

THE INFLUENCE OF TOYS ON THE MENTAL DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract: *It is highlighted that both educators and parents should pay serious attention to the issue of toys, which are of great importance for their development in the lives of preschool children.*

Key word: *toy, lego, mosaic, board games, cut-out pictures, household, doll.*

Enter. In the 19th century, serious attention was paid to the study of the influence of toys on the child's mental development. The first research works in this direction were scientifically studied by the German pedagogue Froebel. In his research, Froebel says that it is necessary to develop the child's cognitive processes from the first days of his birth, and that the first toys of the child should be soft toys. Bright, soft balls of various colors that a child can hold in his hands tell about the positive effect on the child's psyche. About the different shapes made from clay by the child: "While playing with clay objects, they understand the relationships between them... these activities affect not only the child's thinking ability, but also his spiritual world. shows..." he says. At the end of the 19th century, according to the Russian pedagogue M. Manaseinova, the first game that a mother plays with her child should be cutting fabrics and bright colored objects.

About 100 years later, the American psychologist G.L. Landret spoke about the positive effect of clay on the child's personality; He believes that "it is a tool that removes anger, anger, and aggression."

A child's development cannot be imagined without toys. It is the toy that teaches the child to express his feelings, to study the environment, to enter into social relations, and to realize himself. Every child has a favorite toy. Compared to a toy given by adults wholeheartedly, a toy chosen by a child is considered to be his favorite, pleasant, and emotionally closer to him. A child needs a toy as much as a friend or colleague at work is necessary for adults. Every child should have such a toy that he can become a friend of the child, be able to appeal to him, punish him, show mercy, and protect him carefully. He can overcome his fear for this toy. For example, children who are afraid of the dark can be offered to enter and exit a dark



room with a toy puppy or bear. A child can punish a toy in the same way as an adult punishes it, fight it, throw it into a corner, and then take it back and sew its tail and ears. Children cannot have such a relationship with robot-transformers, Dandy, cars, Legos. Young boys and girls choose Barbie, a soft teddy bear, a kitten, a rabbit, and toys that are close to humans for "Friendship". It is necessary for a child to have a set of toys that can be emotionally perceived by him, expand his thinking, worldview, and imitate adults and fairy-tale characters. G.L. Lendret in his book "Play therapy is the art of treatment" tells what to pay attention to when choosing a toy: "A toy helps to develop a child's intelligence in all aspects, his feelings, self- helps him to understand himself, to control his behavior, to enter into mutual relations. But all toys are bought from the store. Toys made and sewn by parents with their own hands are closer and more valuable to the child.

Toys are divided into several types:


1. Lifelike toys - dolls, animal family, doll house, furniture, tableware, cars, boats, cash register, scale, telephone, medical and hairdressing tools, clock, washing machine, gas stove, television, blackboard, chalk, musical instruments, railway, etc.

2. Toys that help release aggression (anger) in a child - a set of soldiers, a rifle, a pistol, a sword, "pillows", wild animals, rubber toys, kegel, rope, hammer, and other tools.

3. Toys aimed at developing creative thinking and imagination - cubes, matryoshka, pyramid, loto, lego, mosaic, board games, cut-out pictures, handicrafts, sewing kit, scraps of fabric, colored papers, etc. .

The toy becomes the child's playing companion. The child likes the closest and most interesting toy out of everything around. This is not surprising. If we look at a child's play with a toy, during the game, the child brings any toy (doll, horse, bear) to life imaginatively, talks to it, and plays with it. If Mabodo doesn't have a toy, he can turn even a simple stick into something like a horse or a doll and play with great enthusiasm. Any toy tickles a child's emotions, satisfies his needs, uses his creative powers, and, consequently, creates new feelings, new interests and demands. In this respect, the role of the toy in the education of the child's personality is great.

