



SPECIFIC CHARACTERISTICS OF PERCEPTION OF THE SIZE OF OBJECTS IN PRESCHOOL CHILDREN

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Abstract: This article describes the psychological aspects of developing preschool children's perception through creative games. The manifestations of creative games, their acceptance by children and their importance in the development of children's perception are revealed.

Key words: preschool age, perception, creative play, stage games, attention, object, thinking, feeling, observation, imagination, thinking.

Preschool is the most favorable period for the development of a young child. Many changes are especially visible in child psychology. This can be observed in the child's cognitive development. A baby born with perfect, healthy senses begins to form the first forms of perception. The next stage of development is manifested as young people grow up.

In the time structure of the preschool child's activities, the meaning of emotions gradually changes: in the first stages, experiences appear as an emotional evaluation of the achieved result, in the later stages, they appear in the form of emotional perception before performing actions.

The perception of a preschool-aged child has a simple appearance, and it is formed on the basis of games, the main activity of which is to understand and master the events and objects happening around. The game always reflects life. Therefore, its content changes in social reality. Play is a purposeful process. Educational activity develops on the basis of the game process.

The more a child plays at a young age, the better it will be at school and later on at work.

The game is a process aimed at acting in object-object and social reality and understanding it. It is a social reality according to its origin, direction and content. Play is a bright form of child activity. Its uniqueness is the presence of the goal, reasons, planned actions of means of implementation, and the presence of the result. Among the features, the uniqueness of the reasons is the main one. In the process of



the game, the child's mental cognitive processes, will, emotions, needs and interests, impressionability - his whole personality is formed.

The child demonstrates the actions he has mastered in his games based on imitation. There are many types of games. Among the types of games, the creative game type is convenient and interesting for the child. The uniqueness of the content of creative games is one of its most important features. Famous pedagogues and psychologists D.B. Elkonin, D.V. Mendzheritsky, P.Y. According to Samorukova and others, creative-role-playing games are a type of activity that takes the example of the social life of adults, serving as the main content of children's games. Creative play is the main component in the activity, it includes the character, the life situation, the action and the attitude of the characters.

Although creative games are considered to be a team game by their content and essence, they should not give rise to the idea that they cannot be played individually. Creative games play an important role in the mental, moral, physical, physiological and psychological development of a child. and the child's needs and skills are nurtured and formed.

One of the types of creative games is role-playing games. Dramatic games are a type of independent creative play for children, in which works of art and stories are performed by children in roles. These games form children's positive moral qualities, such as will, discipline, and the ability to control their own behavior and consider the actions of others. At the same time, the child develops his perception.

A child playing a role in a stage play understands and assimilates the positive and negative characteristics of his character. In staging games, children get involved in the game process, they clearly demonstrate positive qualities such as heroism, bravery, kindness, enthusiasm, enthusiasm, which are directly related to the inner life of the heroes of the story and fairy tales. In this process, children's perception of reality and formation of concepts, speech activity, vocabulary, and worldview expand. The selection of works of art and fairy tales for staging requires adults to take into account the young characteristics, interests, and desires of children. It is also important to prepare the necessary equipment for the staging games to be interesting and last for a long time. Adults take on the role of game directors and take into account children's actions, abilities, and aspirations. Children who actively participated in the game are specially encouraged, and they determine which works should be staged in the future.

The preparatory process also gives children the opportunity to perceive all the participants, to recognize everyone, to help as a team, to complete tasks together, to



learn about other heroes besides their own. L.Z. In the experiment conducted by Neverovich, 4-6 year old children had to pick 19 circles in a certain sequence and make pyramids. Children performed the task well not only when the importance of the task was explained to them (when it was explained that the pyramid was needed to play the game), but also when an emotional perception of the situation was formed in advance. The experimenter shows children pictures to create an emotional perception of the situation in advance. The first picture shows children crying in front of the spreading circles, and the second one shows children happily playing with a pyramid. Discussing pictures with children creates an emotionally colorful picture of the consequences of performing or not performing the given task. This encourages the child to complete the given task to the end.

