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REFLECTION OF THE REALITY OF THE LIFE OF A PRESCHOOLER IN A ROLE-PLAYING GAME WITH A PLOT

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ABSTRACT

A huge role in the development and upbringing of a child belongs to the game – the most important type of children's activity. It is an effective means of forming the personality of a preschooler, his moral and volitional qualities, the need to influence the world is realized in the game.

KEYWORDS

Plot role-playing game, the role of the game, the game, psychological and pedagogical research.

INTRODUCTION

According to modern psychological and pedagogical research, the story game, like any other human activity, does not arise spontaneously in a child, by itself, but is transmitted by other people who already own it - "know how to play". The child masters the game, being drawn into the world of the game, into the world of people playing. Naturally, this happens when a child enters a multi-age group that includes several generations of children. Children in such age groups

have different levels of play: older children use all possible ways to build a game, and younger children connect at an accessible level, imbued with the whole "spirit of the game". Gradually, children accumulate gaming experience – both in terms of gaming skills and in terms of specific topics; as they get older, they themselves become "carriers of the game", passing it on to another generation of younger children. This is the natural mechanism of game culture transmission.

MATERIALS AND METHODS

There is little chance for a modern preschooler to gain gaming experience in this way, since informal groups of different ages are currently very rare. Previously, they existed in the form of yard communities or groups of brothers and sisters of different ages in the same family. Now children of different ages are very divided. In kindergarten, children are selected into a group according to the same age principle, families often have only one child, and yard and neighborhood communities become rare due to excessive guardianship by adults of preschoolers and the employment of schoolchildren at school, specialized circles, etc. Strong factors of children's separation are TV and computer, where they spend a lot of time. The urgency of the problem is also determined by the fact that at present, with the advent of new information technologies, a stream of diverse information has fallen on preschoolers, which is not easy for adults to manage. On the one hand, this has a huge positive significance, since the use of new sources of information allows children to intensively broaden their horizons. But, on the other hand, children learn to passively perceive information without creatively processing it. Since the game, according to scientists, is a kind of form of reflection of the child about the world, the display of interesting events in it leads to their comprehension, appropriation. In addition to the positive aspects of reality, children also see negative ones in the media, for example, aggression, antisocial behavior of people, etc. In the game, an adult has the opportunity to correct the behavior of preschoolers, explain to them in an accessible and understandable way "what is good and what is bad". Therefore, a game with competent pedagogical conditions on the part of a teacher can turn into a powerful means of developing a modern child. A special character is the game that children create themselves, reproducing in it what is

close and interesting to them. Such games are called creative, story-driven. The story game is an independent game. In it, the game plot is determined by the players, there is no set program of children's behavior and open rules, the actions of the child in an imaginary situation come to the fore.

The game is a reflection of life. In the setting of the game, which is created by the imagination of the child, there is a lot of the present: the actions of the players are always real, their feelings, experiences are genuine, sincere. Like any creative activity, the story-role-playing game is emotionally saturated and gives every child joy and pleasure by its very process. The plot-role-playing game has the following structural components; plot, content, role. The main component of the story-role-playing game is the plot, without it there is no story-role-playing game itself. The plot of the game is the sphere of reality that is reproduced by children. The plot is a child's reflection of certain actions, events, relationships from the life and activities of others. At the same time, his game actions (turning the steering wheel of a car, cooking lunch, teaching students to draw, etc.) are one of the main means of implementing the plot. The content of the game, D. B. Elkonin notes, is what is reproduced by the child as a central and characteristic moment of activity and relations between adults in their everyday, labor, social activities. The content of the plot-role-playing game is embodied by the child with the help of the role he takes. The role is a means of implementing the plot and the main component of the plot-role-playing game. For a child, a role is his playing position; he identifies himself with a character in the plot and acts in accordance with the ideas about this character. Every role contains its own rules of behavior, taken by the child from the surrounding life, borrowed from relationships in the adult world.

A special place in the activities of a preschooler is occupied by games that are created by the children themselves, these are creative or story-role-playing games. In them, children reproduce in roles what they see around them in the life and activities of adults. In the game, the child begins to feel like a member of the team, he can fairly evaluate the actions and deeds of his comrades and his own.

Types of story-role-playing games:

1. Games for everyday subjects: "home", "family", "holidays", "birthdays". In these games, a large place is occupied by games with dolls, through actions with which children convey what they know about their peers, adults, and their relationships.
2. Games on industrial and social topics, which reflect the work of people. For these games, themes are taken from the surrounding life (school, shop, library, post office, hairdresser, hospital, transport, (bus, train, plane, ship), police, firefighters, circus, theater, zoo, factory, construction, mine, collective farm, army).
3. Games on heroic and patriotic themes reflecting the patriotic exploits of our people (war heroes, space flights, etc.).
4. Games on the themes of literary works, movies, TV and radio broadcasts: in "sailors", in "pilots", in Hare, Wolf, crocodile Gena and Cheburashka (according to the content of cartoons), in four "tankmen" and a dog (according to the content of the movie), etc. In these games, the guys reflect whole episodes from literary works, imitating the actions of the heroes, assimilating their behavior.
5. "Director's" games in which the child makes the dolls talk, perform various actions. At the same time, he acts in two plans – both for the doll and for himself,

directing all actions. The participants of the game think in advance of a scenario, which can be based on episodes from familiar fairy tales, stories, or their own lives. Children "teach" dolls of puppet and finger theaters, toy theaters to "act" in accordance with the role they have assumed, endow them with literary attributes.

