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**ПСИХОЛОГИЧЕСКАЯ РОЛЬ ИНФОРМАЦИОННО-  
КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ВОСПИТАНИИ  
ДОШКОЛЬНИКОВ**

*Аннотация:* В данной статье обсуждается роль информационно-коммуникационных технологий в психологическом развитии детей дошкольного возраста. Также обсуждаются преимущества использования компьютерных технологий в воспитании детей детского сада и их влияние на качество образования.

*Ключевые слова:* монитор, компьютер, мультимедиа, телевидение, психологическое воздействие, компьютерные игры, мультимедийное образование, анимация.

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**PSYCHOLOGICAL ROLE OF INFORMATION AND  
COMMUNICATION TECHNOLOGIES IN EDUCATION OF  
PRESCHOOL CHILDREN**

*Resume:* This article discusses the role of information and communication technologies in the psychological development of preschool children. The advantages of using computer technology in the education of kindergarten children and their impact on the quality of education are also discussed.

*Keywords:* monitor, computer, multimedia, television, psychological impact, computer games, multimedia education, animation.

The use of information and communication technologies in the education of preschool children has been shown to be highly effective in the development of children's mastery levels and skills. Today, most preschools have many ICT devices, such as TVs, radios, music centers, DVD players, and VCD players. Their advantage is that children can see and hear each lesson and learn it independently and in groups. For example, if the letter "A" written on paper or cut out of cardboard is shown to students (static state), they have a certain psychological effect, if the letter "A" is shown on the monitor screen using animation, based on multimedia technology (dynamic state) has a more effective psychological effect on foster children. Also, if children are shown a picture of a tree on paper (static state), they will have a simple psychological effect, if they are shown an animated (moving and polished) picture on the monitor screen, they will have a more effective psychological effect. . Or there is a difference between a fairy tale read by an educator and the effect of a fairy tale shown on a TV monitor in the form of a cartoon.

The pupil begins to think about the objects he sees on the monitor screen. When you see an image on the monitor screen and hear a sound, both hemispheres of the child's brain work at the same time, and the image of the object is received at the same time. The use of multimedia education in the educational process is more effective than the influence of educators on children through speech or other means, and attracts more children's attention. Experience has already shown that multimedia education is effective for both visual and auditory learning. There is a saying among our people: "It is better to see once than to hear a hundred times." Psychology emphasizes that the simultaneous education of the child through the use of both visual and auditory organs is a guarantee for a high level of mastery of the material by them. In this regard, academician SS Gulomov and others say: "If students receive the material on the basis of viewing (video), the retention of information will increase by 25-30%. In addition, if the training materials are presented in the

form of audio, video and graphics, the memorization of materials will increase by 75%. The leading activity of children of kindergarten age is play. Today, children are very interested in computer-based educational games. Children can also be taught through computer-based educational games, such as "Who will be the first to find out?"

The game performs tasks such as determining which of the numbers in the color image on the screen in different order, which one is bigger, which one is smaller, which one of the similar objects on the screen is bigger, which one is smaller, as well as finding what you need from pictures. Computer games have a dynamic (live) psychological effect on young children. In the process of computer didactic games, mental cognitive processes improve, that is, children begin to perceive the number, size, shape, size and color of objects. The psychological effects of computer games are especially noticeable for passive learners. After the first successful game, they become more active and begin to perform the task independently. Preliminary research has shown that computer games in MTTs need to start simple, and then games need to become more complex as students' skills and interests increase. At the same time, gifted children reach the level of independent work (play) on the computer. Computer games are an effective way to draw students' attention to the material being studied and the content of the game. Through computer games, children play, learn, and at the same time develop their psychological characteristics.

According to psychologist N. Boymurodov, in the successful mastering of the material, first of all, the power of attention is determined, the fact that some students lag behind their peers is not due to poor intelligence or memory, but lack of attention. And computer games constantly attract the attention of all children. N. Boymurodov wrote about the perception of young children: "Play plays a dominant role in the life of a preschool child, and due to the game the child's perception also develops, because the child is more interested in the

object of play." and in his play reflects the life around him. Through play, drawing and similar activities, the child also develops the ability to observe.

Computer-aided learning and developmental games also involve cognitive movement. For example, in the games "stacking shapes", "fill in the blanks", "traffic light-maze" objects move on the computer (monitor) screen. One of the active manifestations of the process of perception is observation. Pupils watch computer games on the screen. However, the game is performed manually, using a mouse and keyboard. Young children are interested in the environment, events and happenings, things and objects. They like to touch, feel, move and move everything. Computer games increase this curiosity of students. As a result, their mental development takes shape. Multimedia computer games increase the curiosity of students on the basis of: 1) the animation effect is given to the object of the game displayed on the screen, and they are constantly moving and polishing; 2) in sound; 3) in music; 4) in animation; 5) in multification, etc.

These "computer" psychological and pedagogical influences during the game not only increase the curiosity of young children, but also increase their desire to learn. Taking into account the age and level of thinking of children, the ability to memorize educational material, prevent eye strain when working with a computer, develop children's memory, stabilize attention, increase interest in educational materials, arouse emotions, work on the computer. Psychological aspects of the use of multimedia technology in education, such as the development of skills. The above evidence shows that the formation of primary computer literacy in children with MTT, teaching them to use the computer in an elementary way and preparing them for school education is one of the most pressing issues. It should also be noted that the use of regular computer equipment in the education of preschool children is also incorrect. This can cause the child to become addicted to the computer and adversely affect their health. Therefore, educators are required to use information and communication technologies in the educational process.

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#### Internet resources

1. Social information education portal: [www.ziyonet.uz](http://www.ziyonet.uz)

2. Regional center for retraining and advanced training of public educators at the Tashkent State Pedagogical University: [www.giu.uz](http://www.giu.uz)

3. Advanced training institutions: <http://www.pedagog.uz>