

Children's Activities at Primary School

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Abstract – *Children play with the purpose of comprehensive intellectual, moral, aesthetic and physical development of children. The article describes children's play activities; creative and custom – based games, where casual games are a way of teaching..*

Keywords – *Creative Approach, Relation, Didactic Game, Theatrical, Imagination, Emotion, Principle, Behavior, Education, Develop.*

I. INTRODUCTION

The types of rule games are; didactic, motion, musical. Every of them affects the personality of the child, but the type of game is determined according to its basic educational impact. For example: 'White poplars or blue poplars, which of us do you need?' In such motion games children's smartness, resistance skills develop.

Didactic games. The rules are important element of didactic games. To follow the rules provide the implementation of the content of game. Didactic education is directly related to the game, and helps it.

Didactic game – the method of teaching corresponding to the possibilities of pre-school age children.

Experienced teacher uses this game in order to involve passive children to the team, to fulfill all kinds of plans and duties without fear.

The implementation of the didactic game should always be based on the principle of Idealism. Didactic game should correspond with the objectives and the tasks of the tutor.

Didactic games help to develop children's relationship like playing together, to combine their interests with the interests of the team, to help each other and to be happy with the success of his friend. Games allow the formation of integrity and positive qualities of the person, such as honesty.

Didactic game is the practical activities of the children, because children use their skills gained in activities. In this context, it creates the condition for the usage of their knowledge with different methods.

"Find looking at the color", "Find looking at the shape" such games can be used as an example for small children.

"What and what kind of works do workers know? What farmers grow? ' Who can say more the names of things? 'And other games can be given as an example for senior group of children

II. MATERIALS AND METHODS

Didactic games will help children improve their knowledge about the surrounding environment, to apply the abilities, their own personal experiences, develop the ability of thinking, creative forces, sensory processes and regulates knowledge.

Didactic games make the learning process easier and more interesting. Children assimilate mental training mission very simply, through fun activities.

Didactic games are created for the mental development of children by adults. As more as elements it has, it gives so much joy to the children.

Important aspect of didactic game – its idea. The idea of the game awake children's interest to the game, most of

these ideas can be reason to start the game. For example, "What is there in the purse? ", or 'Who screams and how?' and others.

The content of each didactic game, based on the idea of rules. It determines the presence of rule direction of the movement of children or the game, behaviour of children, manages their relationship, directs to the necessary direction. Rule is a measure, which assesses children's movement.

In didactic games, the rule is a main criteria, which evaluates children's movements. If children say "He is playing not following the rules," to another one, it shows their legally treatment to the rules of the game.

To learning and following the rules of the game help children to bring up the skills to respect each other, their independence and to control each other in the process of the game.

The point of view of the results of the game can be assessed from two points of view: should be assessed from the point of view of children and educators.

In assessing the result of the game from the point of view of children, this game should give moral and ethical benefit for children. The implementation of didactic functions by children increase the demand for their mental activities.

Children show their thinking, smartness and memories. These all give confidence of strength of the children. Fills the heart with a sense of joy, they will be satisfied with such spiritual formation.

In discussing didactic games educators should control the followings: if the goal achieved, the implementation of the action, if the intended result achieved.

If two tasks above are done well, that is, on the one hand, they can spark children's interest and desire to carry out, on the other hand, if all the goals are achieved, such game gives the best results.

We may praise participants of the game, give leading role, sometimes give toys to play the game, or allow to eat the fruit, but we can't allow children to gain a gift in any way.

The game is performed by active children. The movements of the game are appear in a variety of activities: to change a lot of things, cleaning, separating things according to their color, size, form, in critical actions and etc. Elder children's actions in the game is harder: this game

requires the linkage of the efforts of a group of children between the movement of the other group of children, and it requires implementation of the action in turn.

III. RESULT AND DISCUSSION

The result of the game is the certain result of a didactic game, result is the final outcome of the game. For Example, to find riddles to implement the tasks of the game, to show cleverness are the results of the game and children understand that as achieved success.

