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FORMATION OF VISUAL AND VISUAL THINKING OF CHILDREN THROUGH GAME ACTIVITIES

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Abstract
This article reveals the content and essence of the formation of thinking in preschool children, in particular, the features of the development of visual-figurative thinking in children. Considering that the development of thinking in children is inextricably linked with play activity, we are talking about the possibilities of being invisible and being formed in this process of forming visual-figurative thinking. Also in this regard, the competency-based and methodological knowledge required from teachers, requirements and several creative Everest methods are listed.
Keywords: preschool age, thinking, figurative thinking, game activity.

Introduction

In the world, the needs and requirements for developing the thinking of children from a young age are increasing more and more. This, in turn, requires the use of new, modern psychological and pedagogical approaches in solving the problem of forming the thinking of young children. Special attention is paid to the development of children's thinking in developed countries, including Steve Jobs School, Special Music School (Amsterdam), Alt School (San Francisco), Talent Culture Academy (Canada), "Jyuku" (Japan). Such schools set the main goal of developing children's thinking, creativity, and intellectual ability.

In our country, special attention is paid to the development of children's cognitive processes, especially their thinking, and its legal foundations are being strengthened. In particular, in PQ-3261 of September 9, 2017 "On measures to fundamentally improve the preschool education system", and PQ-3305 of September 30, 2017 "Preschool education of the Republic of Uzbekistan on organizing the activities of the Ministry", we can see in the example of regulatory documents such as PQ-4312 of May 8, 2019 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030".

It seems that as a result of such attention and reforms shown by our government to the field of preschool education, a huge task of educating new thinkers is imposed. The process of globalization, which is rapidly covering almost the entire world, has a direct impact on children's minds and thinking. In recent years, all the technologies created to facilitate and facilitate the human lifestyle, unfortunately, have had a negative impact on the development of the thinking of young children. A clear example of this is their preference for virtual games over national and modern physical, mental and spiritual educational games.

Various aspects of this issue, i.e., the pedagogical and psychological foundations of children's thinking development, were discussed by the scientists of our republic, such as

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EG'oziyev, G'. Shoumarov, V. Karimova, M. Zufarova, U. Yoziyeva, O. Aslanova, A. Ashurova, M. Alimardonova. researched.

Scientists from the countries of the Commonwealth of Independent StatesRS Nemov, AA Krylov, IS Yakimanskaya, NN Poddyakov, VV Davidov, YE. I. Rogovin the research on children's thinking speed and its specific features are highlighted.

Actions to introduce objects are very important in the formation of the thinking of preschool children. Based on practical activities, the child learns to compare, analyze, compare, and group objects. In this way, the first demonstrative-practical form of thinking is formed in the child. Gradually, the child develops the ability to think based on symbols, not only through direct perception of objects. That is, visual-image thinking is formed. Later, in the second half of preschool age, logical-verbal thinking begins to develop [2;30].

Visual-image thinking can be relied upon to solve problems only when certain images are present in the mind. At this stage, perception occurs without the participation of practical actions, which can appear only at a certain level of development of the child's guiding activity, and this level takes place within the framework of visual-image thinking. Images "in the mind", that is, the ability to work with images, develops in the process of the interaction of the directions of mental development: objective actions, substitution actions, speech, imitation, and game actions.

5-6-year-old preschoolers can approach solving a logical situation in three ways of thinking: visual-action thinking, visual-imagery and logical thinking types.

Thus, visual-image thinking is of primary importance in preschool children's knowledge of the world around them, it gives the child the opportunity to obtain generalized knowledge about the objects and phenomena of reality and becomes a source of children's creativity.

The level of development of visual-image thinking that occurs in preschool age is important for the entire life of a person and serves as the main contribution to the general process of mental development of a preschool child.

Figurative thinking consists of using it to form the ability to consider different ways, different plans, different options for achieving the goal, and different methods of solving problems. In particular, children's visual-image thinking is visible and formed during game activities.

We know that children's need for play is very high. From the age of 2-3, children imitate various characters and animals with interest. They easily go from one image to another. Their actions are imitative, and at the same time very emotional.

Children of preschool age are prepared for their next activity based on game activity, that is, its initial stages are manifested. Game activities are divided into two types: creative games and games with rules. Children's impressions of their surroundings are reflected in creative games. A creative game is an independent game of children, and they come up with the content of the game themselves. In this game, children's freedom, independence, organizational and creative abilities are fully demonstrated. But in the game, life impressions are not exactly reflected but are reworked in the minds of children. This is manifested in children's creation of a game idea, its content, selection of descriptive tools, and so on.

