

## THE ROLE OF PLAY IN THE DEVELOPMENT OF COGNITIVE PROCESSES IN CHILDREN.

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**Annotation:** *Play activities prepare children for educational activities that are an active form of acquiring the social experience of humanity. One cannot start a social experience all at once. In order to actively master social experiences, a person must first have a good command of speech, certain skills, teachings and basic concepts. This is achieved through play activities.*

**Keywords:** *Play, upbringing, development, children, learning process.*

The spiritual development of a society depends on the content, form and essence of the educational work carried out in it. Therefore, there is a need for a pedagogical interpretation of the modernization of education, the system of step-by-step education in the country, to ensure the effective conduct of this process. We need to educate today's youth to be perfectly developed in all respects, to have a broad outlook, creative thinking, intellectual potential. The education, spiritual maturity and ideological maturity of our youth, who are the future of our country, are among the urgent tasks of our time.

The Uzbek people have a rich educational heritage and have passed on to future generations such universal qualities as humanity, humility, diligence, friendship, brotherhood and kindness. As you know, children spend most of their time playing. Play is an important tool for the full development of preschool children, their main activity. In the process of play, the child begins to form as a subject of personal activity. The game has long attracted the attention of famous scientists, educators, psychologists, philosophers, sociologists, ethnographers and cultural figures. Play plays an important role in the system of physical education of children, in the educational work of preschool education, in the moral, labor and aesthetic education. The game satisfies the needs and requirements of the young organism, increases vitality, nurtures endurance, freshness, cheerfulness. That is why play has a worthy place in the system of physical education of children. The game is closely connected with education and training, observations in everyday life and has a great educational value. In creative games there is a process of acquisition of important knowledge, which activates the mental power of the child, requires the activation of thinking, imagination, attention, memory. The child learns to solve problems independently, to think of a better and easier way to do what he thinks, to use his knowledge and to express it in words. It is interesting to know what is reflected in the game. Often, games serve to give children new knowledge and expand their horizons and knowledge. As children become more interested in the work of adults, in social life, in the heroic deeds of people, they have initial dreams, such as a future profession, to imitate their favorite heroes.

Thus, based on the analysis of the literature, the psychologist can include among the characteristics of preschool children: 1) the child is interested in the activities of people, their attitudes and interactions with objects;

2) children's roles in the game reflect the most outwardly expressive, lively aspects of the surrounding reality;

3) in the role play, the child puts into practice his desire, feeling that he lives in the same conditions as the adults, on the same ground; 4) Although access to adult life and activities is seen as a

symbol of the child's imagination, it generally leaves an indelible mark on his or her true personal life. Improving play in preschool. As psychology has accepted, role-playing activities consist of plot and content.

It is known that children aged 1-3 have very little mastery of the external environment. They still can't even tell the color, size, and other aspects of things well. So, along with the dolls, they should be given different colored cloths. Girls, in particular, practice wrapping their dolls in different colored fabrics and scarves. And for some as a baby gets older, he or she will outgrow this. From the age of 1 to 3, the child learns to act with objects, play helps to develop and improve the child's movements.

It should also be noted that in our modern world, where science and technology are unparalleled, the amazing things that are being created seem to children as a miracle. As a result, they also come up with all sorts of fantasy things (like a flying horse, a car, a talking tree) in the course of their various games. In addition, the fact that children come up with a variety of imaginative things also means that in their various play activities, they reflect not only what is around them, but also what their needs require. From the creation of various imaginary and mythical images in children's play activities, it can be concluded that the processes of human (including children's) reflection of objects and events in the external environment are not passive processes, but active and creative, creative, transformative processes. Another great feature of children's play activities is that the behaviors and roles that a child performs during play often have a common character. In this case, the child in his various games reflects not only the behavior of a single driver, doctor, policeman, educator, pilot, but also the behavior of drivers, doctors, educators and pilots in general. Of course, young children (sometimes even small group children) with very limited life experiences and activities reflect specific people and their actions in their play. (E.g. mother, father, brother, caregiver, and so on). And for some as a baby gets older, he or she will outgrow this.

Play is real life for a child. Only when an educator can organize children's games wisely can he achieve positive results. A.P. Usova said: "Proper organization of children's lives and activities means their proper upbringing. The playful form of parenting is also effective because the child does not learn to live in the game, but on his own.

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