Game content, ideas, actions and rules associated with each other, the game cannot even be played without one of them.

Unique feature of didactic games as an activity, children's relations with a tutor is in the form of entertainment. Educator can be a game participant or its organizer. Children often perform the roles determined by the content of the game. For example, in the game "Store» the contents of play is children-customers should say the signs of things they are going to buy, the children- sales assistants should find the thing according to these signs.

Game develops the skill of observing, practice, to talk fluently. To monitor the actions of the game consists of observing, to look through the thing carefully, describing and comparing with other materials. The rules of the game to choose the thing for the customer, being polite, to describe a thing for the customer and compare with other materials, to tell the mark and cash payments: Customers' duties are to listen to the sales assistants speaking, with great attention, not to interrupt them, to pack the things they asked.

Often didactic games don't give any news to children's knowledge, but it teach them to apply their knowledge in new conditions that they or they demand small child's mental activity to appear in a variety of forms. For example, "A great bag" Children are allowed to describe familiar toy to themselves, for which the children should look through the toys carefully and remember their marks.

The content and types of didactic game content. The content of didactic game is described in " PEE education program" and includes the following:

- A. To give the knowledge about the name, color, shape, size, quality and use of things;
- B. Knowledge of different type of work, and its role in the life of people;
- C. Knowledge about the events of nature, objects, materials, and seasons of the year;

D. The first mathematical concepts: number, calculation, size, shape, time and space concepts.

Didactic games, their educational function, content, and a variety of children's education and are sorted in training program of different preschool educational establishments for all age groups. The place of didactic game, function, content, methods taking into account the specific psychological, physiological properties of each group of a didactic role and function of the game, content, methods have been identified. For example, the main purpose of teaching children from 2 to 3 ages with the didactic games is to teach them to differ and to say the names of the colors and can help to know different sizes (large and small), forms (sphere, cube), to develop knowledge, seeing and hearing perception, attention to small actions. For example, "Couple cards", "Adults and small children", "Let's dress up the doll and take for a walk", "Let's wash the toy", "What sound is it?", "What is in the sac?" and similar games.

In addition, musical didactic games are taught in the same group of children to teach to differ music sounds.

In the second small groups didactic games are taught in the following purposes: to develop the skills of children to play the toys tête-à-tête, team games; to distinguish things according to one color, differ them depending on their size; to pick up the circles and cubes in certain form in practice, making small towers from them; to collect the image of "Our dishes", "Toys" picking up familiar items described in two, four corners, six corner-cut examples; to teach to distinguish and to say the names of the things correctly, and so on. Musical-didactic games teach to distinguish some peculiarities of music, step and the rhythm of the running ("Who is coming", "Mice are running") to distinguish sounds of musical instruments, ("Find the musical", "Find according to the sound").

In the middle group didactic games teach children to learn different things and their peculiarities with the help parts of body: hearing, sight, feeling, to compare thing according to their appearance and to divide them into groups.

More didactic children are taught to be patient in solving the issues raised during the game, persistence, curiosity, carefulness are also taught. Listening carefully to the sounds, to distinguish them according to their of high-low rhythms and depending on the dynamics of the music.

In senior groups didactic games aims address the following tasks: the skill of observation, checking, and

comparing things, to retell their small differences (to feel the color, shape, size, material, changes of their places) to find the name of described animal, plant or transport, to develop their ability of general understanding of things, to divide things into general groups to activate and fill their speech; to develop their ability to make whole things from cut objects (cube, mosaic, etc.).

Through musical-didactic games children are taught to distinguish sounds, to distinguish different songs and sounds of musical instruments, ("Who is singing?" "Rattling tambourine") to distinguish the dynamics of the sound ("fast, slow singing").

