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## **Pedagogical possibilities of organizing children's play activities**

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The child's activity helps to master the socio-historical experience, on the basis of which his various types of activity, such as cognitive, demonstration, game, the simplest labor and educational, as well as behavior, are formed. The child, mastering one or another activity, shows activity, and at the same time acquires knowledge, skills, and abilities related to this activity. On this basis, various abilities and personality traits are formed in him. Activity is a set of actions of a person towards a certain goal in the personal and social sphere, aimed at creating material and spiritual benefits.

Activity is the achievement of a person's intended (planned) goal. Activity is the desire (process) of doing something to determine something [17,116].

Activity is the active interaction of the subject with the world. Human activity is studied in the field of philosophy of activity. Activity is a form of active interaction of people with the external world, a way of purposeful self-transformation of a person, one of the important features of human existence. Only in the context of activity can the manifestation of the essence of a person be ensured, the existence of society, any social structure. Based on the needs of a person and society, forms of activity are mainly classified as follows: material activity (ensuring a person's own security, satisfying his basic needs for food, clothing, and changing external nature through tools); socio-political activity (influencing social relations, social life); spiritual activity (activity in science, art, religion, artistic creation, and other areas).

Forms and types of human activity, first of all, change and develop in the process of increasing the division of labor, people, and the needs of society. The elements of activity are people, human needs and interests, the subject of activity, motives, goals of activity, ways of implementation, means and methods. Activity, as a certain integral process, embodies a program for changing and explaining the existing world, social being, practice, and a set of actions arising from it [28,100].

The active position of the child in activity makes him not only an object of education, but also a subject of education. This determines the leading role of activity in the upbringing and development of the child. In the age-related periods of the development and upbringing of children, various types of activity coexist and interact, but their role is not the same: at each stage, a leading type of activity is distinguished, in which the main achievements in the development of the child are manifested. Each activity is characterized by a need, reasons, purpose of activity, subject, means, actions performed with objects and, finally, the result. Scientific data show that the child masters them not immediately, but gradually and under the guidance of an adult. The diversity and richness of the child's activity, the success in mastering it depend on the conditions of upbringing and education in the family, kindergarten.





From the earliest years of a child, the simplest types of activity serve as the basis for the formation of his personal abilities, characteristics, a certain attitude to the surrounding objects. As he masters new methods of movement, the activity of children increases, but the level of activity, its development also depends on heredity, the environment and the background, and imitation. In the first years of life, guided research activities, which include interaction with adults and working with objects, are the main types of children's activities. The organization of activities related to objects is one of the tasks of raising children both in the family and in a preschool educational organization, since in this activity all cognitive processes, goals and motives of behavior develop. In this activity, children, under the guidance of educators, master initial knowledge about the properties of objects and actions with them. The child reaches a much higher level of development in activities and interactions related to objects, and the basis for the transition to play and visual activities is created. In communication and activities organized by adults, children form the initial forms of self-awareness. Children of preschool age are increasingly independently, according to their own wishes, involved in various activities, in which the role of consciousness increases and sometimes acquires a creative nature.

Any activity is manifested in real conditions, in different ways and in different forms. Since each action performed is aimed at a specific thing - an object, activity is conceived as a set of actions with an object. Subjective actions are aimed at changing the properties and qualities of objects in the external world. For example, the subjective action of a student taking a lecture notes is aimed at writing, and he enriches his knowledge base primarily by making changes in the number and quality of entries in that notebook. Depending on the specific purpose of the activity and the subjective actions that make up it, external and internal activity are distinguished. If external activity is an activity aimed at changing the external environment surrounding a person and the objects and events in it, internal activity is primarily a mental activity, which arises from the course of purely psychological processes. Initially, external objective activity occurs, and as experience is gained, these actions gradually turn into internal mental processes. If we take this as an example of speech activity, the child expresses the first words in his external speech with a loud sound, and later learns to speak on his own, thinks, reasons, sets goals and plans for himself.

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