end of the table lies a toy that a two-year-old child needs to retrieve. One child climbs onto a chair with his feet and reaches across the table. The other child slides off the chair and, going around the table, retrieves the toy. The third, without getting up from his chair, takes a nearby pyramid rod or a spoon (whatever is at hand) and, reaching the toy with the help of this improvised tool, moves it towards himself.

In all three cases, the child solves the same practical problem (get a toy) under certain conditions (the toy is far away and cannot be reached directly from its place). Each person overcomes these conditions in different ways, depending on their own experience: The first one does it by directly reaching for the toy with his hand, the second one does practically the same thing, but in a more convenient way - bypassing the obstacle, and only the third one uses the experience of targeting one object to another, and it is precisely these actions that should correspond to the level of intellectual development of children in their second year of life. If a child uses in the game all the knowledge acquired in classes, in everyday life (moral-ethical, aesthetic, ecological, social

orientation, knowledge about objects and machines that serve man, about man as a worker, etc.), then the game will fulfill its main pedagogical function - it will become a developmental activity aimed at the comprehensive education of preschoolers.

Didactic play is a form of learning. Didactic games, most often understood as games aimed at children's mental development (through which children master certain skills, acquire new knowledge, and reinforce it), can be most closely related to classroom activities. It's important that games not only be educational but also engage children's interest and bring them joy. Only then do they truly fulfill their purpose as a means of education. In educational games, educational and cognitive tasks are intertwined with the game's objectives. When teaching young preschool-aged children, a significant role is played by activities with educational toys, such as nesting dolls, towers, and pyramids. Children's interactions with educational toys take on a playful quality: Children assemble a complete matryoshka doll from several parts, match the pieces by color and size, and act out the resulting image. The playful nature of activities with educational toys allows us to combine them with educational games and call this type of activity for young children educational games/activities. The use of didactic games as a teaching method increases children's interest in classes, develops concentration, and ensures better assimilation of program material.

Verbal educational games. Verbal educational games are crucial for children's speech development. They develop auditory attention, the ability to listen to speech sounds, and the ability to repeat sound combinations and words. Children learn to appreciate folklore: nursery rhymes, ditties, and fairy tales. The expressiveness of speech acquired through these games carries over into independent story-based play. Playful actions in verbal didactic games (imitation of movements, searching for the one who called, actions on a verbal signal, onomatopoeia) encourage multiple repetitions of the same sound combination, which trains the correct pronunciation of sounds and words.

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