As written by A. V. Zaporozhes, as the child develops, affective and cognitive processes interact and form a whole functional system of human emotions. This system allows the subject not only to foresee the consequences of his actions, but also to feel them at the same time, and thus to adequately emotionally control complex forms of activity.

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The feeling of cheerfulness is manifested in the process of learning reality in preschool children. Children who have correct ideas about the world around them like to give their objects a sign that is not typical for them.

A person does not reflect only some properties of events in his mind, but also reflects all their properties together as a whole. A person's reflection of the images of objects and phenomena directly affecting the sense organs is called perception. For example: perception of a house, perception of a flower, perception of a person, etc. Sensation and perception are closely related. A person perceives certain properties of things. He perceives it as a whole. Because things and properties are inseparable from each other, sensation and perception cannot be separated from each other. When a person perceives something, he perceives some of its properties. For example: lightning is perceived as sugar, its sweetness is felt. The sun is perceived, its heat is felt, etc.

Intuition is a simple elementary mental process. Perception is a more complex mental process than sensations. The complexity of perception is expressed in the following: Each perception includes several senses at the same time. For example, the perception of a melon. The following senses are involved in this: the sense of sight, which reflects the shape and color of the melon, the sense of smell, which reflects the smell, the sense of taste, which reflects taste, the sense of skin, which reflects movement, and others. These sensations are distinguished by analysis and constitute the receptive side of perception. With their presence, all the properties of the thing are reflected as a whole. This is the perceptual aspect of perception.

Each perception includes the knowledge and experiences of a person in the past. We've seen these shapes many times before. We have certain knowledge about them. Therefore, we remove the missing places in these forms from those sections and reflect them as a whole. Therefore, memory activity is added to the process of perception.

Perception includes imagination. For example: perceiving a crack in the window and likening it to a tropical forest or flowers, perceiving a cut tree trunk like a wild animal, perceiving white clouds floating in the sky and likening it to piles of burnt cotton. and others.

Perception includes thinking and speech. If the perceived object or event is new and unfamiliar to us, the activity of thinking immediately begins and the question "what is this", "what is the name of this" arises. Also, every perception is expressed in the form of judgment. That is, a name is given to a thing or an event, it is included



in the scope of the existing concept. For example: "this flower", this car, "this book", etc.

Perception is influenced by emotions. These feelings can arise from past impressions and thoughts about the perceived events, as well as from the current process of perception. Emotions increase the level of activity of perception, make its content lively, free.

Attention is very important in the process of perception. Attention increases the activity of perception and serves its perfection. Nothing can be perceived without attention.

In order to fully and accurately perceive things-events, it is necessary to focus strongly and steadily on them. Therefore, in order to improve the educational material, it is necessary to pay attention to the attention of students.

Monitoring and Observability. Observation appears as an independent activity of perception. The success of the observation depends on the purpose, the preparation, the knowledge and experience of the person, the power of attention and the activity of thinking. A person's planned, systematic and continuous voluntary perception is called observation. Observability is one of those qualities of a person, in which he can notice unknown but important characteristics of things and events. An observant person sees more. Understands more deeply, finds similarities and differences between things and events, separates unimportant signs. Academician I. Pavlov gave a high assessment of the importance of observation in scientific knowledge.

But it is somewhat more complicated than sensations. According to I. Pavlov's teaching, temporary nerve connections formed in the skin of the large hemispheres of the brain due to the impact of surrounding objects and events on the receptors form the physiological basis of perception. . These temporary connections are formed not by a single property of the object, but by the influence of complex stimuli with all its properties. For example, a student sees a teacher, listens to his speech, writes when he is perceived in a whole river process.

Games with building materials have a great role in improving children's creative abilities. Such games form complex perception in children. Complex perception includes the concept of space. Perception of space is the process of knowing the place, shape, quantity and relationship of objects and events in reality. This type of perception begins to form in children towards the end of preschool age.

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