

THE IMPORTANCE OF TOYS IN CHILD UPBRINGING

Bakhtiyorova Markhabo Ikhtiyor qizi

Lecturer Asia International University

Khorezm branch, Uzbekistan

Abstract: This article analyzes the role of toys in the upbringing of preschool children, their classifications, and functional tasks from a scientific and pedagogical perspective. It outlines the pedagogical, hygienic, and artistic requirements for toys and highlights the significance of various toy categories in a child's intellectual, physical, aesthetic, and social development. Furthermore, the article substantiates the importance of toy systems in folk pedagogy for the advancement of sensory abilities.

Keywords: Toy, child upbringing, didactics, sensory development, pedagogical requirement, hygienic standards, plot-role games, fine motor skills, social adaptation, folk pedagogy.

Childhood is the most vibrant and foundational period of human life, where play is the primary activity. The fundamental material basis for play is the toy. A toy is an inseparable companion of a child's life, a source of joy, and the initial tool for perceiving the world. It serves not only as an object of play but also as a "living" partner in the child's world and a potent instrument of education in the hands of adults. In modern pedagogy, a toy is viewed not merely as an entertainment item but as a complex system influencing a child's personality, as well as their emotional and cognitive domains. A properly selected toy evokes noble sentiments, encourages proactivity, and serves as a bridge for the child to become a full-fledged member of society. The objective of this article is to systematize various types of toys and analyze their impact on different facets of a child's maturation.

The majority of children's games are directly linked to the utilization of diverse toys. A toy is a lifelong companion and a source of delight. It functions not just as a tool for play but as a comrade and peer in children's activities, and a crucial educational instrument. The toy participates in the creation of the play scenario, manifests as a unique partner for the child, and exerts a profound influence on their personality. Children form deep emotional attachments to their toys, which fosters a sense of being an integral part of their surrounding environment. Correct toy selection facilitates cognitive development. Folk pedagogy has developed comprehensive toy systems specifically designed to enhance sensory capabilities.

Core Requirements for Toys:

- **Pedagogical Requirement:** The alignment of the toy's image and content with educational goals and societal values is a paramount criterion. Toys should inspire noble emotions, foster friendly relations with children of diverse backgrounds, and facilitate the accumulation of positive moral experiences. They must satisfy and stimulate the child's inherent drive for activity.
- **Hygienic Requirements:** This involves the safety of materials and dyes used, ensuring no risk to the child's health, and the ease with which the toy can be sanitized.

- **Artistic Requirements:** The harmony of form, color, and decoration enhances the artistic expressiveness of the toy. The design and aesthetics must correspond strictly to the perceptive characteristics of various childhood developmental stages.

Classification and Categorization of Toys:

- **Didactic Toys and Games:** These are essential for systematizing mental activity and fostering an interest in learning. Examples include matryoshkas, pyramids, geometric insets, loto, and puzzles. Their fundamental role is to establish sensory standards—concepts of color, shape, size, and quantity. Through interaction with these objects, children develop logical thinking, concentration, and memory.
- **Toys for Sports and Active Play:** Items such as balls, hoops, and jump ropes are crucial for overall somatic development. They enhance motor coordination, agility, and endurance while fostering teamwork and adherence to rules.
- **Construction and Building Toys:** Sets involving blocks, modules, and magnetic components serve as the foundation for creative and technical thinking. They develop fine motor skills, spatial imagination, and the ability to plan complex structures.
- **Musical and Sound-Producing Toys:** Instruments such as drums, bells, and toy pianos cultivate aesthetic taste and a sense of rhythm. They enhance phonemic hearing, which is vital for speech development and language acquisition.
- **Technical Toys:** Cars, aircraft, robots, and remote-controlled devices introduce children to the modern technological world. They stimulate curiosity and investigative activity, helping children understand the basic mechanics of the physical world.
- **Theatrical and Decorative Toys:** Puppet theaters, masks, and stage props play a "psychotherapeutic" and communicative role. They foster empathy, expand vocabulary, and help children overcome social barriers through role-play.
- **Amusement Toys:** Moving or surprising mechanical toys provide emotional stimulation, enhance observation skills, and develop a sense of humor.
- **Handmade Toys and Creative Materials:** Objects created by the child using clay, sand, water, or paper represent the highest form of labor education. These activities build independence, persistence, and creative confidence.
- **Plot-Image Toys:** Dolls, animal figurines, and career-themed sets (e.g., medical or kitchen kits) are vital for socialization. They allow children to model adult life, social roles, and interpersonal relationships.

Conclusion

In conclusion, toys possess fundamental pedagogical and psychological significance in the formation of a child's personality. The classification reviewed in this article demonstrates that each category is designed to develop specific competencies—from physical endurance and logical reasoning to social communication and moral responsibility. The integration of pedagogical, hygienic, and artistic requirements ensures a safe and meaningful developmental environment. Ultimately, toys are not merely objects; they are the "first bricks" upon which a child's future is constructed.

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