In school preparation groups didactic games have special place as in all age groups, and the following educational objectives are carried out through didactic games: to awake children's interest to didactic games, to train their ability their interests to know everything, to admire, the skill of observance, carefulness, attention, smartness and overcoming mental tasks independently. They are taught the following games: to divide things into types, dominoes, draughts, different types of mosaics, puzzle games, verbal games ("Sea is waving", "black and white"), to differ the colors from one another.

Through musical-didactic games children are taught to listen carefully to the sounds ("Repeat the sounds", "To play metalophone in turns" and etc.) to represent the rhythmic form ("Think of your own rhythm", "Children and baby-elephants") to distinguish dynamic differences ("Hunters and rabbits").

In didactic games children should always feel themselves as they are playing game.

Teacher uses didactic games with things as a mean of introducing the children with things, their peculiarities, and their different characteristics and to hold them.

In order to strengthen children's knowledge of things their qualities all kinds of toys, pictures, and household items are used.

Games which are played with toys. The objective of the game "What is in the sac?" to make acquaintance with the names toys and strengthen the knowledge of these toys, to exercise the pronunciation of the sounds. In the game "What is it?" kids talk about different things and usage of them. In this game can be played in the group, nursery grounds, may be in the bed-room.

In didactic games educators introduce children with not only the names, their usage but also, their shape, color, size, and about its role in space.

Each item and toys should have its clear appearance, the objective of the game should provide to distinguish the main mark of the thing.

Popular games can respond to such requirements with their accuracy of their form and clear color.

Games which motivate children to think, to perform mental tasks are also important.

In order to strengthen Children's understanding about the color, to determine the following games are played: To collect the balls according to their colours "To roll the ball," To pass the circles through the rope, "Who has got a circle of the same color?", "Who can find the purse of the same colour?" and etc.

Shape, color are the basic marks of subjects. The concepts of shape can be strengthened through following games: «What is in the purse?", "What is changed?", "Toys Shop", "We'll dress the doll ", "What is it?" and other games.

Doll is- one of the children's favorite toys. Every children's kindergarten must be equipped with didactic toys. Furniture of doll include: clothing, underwear, shoes, dishes, furniture, toys.

Following games can be played with doll: "Let's dress the doll ", "Let's prepare the doll for a walk", "Let's treat the dolls", "Puppet Festival", "Puppets birthday", "We'll put doll to sleep".

When the games are carried out with puzzles it will be interesting. For example, "We'll put the doll to sleep" when educator lays the bed for the doll she can tell the riddles as "long, soft, striped" (mattres), "White, clean, square..." (Cushion), "it has cotton, hot ... "or" warm wool "(blanket), others. After the doll's bed is ready puts a doll, and sings "lullaby".

In order to strengthen the names of furniture, names of the toys their usage "We'll decorate a room for the doll", "We'll present the doll a toy," such games can be played.

Educator not only introduces the children things, their names, characters, usage , but also she teaches to classify them through specific subjects ; bear, doll, rabbit toys; The pan, plate, pot, dishes.

Games can be carried out through describing pictures. "What would it say about itself?", "Who will retell the

first?" (About the dolls, their shapes and colors which are focused on the development of children's attention), "Who is he?" "Which one is the same, which one is different?" games can be the example of this.

In order to strengthen the children's knowledge of the nature "smell and find", "Taste and find", "Touch and find" Who and what is hearing, games are good to carry out.

Verbal games are not played with younger children

In senior and preparing groups, content, and the idea of didactic games are more difficult. Didactic games with objects and images are not only played with young children but also, word didactic games are also played. In didactic games with materials and photos children's knowledge are strengthened about the quality of things, nature, what was it made of, where, their usage. This kind of games are, for example, «What is made of what?", "Trip to the group room", the» Find according to the voice «and others.

The games which teach to integrate in classifying the things play an important role. "What works are carried out at which factory?", "What is done at the factory, what is grown in the field?", «Who needs what" and "who works with what?", "Where does it grow?", "Trip" (around the city, school and in the field etc.), the "Mail" and others.

Didactic games are played with children in order to develop also their first mathematical ideas. For example, "Who can count?", "Go, go-stop", "Our enmity", "Seasons of the year" and others.

