The Role of Didactic Games and Exercises in the Sensory Development of Preschoolers

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Abstract
The main purpose of the article is to analyze the key aspects of didactic games and exercises in the sensory development of preschoolers. The relevance of the chosen subject determines the fact that there are a number of problems in the specifics of the development of preschoolers and their characteristics, which manifest themselves individually. The importance of using didactic games and exercises in the development of preschoolers has been proved. The methodology includes a number of theoretical and practical methods, which together form the research methodology. Based on the results of the study, key aspects of the importance of the influence of dadactic games and exercises in the sensory development of preschoolers were identified. Further research requires the question of analyzing modern technologies for the formation of modern methods of sensory development for preschoolers.

Keywords:
didactic games, didactic exercises, development of preschoolers, sensory development.

1. Introduction

The significant impact of the latest technologies on the development of children's sensory abilities, the replacement of direct contact perception of the world with ready-made clichés, models, answers, aims to educate a comprehensively developed personality, able to think independently, adequately respond to the world around them with a stable self-awareness "I". This requires a properly organized sensory education, which affects the development of the child's mental processes, contributes to the formation of intelligence, the development of the child's communication abilities, the formation of a worldview in children based on their own feelings, and realizes the problem of a personality that grows as a subject of mastering the world around. the world of nature, itself; awareness of oneself as part of the universe.

The child learns the objective world, as well as natural phenomena, events of social life that are available for observation. Based on the scientific research of well-known teachers and psychologists, it can be noted that without sensory education, the perception of children remains superficial, chaotic for a long time and does not create the necessary basis for general mental development, various activities, and the full assimilation of knowledge and skills.

Preschool age is a period of primary acquaintance with the surrounding reality, at the same time, the cognitive needs and abilities of the child are intensively developing. The child learns the objective world, as well as natural phenomena, events of social life that are available for observation. In addition, she receives verbal information from an adult: they tell him, explain, read. Both ways of cognition are closely related, however, knowledge obtained verbally and not supported by sensory experience is unclear, indistinct and fragile.
The main purpose of the article is to analyze the key aspects of didactic games and exercises in the sensory development of preschoolers.

2. Methodology

To achieve our purpose, we used a number of methods that formed our research methodology: comparison, systematization of scientists' views on various aspects of the problem under study, analysis of scientific psychological and pedagogical literature and regulatory documentation to determine the goal,

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subject, research objectives; synthesis, induction and deduction to put forward the conclusions of the structural parts of the work and the general conclusion of the study; specification.

3. Research Results and Discussions

Changes in the social and economic spheres of development of modern society begin a new stage in the field of education, in particular, preschool. The basic component of preschool education is determined that special attention is required to the development of the child as an emerging personality. It provides for the formation of the ability to use the acquired knowledge, skills and abilities in various activities and later life. There is a need to systematize recommendations on the mental education of preschool children in order to determine effective forms and methods of their application in practice. The generalization of the achievements of scientists and practitioners in the direction of sensory education of preschoolers is becoming relevant. Mental education is one of the primary tasks of preschool education, a direction that directly affects the success of the child's socialization and the acquisition of life competencies. For the formation of the necessary components of mental development, the necessary assimilation and application of sensory standards is determined. The development of the sensory-cognitive sphere of a preschooler is of great importance, since it forms the true perception necessary for the successful life of a child.

A person's knowledge of the surrounding world begins with a living contemplation, with sensation and perception. Developed sensory is the basis for improving the practical activities of modern man. Enrichment of sensory development constitutes the intellectual basis for the development of the child, since it is the basis for the development of logical and mathematical concepts, constructive skills, ideas about the properties and characteristics of objects. Therefore, the content of work with children of early and preschool age is aimed at enriching their experience with various sensory impressions, the formation of skills to navigate in sensory standards, their types, features, properties.

During an early age, the plots of games become more complicated in terms of such features as the number of characters, the variety of situations. If in the first object-manipulative games one character acts in a certain situation, and the game scheme is repeated several times (a girl combs a doll several times), then at the end of preschool age, several characters participate in children's games, acting in successive various situations - the plot unfolds. In games, connections between characters are outlined, but they are weakly coordinated and are determined by their inclusion in the overall situation [1-5].

