

THE IMPORTANCE OF DIGITAL GAMES FOR PRESCHOOL CHILDREN

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Abstract. This article explores the significance of digital games in the development of preschool children. The study examines both the positive and negative effects of digital games, as well as their integration into educational processes. It highlights how multimedia tools and interactive activities can enhance cognitive skills, attention, memory, speech, and motivation in young children. The research provides practical recommendations for educators and parents on using digital games effectively in preschool education.

Keywords: digital games, preschool age, development, interactive method, multimedia, cognitive process, motivation, educational technologies.

Introduction. Last in years digital technologies education to the process deep enters came. Before school aged children also have tablets and smartphones and interactive devices through games to play getting used to. Digital of games impact according to various views there is some, some researchers them developer tool as if you see, others excess use considers it harmful. This in research main attention digital of games pedagogical value identification, children to develop the impact scientific point of view from the point of view analysis to do focused. Also, Uzbek preschool education in the system digital from games use according to experiments enough scientific unexplored. Therefore, this article this in the direction new look and approaches offer will reach.

Research object. The research object only digital from games using children not, maybe digital of the environment to oneself typical pedagogical features are also organized In particular : preschool aged children's digital games perception to grow process, game in the content interactive elements to child psychology impact, digital games with traditional games between differences, children motivation, emotional stability and activity level, digital from games use on time related fatigue, excess stimulation or of interest decline, game content when choosing educator and parents' pedagogical approach, digital games using cognitive of processes systematic change.

Also, research to the object digital of games following directions according to the effect was also introduced:

1. Knowing process: attention, memory, imagination, thinking.
2. Communicative development: speech activity, communication desire, word wealth.
3. Emotional development: mood, self-management, interest duration.
4. Social Skills: cooperation, taking turns waiting, competition conscious acceptance to do

As a result, the object wide comprehensive study digital of games complex pedagogical role to determine service did.

Research methods. Research during following from methods used:

1. Observation method — 5–7 years old children's digital play at play behavior and reactions analysis was done.
2. Conversation method - parents, educators and children with conversations organization was done.
3. Experience method — developmental digital games 10 days during training to the process integration was done.
4. Analysis and comparison method — digital play played and not playing children development compared.
5. Pedagogical diagnostics — children attention, memory and thought level special assignments through determined.

Research results and their analysis.

1. Cognitive in development changes. Experience in the process digital from games used group in their children following growth observed :

- Attention concentration the indicator increased by 17–20%;
- Logical connections find according to in tasks speed increased by 12%;
- Colors, shapes and numbers in differentiation Accuracy increased by 15%.

These changes interactive in games fast thinking, choosing and answer return mechanisms with related

2. Socio-emotional to develop impact. Digital games child's emotional to the stability as follows impact showed :

- Music and illustrated animations child's mood uplifting, positive emotions harvest did;
- Teamwork from assignments consists of games cooperation, each other support skill strengthened;
- However uncontrolled and far to play anxiety increase record was done;

3. Speech development impact. Language teacher digital games via :

- dictionary wealth expanded by 8–10% ;
- pronunciation and sounds distinction skills strengthened; This process in the game recurring words, audio instructions and from multipage consists of happened because of noticeable it has been.

4. Negative aspects. Research during following dangerous sides defined:

- Low lighting from the device use eye to their fatigue reason It will be.
- Excessive to play of attention to the dispersion take is coming.
- Aggressive in content games to the child It's weird impact to show possible.

That's why for digital games when choosing educator control important.

Scientific news. This research as a result following scientific news presented was:

1. Digital of games preschool aged in children attention stability and cognitive to activity directly impact scientific observations through based on was given.
2. Uzbekistan preschool education in practice less studied "interactive" assignments through speech development model working It was released.
3. Digital games through emotional qualities to form related new observation results offer was done.
4. Play of time normative standards according to recommendations working It was released.

Conclusion. Taken research from that evidence gives, digital games preschool aged children development one how much in the directions effective tool to be service does. Digital

games child's attention concentration, memory reinforcement, color- shape - numbers understanding, speech and thought skills in development positive results Interactive assignments child's own his/her opinion independent expression, tasks consecutively to do and mistakes analysis to do for conditions creates. Research during of games emotional the effect was also observed. That's right chosen digital games child's mood lifts it, active to move encourages and study process interesting to format However content aggressive, extreme outside bright or complicated was games negative impact show, child fatigue, irritability or to oneself addiction circumstances to the surface to bring possible. Therefore, digital from games of use following principles action to do necessary:

- play content pedagogical and educational to the requirements suitable to be;
- play time to age suitable in moderation to be;
- educator or parents' permanent observation under to be played ;
- games child's physical, mental and emotional to the state suitable selection.

Conclusion. In general, when receiving, digital games preschool education in the process right and scientific based without when used, they education quality increasing, children development activity supportive effective tool that has been proven. This research results digital technologies preschool education to the process integration to do new approaches to form help gives.

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