

Philosophical-methodological aspects of knowledge in the game medium

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Abstract: This article provides enough information about the history of the game's development, content, goals and objectives. It has been revealed that the development of game technologies is a pedagogical problem in the eyes of scientists.

Key Words: game, scientist, work "Devonu Lugatit Turk", folk culture, Amir Temur, Abu Rayhan Beruni, Abu Ali ibn Sina, Yusuf Hos Hajib, Abu Nasr Farabi, Ahmad Yugnaki.

The game, which is one of the most ancient types of human activity, covers all areas of human life and is a constant companion of a person throughout his life. Play is a multifaceted and complex process in children's lives, and since ancient times, a lot of attention has been paid to learning and enriching children's games. The history of the study of games goes back a long time. The Turkish scientist Mahmud Kashgari gives valuable information about the names of the games and the composition of their playing in his work "Devonu Lugatit Turk". The information provided by Kashgari shows that the games have a historical background and basis. In fact, the names of the games and the composition of the games have been passed down from generation to generation. After all, games are an integral part of national culture. "Devonu lug'atit turk" contains the names of many games and the order of playing some games in detail. "Nong'oq", "Poilama", "Chavgon", "Ko" are popular among children today. A lot of information has been given about the game of hide and seek (now "mak-mak").

In the works of our scholars Alisher Navoi, Zahriddin Muhammad Babur, there is a lot of information about the game "Chavgon". Firdausi's "Shokhnoma" tells the story of the game "Chavgon" (the name of the Chavgon stick is a Persian-Tajik word meaning "a long stick with a curved end"). It is known that during the time of our great grandfather Amir Temur, special attention was paid to children's play process, and boys were taught to ride horses from the age of 3. Author of the Qur'an, Amir Temur, says in his "Tuzuklari": "Three rules were followed in recruiting soldiers into the army: the first - being healthy and strong, the second - skillful use of the sword, and the third - intelligence and integrity." attention was drawn. The pedagogical views of the great disaster scientist and statesman Mirzo Ulugbek are noteworthy. The importance of the scientist's words: "If you want your child to grow up healthy and strong, make him do physical exercises from a young age" is incomparable.

Abu Ali ibn Sina, the inventor of medical science, said in his "Laws of Medicine" that "a person who regularly does physical exercises does not need any treatment."

Abu Rayhan Beruni, Abu Ali ibn Sina, Yusuf Hos Hajib, Abu Nasr Farabi, Ahmad Yugnaki also thought about the upbringing of children typical of our people in their works. During the game, all available aspects of the child come into play: the child acts, speaks, perceives, thinks, and in this process, the game appears as an important tool of education.

Game theory was developed by P.F.Lesgaft, K.D.Ushinsky, among the Western pedagogic scientists. Ushinsky justified the fact that the game appeared in children's activities based on the labor process and its role in preparing the young generation for work, the importance of the game in the formation of the child's personality. In addition, the ideas of A.S. Makarenko, D.B. Elkonin, N.L. Figurin, E.A. Arkin remain the basis for the theory of children's games today.

The great Russian psychologist D.V. Elkonin puts forward a new idea about the origin of the game. In the early development of society, convenient toy-working tools were developed for children to participate in the life and work of adults, and for children to work. As a result of the appearance of toy weapons, role-playing games appeared. In his research, D.V. Elkonin writes that along with the plot of the role-playing game, there is also its content. In his opinion, the fact that the child more clearly reflects the main aspect of adult activity

in the game constitutes the content of the game, and he put forward the idea of the need to awaken the desire to work in the child by participating in the work of adults.

Game theory is considered a social activity and appears in the process of historical development of labor. There are a number of studies on the study of the psychological characteristics of the baby under the age of one year. The works of Buhler, F.I. Fradkina are of particular importance. The game always reflects life. Therefore, its content is always changing in social reality. The game is a goal-oriented, well-thought-out complex process. Educational activity develops based on the game process.