A variation of the preschooler's investigative action based on the visual analyzer is the process of consideration, which acquires independent significance, since it is not associated with objective actions. In preschool children, a systematic investigation appears, eye movements are distinguished by consistency, comprehensiveness. A preschooler, in the course of considering a new subject, solves various problems: searching for similar objects, highlighting, determining essential and non-essential features, establishing common and distinctive properties with other objects, etc. According to the task set, the child examines the object in different ways. At the same time, an increase in the purposefulness and controllability of such actions is manifested. So, when getting acquainted with new objects, a preschooler has a long, complex orientation-research activity.

The main elements of the influence of games on the development of preschool children are presented in Table 1.

Table 1: The main elements of the influence of games on the development of preschool children

№	The main elements of the influence of games on the development of preschool children
1	Development of the social aspect between children
2	Development of interaction with objects and the environment
3	Formation of purposeful perception, observation, comparison, thinking

4	Solving the game task gives children a moral and mental satisfaction

At preschool age, the child's sensory experience is enriched and streamlined, specific forms of perception and thinking are mastered, the imagination develops rapidly, and voluntary attention and memory are formed. The child's knowledge of the surrounding world through sensations and perception creates the necessary prerequisites for the emergence of more complex cognitive processes (thinking, memory, imagination). Developed sensory is the basis for improving the practical activities of the child. Changes in the baby's body do not occur independently, but as a result of the fact that the preschooler masters new perception actions aimed at examining objects and phenomena of reality, their various properties and relationships. Within preschool age, the child has a desire to understand the forms, to compare their similarities and differences with objects known to him. The most characteristic changes in the first years of a child's life are primarily due to the development of the basic types of his sensations. A feeling is a reflection of individual properties, qualities of objects and phenomena of the objective world, as well as the internal states of the body with a direct impact on the corresponding receptors.

In play activity, the mental qualities and personal characteristics of the child are most intensively formed. The game consists of other activities, which then acquire independent significance. Game activity influences the formation of the arbitrariness of mental processes. Yes, in the game, children begin to develop voluntary attention and voluntary memory. In the conditions of the game, children concentrate better and remember more than in the conditions of laboratory experiments. A conscious goal (to focus attention, remember and recall) is allocated to the child earlier and most easily in the game. The very conditions of the game require the child to concentrate on the objects included in the game situation, on the content of the actions and plot being played out. If a child does not want to be attentive to what the upcoming game situation requires of him, if he does not remember the conditions of the game, then he is simply not perceived by his peers. The need for communication, for emotional encouragement forces the child to purposeful concentration and memorization [6-9].

Educational games arouse curiosity and emotionally captivate children only if they carry elements of novelty and interest. New information should be based on facts familiar to children, events, knowledge about the purpose of objects, their properties; should be associated with the means of solving game problems: setting a game goal using new means of its implementation, a gradual increase in the independence of children during the game. A similar demonstration, a common game is repeated as long as they arouse curiosity in children. Gradually, the demonstration of the game becomes more complicated and is replaced by a new plot with the introduction of additional toys, the latest means of implementing the game task.

A didactic game is a game aimed at shaping a child's need for knowledge, an active interest in what can become a new source, and improving cognitive skills and abilities. The enormous importance of play in the life of young children, the variety of play among the same children, their similarity among children from different countries and different historical periods, prompted many scientists to look for an explanation of the nature and origin of this bewildering children's activity.

The game often puts the child in search conditions, arouses interest in winning, from here they strive to be happy, collected, quick-witted, inventive, to clearly complete tasks, observing the rules of the game. Consequently, didactic games develop preschoolers' interest in solving mental problems: a successful result of mental effort, overcoming difficulties give them pleasure. Interest in the game increases the ability to voluntary attention, sharpens observation, helps fast and lasting memorization. The educational value of didactic games is due to the fact that in didactic games, especially collective ones, the moral qualities of the individual are formed. Children learn to help their comrades, to consider the interests of other people, to restrain their desires. Children develop a sense of responsibility, character, discipline [10-12].

In preschool pedagogy, didactic games and exercises have long been considered the main means of sensory education. They are almost completely entrusted with the task of shaping the sensory development of the child: familiarity with the form, size, color, space, sound. At the present stage, when a

new system of sensory education is being developed on the basis of the principles of didactics of preschool pedagogy, the role of didactic games and exercises is changing significantly. Didactic games as a peculiar way of learning, corresponding to the characteristics of the child, are included in all systems of preschool education. Didactic games play a crucial role in the sensory education of children.
The main features and advantages of didactic games for the development of preschool children are shown in Fig. 1.

