

**METHODOLOGY FOR USING MODERN TOYS FOR CHILDREN IN  
PRESCHOOL EDUCATION ORGANIZATIONS**

**Kamalova Gavhar Akbarovna**

Acting Associate Professor of the Department of Preschool Education Theory and Methodology,  
Doctor of Philosophy in Pedagogical Sciences (PhD)

**Toxirova Nargiza Zoxid kizi**

3rd-year student, group 302, Preschool Education direction

[toxirovanargiza300@gmail.com](mailto:toxirovanargiza300@gmail.com)

**Abstract :** This article highlights the methodology of using modern toys in the development of children within preschool education organizations. It analyzes the possibilities of developing children's mental, linguistic, social, and creative abilities through modern didactic, sensory, and constructive toys. Furthermore, methodological recommendations are provided regarding the age-appropriate selection of toys, their safe and purposeful application, and the effective organization of education through play.

**Keywords:** preschool education, modern toys, didactic play, developmental environment, creativity, constructive, sensory toys.

**Introduction**

Preschool education is a crucial institution for raising a harmoniously developed individual and instilling the knowledge and values that define a child's entire future. Play is the primary activity of preschool-aged children, through which the child takes shape as a person. It determines the extent to which a child's learning, labor activities, and relationships with others are formed. Play holds great significance in:

Physical development. The educational and upbringing work of the preschool organization. The mental, moral, labor, and aesthetic upbringing of children. The spiritual perfection of society depends on the content, form, and essence of the educational work carried out within it. Therefore, there is a necessity to pedagogically interpret the updates in education and the step-by-step educational system implemented in our republic to ensure the effectiveness of this process. Indeed, play is an activity aimed at comprehensively understanding life and various relationships between people at every age stage. The content of a preschool child's play activity changes daily depending on the situation. Because play is constantly changing, the child does not get tired or bored while playing. A child's various needs, desires, interests, abilities, and several personal qualities develop directly during the play process.

The importance of active child activity during play for psychological development is that various qualities and traits are not only manifested but are also strengthened and mastered. From a psychological standpoint, a correctly organized game develops the child's personality comprehensively and aids in the rapid development of psychic processes: sensation, perception, attention, memory, thinking, imagination, and will. Because play involves active imitation of the

actions and behavior of adults, it provides broad opportunities for children to strengthen moral qualities and learn rules of etiquette.

Research by scholars such as L.S. Vygotsky, A.N. Leontyev, and D.B. Elkonin highlights how play activity strongly influences a child's psychological development, socialization, and cognitive processes. Their scientific works establish the foundation for providing education, communication, and developing thinking through play.

### **Research Methodology**

The methodology for using modern toys in preschool education organizations relies on psychological and pedagogical theories. Primarily, according to the theory of cultural-historical development developed by L. Vygotsky, play is the leading activity of the preschool child. Based on the author's "zone of proximal development" idea, a child becomes capable of performing more complex tasks with the help of adults or peers. Modern developmental toys support this specific process. Based on these theories, modern toys in the following directions are being applied to the educational process today: Constructive, Didactic, Interactive, STEAM-based

However, although modern, interactive, and innovative toys have entered the educational process in recent years, their methodical aspects—especially in the context of preschool organizations—have not been sufficiently studied in a systematic and scientifically based manner. In practice, the pedagogical potential of modern toys is not fully utilized, and there is a lack of methodological recommendations for educators. Therefore, deeply studying the methodology of using modern toys and developing practical recommendations is a pressing socio-pedagogical issue today.



### **Discussion and Analysis**

Based on the analysis of psychological literature, the following specific characteristics of preschool children are identified:

The child is interested in people's activities, their relationship to objects, and mutual communication. In role-playing games, the child reflects the most external, expressive, and emotionally vibrant aspects of surrounding reality. In role-playing, the child implements their desires while feeling that they live on the same ground and in the same conditions as adults.

While the entry into adult life appears as images of the child's imagination, it leaves an indelible mark on their real personal life. Play has attracted the attention of educators, psychologists, philosophers, ethnographers, and art historians since ancient times.

### **Conclusion**

Play emerged as early as the primitive communal system; it follows labor in social life and determines its content. Primitive people reflected hunting, war, and farming in their games. In some cases, play arises from the desire to work. A child first imitates adult labor in their play and later participates in it.

The theatrical play activities of children during the preschool period are enriched by integrated games and various types of art. Education organized in this manner will certainly show its effectiveness. Theatrical play forms skills in children to express themselves before others, present their "Self," and take pride in their actions in front of their peers.

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