For the development of children's speech the following games can be taught: "Add word", "orchestra", "Find a word to this sound ", "Make up a Story from words " and etc.

The above-mentioned games are team-games. Number of games can be found on the basis of these games of .

Leadership of the didactic games. Like other games, didactic games should be lead by the educator . In the first place a didactic game and necessary material should be chosen. All groups should have didactic equipment and should have a doll with its height of 40-50 cm. Its equipment deliberately include:

- ✓ Underwear, shirt, pants, rubber, long socks;
- ✓ Flannel, satin, silk shirts, aprons, bib;
- ✓ Winter coat, autumn coat;
- ✓ Headwear: cap, panama, felt hat, hat;
- ✓ Shoes: shoes, sandals, soft slippers;

- ✓ Items used in the bedroom and kitchen - blankets and pillows, mattresses, blankets, sheets, duvet covers, pillow case, napkin, table cloth.

All these things should be in the appropriate color (red, pink, purple, etc.), sewed from a variety of high quality fabrics and the names should be different.

Besides dolls, different animals, birds, dishes, and transport toys are also needed.

In PEE according to the program of introducing surrounding environment should be a number of pictures:

- a) The pictures reflecting people's gardening, household work, images of transports to facilitate their work ;
- b) Pictures reflecting people's accommodation;
- c) Means of transport which carry people in the water, on the land, in the air;
- d) Home equipment: dishes, furniture, cultural items, decorative items, toys;
- e) Tableware, bedding, towels, pillow case, winter, summer, spring, winter dresses, headwear, shoes depending on the season;
- f) Consuming goods; vegetables, fruits, household goods, sweets;
- g) Domestic and wild animals;
- h) H), trees, bushes, flowers and other plants;
- i) Birds.

These pictures are gradually accumulated. They must be attached on a large (15-20cm) cardboard.

In didactic games natural materials and simple things are used

Didactic games should take a special place in children's life and in the child's agenda. Carrying out didactic games together with training should be well thought out.

These games are played in the hours of training and playing. Carrying with them the whole group of children.

- 1) The result which comes out from the content of the game should be considered well in advance. The process of the game depends on the idea, actions, rules of the game. For example, "Who and how screams?" In this game there can be a variety of tasks:

- 2) To determine the children's knowledge of the sound of animals;
- 3) To give a concept about the animals; to know whether children can recognize the sound of the animals.

This game can also be used to train children's pronunciation of the sounds.

In didactic games mandatory rules are very common: to act in turns, to give an answer only when asked, listening to his friend, playing without disturbing others, the implementation of the rule, to confess their faults, and etc.

In didactic games, children's unique features are taken into account. Some children are given difficult riddles, and some of them are given easier ones; children with poor speech are involved to speak more. In order to do this, all children and their chances should be remembered before the game well before, to give puzzles and active roles which doesn't affect badly to others' interests.

Leadership of didactic games include determination of the content and purpose of the game, to think out the idea of the game, to explain the rules and basic movements of the game, to improve the relationship between the children, to lead the game through educational impact.

Didactic game can be expanded in the process of game depending on the children's questions, offers and initiatives, to enrich its content. To start and to finish the game in a definite time is a great proficiency. Educator oppresses the time of the game due the reduction of his explaining.

Educator should complete the game awaking children's interest to the game, it means if the child should want to continue this game. Tutor says: "The next time we'll play even better. Or "The new game will be even more interesting." Educator works out new options of the game.

Didactic games can be played in group room, hall, ground, woods, and fields and in other areas. It can cause to rise the sensitivity of this game, the diversity of impressions, and activeness of each child. Thus, didactic game is a mean of a teaching preschool children, and helps to make it successful.

The importance of the toys in the education of the child.