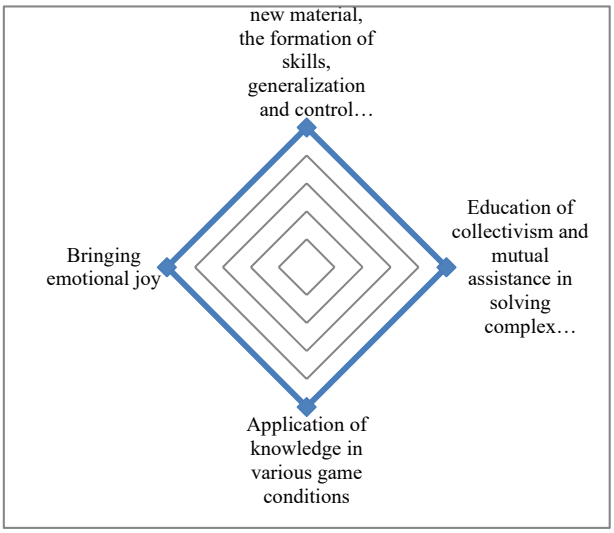

Fig. 1 The main features and advantages of didactic games for the development of preschool children.

With the help of games and toys, various objects, pictures with which interaction takes place, the child accumulates sensory experience. As she disassembles and folds the nesting doll, picking up paired pictures, she learns to distinguish and name the size, shape, color and other features of objects. The sensory education of a child in the course of a didactic game is inextricably linked with the development of her logical thinking and the ability to express her thoughts in words. The word helps to name the signs or properties of objects. In the course of pronunciation, the process of reasoning is formed.

The process begins with an awareness of the problem situation, with a question. Educational games and didactic games contribute to the development of such operations as analysis, mental decomposition of the whole into parts, or separation of its sides from the whole; comparison, establishment of similarities and differences between objects or any signs; synthesis, mental unification of parts, properties into a single whole; generalization, mental association of objects and phenomena according to any essential properties.
Thinking can be carried out with the help of practical actions, at the level of operating with ideas or words, that is, in the internal plan. Consequently, the ability to formulate judgments, conclusions, the ability to apply knowledge under the necessary circumstances develops.

While playing, the child actively strives to learn something, searches, reveals efforts and actions, finds, enriches his spiritual world. And all this contributes not only to sensory, but also to general development. The didactic tasks of many games are designed to teach children an independent story about objects, phenomena in nature, and life. Some games require children to actively use generic, specific concepts [13-16].

In shaping the personality of a child, various types of artistic and creative activities are invaluable: drawing, modeling, cutting figures out of paper and gluing them, creating various designs from natural materials. The visual activity of this age is characterized by rapid transitions from drawing to play. The game is a special kind of activity of a preschooler, it is always creative. The child is attracted to the didactic game not by its educational nature, but by the opportunity to be active, perform a game action, achieve results, win.

The play interaction of children is marked by the exchange of play actions between them. In such relationships, babies act as players, each of which performs its own function: one of them represents the "dishes", the other puts "food" into it. Complaints about another child interfering with the game disappear. If someone initiates the game, he willingly accepts a peer in his game. Evaluations of the quality of each other's gaming actions arise, the game may stop if a peer does not coordinate their actions in accordance with the theme of the game. In games that contain a "role in action", relationships arise due to the correlation of functions performed by children, which serve as a prerequisite for the emergence of role relationships.

4. Conclusions

Summing up, it should be noted that the didactic support of the sensory education of the child is able to ensure the active development of his sensory culture. It is activity in the form of a game that can help a young child to move from a simple perception of objects to an awareness of their meaning. Play is a special activity that blossoms in childhood and accompanies a person throughout his life. Play activity is the leading activity of a young child and is such an activity due to which the most important changes occur in the child's psyche and within which mental processes develop that prepare the child's transition to a new, higher level of his development.

We came to the conclusion that the game has its own laws of development, each age corresponds to a certain stage. Developing, it raises the child to a new level of awareness of the world of objects, the world of human relations. The successful formation of the game depends on how the teacher correctly navigates the psychological content of the game at each stage of its development. The teacher, managing the game of young children, uses methods that ensure the development of thinking, speech, independence and creativity of the child. The game in the form of children's amateur performance has a greater effect on the mental development of the child. This is its pedagogical value.

Based on the results of the study, key aspects of the importance of the influence of dadactic games and exercises in the sensory development of preschoolers were identified. Further research requires the question of analyzing modern technologies for the formation of modern methods of sensory development for preschoolers.

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