Children's toys should not be decided based on what kind of toy adults like or not, but should be decided in terms of what kind of toy a child likes and needs. It is important to know what kind of toy a child needs at what age. Children need toys more than anything else. When giving toys to children, it is necessary to take into account their age, development level, ability, and at the same time, what they are most interested in.




Since the main needs of one-year-old children are the mother and her love, the toys given to them should be pleasant and soft. The best toy at this age is a toy that a child can chew on. The fact that the toys are mainly made of plastic, bright colors and sound helps the child's sensory development. It is useful to give a 1-year-old child pyramids with 3-4 sides, colored cubes in which plates of different sizes fit into each other. Acting with such toys not only increases a child's intelligence, but also creates a sense of joy and satisfaction in him. The child is happy that he can play with the toy like an adult. At this age, it is necessary to give a doll that does not fall.

A two-year-old child should be given a large colored ball, 7-8 pyramids, and soft toys. The child cannot put them to his mouth, but he sleeps with them easily. A large plastic car or box is important not only for the child to put his toys after playing, but also for forming habits of order and independence in the child. At this age, a child should have a place to play and store toys. Among the toys of a three-year-old child, you can give construction toys, Kinder-surprise, etc. As the child works together with adults and creates different forms from them, thinking operations such as analysis and synthesis are formed in the child. Children of this age demand a big bear and a big doll. They demand that lifelike toys be similar to the original. For example, a limousine must be black.

A small group of children are still married. due to their lack of experience, they will not be familiar with the external environment. They still need toys that teach them to distinguish the color and size of objects. Therefore, they should be given a doll, a soft toy, and various colored fabrics. They play with their dolls wrapped in different colored cloths. It is very important that the doll given to children is beautiful and unbreakable (they should be given more plastic or rubber dolls. They dress the doll, undress it, bathe it, etc.). Children of a small group do not care what material it is made of when washing dolls. Therefore, it is necessary to give them well-made dolls that do not break quickly. Delicate dolls can be given to a large group of children.

It is useful to give toys such as nesting boxes and pyramids of different colors to boys. It is not appropriate to give toy animals such as elephants, tigers, wolves, and giraffes to play with small groups of children. Because children of this age are not yet familiar with such wild and wild animals. It is advisable to give them toys that represent the images of familiar animals that they have observed in their daily lives and can observe. For example, horse, sheep, dog, cow, goat, cat.

Kindergarten children of middle and older age also like to play in groups when they play with toys. Because they are more interested in the activities of the closest people around them, such as their mother, father, teacher, and headmistress, rather



than some things like the children of a small group. Therefore, in their games, even in the games they play with toys, they imitate various activities of adults. Therefore, it is appropriate to give children of this age toys for meaningful role-playing games, household chores, and work tools. Imagination develops at this age. A pencil turns into a magic stick, leaves into money, and a pattern drawn on paper turns into a carpet for dolls. For example, when observing the game of 4-year-old children, Habiba put Legos in a bowl, mixed them with a spoon, made kasha, floated them on paper and fed them to her sister. Therefore, children of this age do not demand toys, but want to create toys with their own hands. 5-year-old children do not play with large toys. They come up with different games with a collection of animals, family dolls, soldiers. Such games show the development of the child's imagination and perception, the transition from concrete thinking to creative thinking, and enrich the child's emotional life.

Preparatory group children can build, make different airplanes, ships, cars from small pieces, various board games, folding robots, sounding, crying baby-dolls, sewing and knitting tools. they demand. They want to make something with their own hands and give it to someone as a gift. Therefore, it is necessary to satisfy any desire, need and interest of the child to make things. At this age, the toy magazine becomes secondary. Children are now more interested in school supplies. So, at this time, the child will no longer need the previous toys. But you should never throw the toys that the child has not played with in the garbage, or in front of the child. Because every toy is connected with a child's memory, feelings, worries and joys. It is better to give it to someone or to an after-school education organization. By school age, children can organize games even without toys.

In general, educators and parents should pay serious attention to the issue of toys, which are of great importance for their development in the life of preschool children.

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