The more a child plays at a young age, the more understanding he will have about the world around him. Children's abilities and desires develop in various activities and appear in their independent actions. As Russian pedagogue and children's writer V.A. Sukhomlinsky noted, "The game is a spark, it tries to understand everything, the reason of the events, it increases the child's curiosity when it spreads like a fire. The game is a huge bright window through which a whole new world of imagination brings understanding of the surrounding world to the old world of the child. Indeed, a child's life cannot be imagined without games. The role of the game occupies a very important place in a child's life. Children's play activities are the only means for their harmonious physical and mental development.

L.S. Vygotsky in his works recognized play as a decisive leading activity of children's development. Play is such a multifaceted activity in children's lives that adult work, imagining about different things, relaxation and cheerfulness are all evident in play. It should be noted that the game is not only a means of learning about the events of the external environment, but also a powerful means of education. In creative and plot games, together with all the mental processes of children, their individual feelings are formed. If we observe children's game activities from the outside, we will see that all their personal characteristics (abilities, what they are most interested in, will, attention, memory, temperament) are clearly manifested during the game. Therefore, play activities of children of preschool age are very favorable conditions for their individual learning. Children's work is closely related to play. In this process, the child develops important competencies: the child learns to understand what needs to be done, why and how to do it, to carefully review tasks, and to analyze the fulfillment of conditions. Children's games are distinguished by their variety and color.

Games differ in their content and organization, depending on the level of impact on children, types of tools and their origin. D.B. Elkonin, in turn, classified children's games as follows:

- ♣ Games related to the plot of a household theme;
- ♣ Games related to production plot;
- ♣ Games with a socio-political plot.

Children studied the psychological problem related to the development of self-control skills during the game. During the game, he performs complex actions (for example, work, letters, pictures) rather than individual actions. The game, like any other activity, has a public character, therefore it changes and improves with changes in the historical living conditions of people. The research conducted by well-known pedagogues-scientists shows that the content, organization, structure of game technology, children's moral relations, and the child's level of game development can be influenced by the comprehensive guidance of the game.

Based on the analysis of the literature, psychologists included the following among the characteristics of preschool children:

1. At this age, the child is interested in the activities of people, their attitude to objects and interactions;
2. In the game, the child reflects the most external, expressive, passionate emotional aspects of the surrounding reality;
3. In the game, the child puts his desire into practice, feeling that he lives in the same conditions and on the same ground as adults;
4. Even if the entry into the life and activities of adults is manifested as symbols of the child's imagination, in general it leaves an indelible mark on his real personal life.

Childhood is a short but important period of personality formation. During these years, the child acquires preliminary knowledge about the life around him, he begins to form a certain attitude towards people and work, develops the skills and habits of correct behavior, and his character emerges. Therefore, play is of great importance as the most important activity at preschool age. The game leads to significant changes in the child's mind.

Famous pedagogue A.S. Makarenko describes the role of children's games and equates play in a child's life with the importance of work and service of adults. He believes that he will be like that at work as he is at play. A.S. Makarenko described the role of children's games in this way: "The game is important in the life of the child, and the historical development of the game is not repeated. The first chronologically in the ontogenesis is the role-playing game, which is the main source of the formation of the social consciousness of the preschool child serves as".

Psychologists have been studying the games of children and adults for a long time, looking for their functions, their unique content, and comparing them with other types of activities. Play is an activity that differs from everyday work. The ties between play and beauty are very close and diverse. In the game, the child does not learn to live, but lives in his real, independent life. The game is the most emotional and colorful world for preschool children.

It is not for nothing that L.S. Vygotsky, a well-known researcher of children's play, called the game "the ninth wave of child development".

The game is at first the child's leading activity, and after some time it manifests a real formed behavior. The main motive of the game lies not in the result of the action, but in the process itself, in the actions that bring pleasure to the child. Not to win, but to play - this is the general formula that gives motivation for children's games.

List of used literature:

1. https://www.researchgate.net/publication/318905065_Philosophy_of_games
2. <https://objectionable.net/philgames/>
3. <https://plato.stanford.edu/entries/game-ethics/>