Many children's games associated with the use of a variety of toys. Toy is a company of child's life, his source of joy. It is not only the weapon of the game, but also a children's game partner, friend, one of the most important tools in adult's hands. A toy takes part in creating a game,

appears as a unique partner of the child and has a great effect on his personality. It is so close to the child, that the child loves his toys, and attaches to them, so considers himself as a complete member of surrounding life.

The appropriate selected toys help the mental development of the child. A whole system of toys is worked out in people's pedagogy. The games which are carried out together with them are directed to the development of the child's sensual abilities.

While talking about developing young people's spiritual world from the childhood on the basis of good ideas I think it is appropriate to halt on an important issue. It is about the production of toys suitable to our children's interests and feelings who are trying to find special meaning from the world looking with surprised eyes.

At a first glance this problem may seem trivial thing. However, considering that each child for the first time, the understands the world through their toys, and it is clear that the role of the toys in upbringing human is incomparable.

Pedagogical requirements. The conformity of the image and content of the toy with education of child, with the idea of the society, and it should be perspective ideological valuable, these are important indicator of pedagogical requirements. Toys should awake child's gentle feelings, to bring up friendly relations to other children, to awake their noble feelings to the reality, to help to gather up positive moral experience. It should satisfy and involve child's intention and desire of activeness. The imaginary toy expresses the real truth, and reflects the item, its properties and the importance in life.

Hygienic requirements. What kind of material and color the toy made of?, It shouldn't pose threat to the life of the child, it should be cleaned well –these are basic hygienic requirements.

Artistic requirements. Combination of shape, paint and decoration, complete one another with color and form, increases artistic expressiveness of the toy. The structure and decoration should be fully compatible with characteristics of understanding of the young children in various stages of age.

Appropriate selected toy – has a positive impact on the development of the child's physical, moral, intellectual and artistic-esthetic discipline. In mental training the child the whole system of didactic has a great importance, it affects to the development of the sensor and speech, brings up the process of thought and attention, awakes interest to the item

and its properties, interest in the construction, enriches the concept knowledge and the concept.

Toy makes the child happy, creates positive attitude to other people, creates the feeling to play together and awakes positive feelings. In the formation of moral emotions puppet plays an important role. National puppet is one of the sources which brings up a positive attitude of the child towards children of other nationality. The first brightest imaginary and the most comprehensive piece of art is a toy, it awakes esthetic perceptions and experiences, helps to gather esthetic discipline, creates an artistic taste. Meanwhile, the importance of folk toys which are close and understandable for children.

The toy appeals the children to make different and colorful movements, and satisfies the need of child to active movements. Coordinates and develops the quick reaction of response, exactness of movements.

The toys for the children of early age (toy rattles, rubber balls, small shapes and others.) Develops child's visual and listening skill, helps to develop their efforts to catch, movements with materials.

IV. CONCLUSION

Imaginative toys with a plot can be used role-playing games with a plot. It teaches a positive character, kindness, care, need to support, as well as to respect adult's labor and the skills to play with his peers.

Technical games attracted their interest to technology and technical appliances, and provides an opportunity to apply them in their own games. Technical games are close to children which introduce them the items related to technology (cars, mechanisms, means of transport, types communications), appearance, image and specific actions.

Construction toys develop children's construction abilities and awakes the intention to creativity. Playing these toys should create the opportunity to play follow the basic functions of the item. (Moving of wheels of cars, opening of the door). The toys which are played with construction materials have 2 main types:

- a) Cubes, prisms, cones, pyramids, cylinders, plates, set of geometric shapes.
- b) Different block- wall, roof, arch, column, and other architectural and construction materials. The color of construction materials which are designed to play small (for table games), and large (for the games on the floor and playground) can be in different colors.

The basis of didactic toys consists of folk toys. While playing them a child controls himself. A variety of mosaics develop sensual abilities of children. Function of their game is to select and to place designs, photos.

The toys which are designed for action games: toys played with water and sand, balls, ropes, circles and others. Their main function to educate children physically.

Musical and theatrical toys help children to enhance the listening skill of musical rhythm and melody. Children of senior ages stage fairy- tales.

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