Story-role game is the main type of game that reflects and forms the figurative thinking of preschool children. A role-playing game is a reflective, i.e. imitative, activity by its very nature. The life and activities of the surrounding adults and peers serve as a source for the content of this game. Children's impressions of the life around them, their peers, and the

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activities of adults are processed, supplemented, and qualitatively changed in creative play. Such children's games are a practical form of knowing the surrounding existence. A special feature of children's play is the presence of descriptive situations in it. The descriptive situation consists of the role assigned to the children during the game and the plot of the game and includes the use of various objects. The plot of the game is a set of events that are vitally related to each other. In such games, children act based on the images and plots reflected in their thinking and develop it.

Creative problems and tasks are given in the course of game activities to develop children's imaginative thinking, and the use of various methods for completing these tasks is explained. Methods of solving such creative problems can be divided into natural and artificial. Natural methods include experimentation and inference. By using them, children are introduced to new ideas and their practical tests. This technology is traditionally called "creative search".

The more difficult the task is, the more trials are required to solve it, and the need to resort to artificial methods arises. Artificial methods of creative problem-solving include:

- creative technologies; (heuristic methods, analytical creative methods);
- ways of forming ideas;
- creative algorithms.

Heuristic methods are a set of methods aimed at organizing creative actions and situations that help solve a problem. Analytical creative methods are methods aimed at structuring a task, analyzing it and finding a possible solution.

The methods of generating ideas that allow you to get many options and ideas for solving creative problems in a short time are strictly structured technologies (orders of actions, instructions, heuristic methods and techniques, requirements for the organization of creative communication, etc.) considered.

Creative algorithms are clearly structured technologies, including a special educational system, the formation of a certain mindset, the order of actions, recipes, methods and heuristic techniques, standards for solving problems, requirements for the organization of creative communication, etc. This method allows you to clearly define the search area of the problem detection area.

Methods aimed at finding a solution to a problem in creative activity.

Heuristics is the science of the laws of the creative process, mainly used to liberate the mind and overcome psychological inertia, which is important in the formation of a creative environment [5].

The inversion technique is to look at the problem from another, unfamiliar angle. When searching for an idea, contrary to the traditional view, which is often determined by logic and common sense, the solution to the problem can be found by reversing the direction of the search. Often, in situations where logical thinking methods and procedures are ineffective, the opposite alternative solution is acceptable.

Adoption of analogy requires the use of logic in solving problems, 4 types of analogies are used:

- direct analogy compares the problem under consideration with a similar problem solved in other historical, social, ethnic, and professional conditions;
- personal similarity or empathy: the person solving the problem tries to identify himself with the object of the creative task;

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- symbolic similarity - an attempt to generalize the essence of a special term (the content of a creative task), and convey it through an artistic image. Metaphor, comparison, that is, trying to determine the characteristics of one object with the characteristics of another;

- a fantastic simile: the solution to a creative problem, in itself, with the help of fantastic objects, looks like this, whoever wants it.

Bisociation technique: a combination of two known logic programs is used to solve a similar or similar problem, which should lead to its solution. An example of the successful use of the bisociation technique is the invention of the printing press by I. Gutenberg: he built a bisociation from the technology of pressing grapes and minting coins. The result is a unified solution: a set of letters and the technology to print this set on paper.

The history of the origin of analytical creative methods was developed by different people in different periods. T. Buzan proposed a graphic view of the thinking process called a mind map. His method is also called "Creative graphics". He argues that creative problem-solving is an effective way to solve problems by combining drawings that lead to solutions first in graphic form.

The child reflects the existence in himself and experiences one or another emotion related to the content of the role he has taken. For example, a girl plays the role of a mother in a mother-child game, feeds, dresses, caresses, talks to, and reads books to her children. This game instils good feelings in the child, such as kindness, care, and attention. Characteristic of role-playing games. What makes role-playing games different from other games is that they have a plot, a role, and an imagined situation. A plot, an idea, occurs only when children have enough ideas about something or an event. For example, the children wanted to play the "steamer" game. It needs a plot about how the game will go. The plot depends on the children's knowledge. Children first have an idea, and then the content develops. Sometimes children can predict how the game will go. This activity is considered a high level of the child's thinking, he plans and projects future activities. They agree on the script and roles of the future game activity. Such games are the most important activity that forms and expands the figurative thinking of children aged 5-6 years.

There is experience in the use of educational technologies, didactic games, and various technical tools in the organization of educational processes in preschool educational organizations. It mainly focuses on educating children in a comprehensive manner, developing creative and mental abilities, and forming a scientific worldview. Children's thinking also develops during this period. The development and formation of thinking types in preschool children depend on the quality and comprehensive organization of training, the correct choice of methods and tools that shape thinking, and the pedagogical-psychological competence of the educator.

The teacher's professional competencies also include the ability to master new technologies. It is clear from this that it is necessary to increase the competence of pedagogues to work with information communication technologies and electronic technical resources and to create conditions.

To solve this problem, there is a need for a cooperation system that allows educators and pedagogues to work, learn and use various electronic technical resources and information communication technology tools. This cooperation was established by educators and specialists, programmers, moderators, and solving tasks related to the organization of electronic education, the development of educational virtual games, and the creation of other educational software tools.

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