Levels of development of the story-role-playing game:

1. The central content of the game is the action with objects aimed at the accomplice of the game. This action is feeding children. The child does not follow the procedure and uses any items for feeding. The roles are not called, even if the educator calls the child a role, the child still does not get into this role position. Actions are monotonous and consist of a number of repetitive situations.
2. The main content of the game is the action with objects, but the actions are already being built into a logical chain that reflects the real actions of an adult. Roles are called children, and the performance of a role is reduced to the implementation of a chain of subject actions. The number of actions expands, and the logic of actions corresponds to the life sequence.
3. The main content of the game is the performance of the role and related actions. The roles are clearly outlined and highlighted. Children assign roles before the game starts. The role determines the entire behavior of the child. The logic and nature of actions is determined by the role. The actions are diverse. A specific role-playing speech appears. Violation of the logic of actions is protested by the participants of the game "it doesn't happen that way".
4. The main content of the game is the transfer of the relationships of people whose roles they perform. Throughout the game, the child performs role-playing

behavior. The role functions of children are interrelated; speech is clearly role-based. Actions recreate the real logic of life in a variety of ways and are clearly controlled.

RESULTS AND DISCUSSION

The value of the game for children's development is recognized by almost all specialists. Most educators, pediatricians, and neurophysiologists from different countries cite new evidence that the game has a fundamental, vital role in the development of the child. It is proved that it is play activity that is crucial for the formation of the main neoplasms of preschool childhood: arbitrary behavior, creative imagination, self-awareness, etc. It is the game that is the content of communication of preschoolers, it develops interpersonal relationships and communicative abilities of children. Conditions conducive to the development of the game. First of all, it is the openness of the educational program. Currently, children and adults in kindergartens exist within the strict framework of educational activities prescribed by the program. Their activities are restructured and programmed, every step and every hour is scheduled and prescribed. Neither adults nor children have the opportunity to choose classes and materials for their own activity. In such a situation, there is not and cannot be a place for free play. Given the powerful developmental potential of the game, the educational program for preschoolers should provide special time for this activity (at least 1-2 hours) and the opportunity for free and meaningful communication of children. This is a necessary (but, of course, not sufficient) condition for the emergence of a children's play initiative. Another important condition for the development of the game is an adequate subject - spatial environment. Such an environment assumes flexibility and transformability of space, the possibility

of using different objects (furniture, fabrics, soft modules, etc.) to independently build a game situation. Polyfunctionality of the environment and game materials, the presence of substitute items (natural or discarded material, multifunctional toys) they also stimulate the creation of game ideas. Meanwhile, stationary play areas and closed realistic toys with a fixed mode of action (plastic vegetables and fruits, dishes, kitchen utensils, tools, etc.) prevail in kindergartens. Such toys provoke children to stereotypical and monotonous ways of action. In addition, children quickly lose interest in them, since their set remains unchanged for many months. The level of children's play depends on the organization of the subject environment. Where children can independently create a play space with the help of substitute objects and improvised materials, the level of play is significantly higher.

But, of course, the main condition for the formation of the game is the position of an adult educator, his gaming competence. This concept is difficult to define, although it is a basic component of the qualification of a preschool teacher. Let's consider what an adult's ability to introduce children to the game includes:

a) First of all, it is creativity (creativity) and a developed imagination: the ability to come up with a plot, to see a familiar situation in a new way, to give new meaning to familiar objects, to overcome established stereotypes. A preschool teacher himself should be able to play and infect children with his emotion. This requires specific personal qualities: openness, artistry, emotional expressiveness and – what is especially important - a serious attitude to the game situation. The player believes in the situation created by him and lives in it. Therefore, older children are the best teachers of the game, since they do not need to pretend, they sincerely believe in what they are playing.

b) Another important quality of the educator that contributes to the game is tact and sensitivity. The game cannot be managed directive, giving instructions and controlling the actions of children. Here it is important to be a direct participant in the action, while at the same time maintaining the overall plan and intent. The most important and subtle point in the development of the game is to observe the measure of one's own activity, understanding when to take the lead, when to play along with the children, and when to "step aside" and limit oneself to covert observation. Here, both the authoritarian, didactic position of an adult and his complete elimination from children's play, ignoring their initiatives, are unacceptable. However, practice shows that these two tactics are most often found in kindergartens. And of course, for a preschool teacher, it is important to know a variety of games – folklore, folk and modern. Such games represent a special layer of culture, addressed to children and carrying a serious developmental potential. The mediator in the transfer of this culture to children should be, first of all, a preschool teacher.

The listed qualities and abilities should become a necessary component of the professional training of a preschool teacher, since they are the basis of gaming competence. Without the game competence of the teacher, the developed game of children is impossible. And the game is practically the only area where a preschooler can show his initiative and creative activity.

CONCLUSION

And so, for children, the game, which is commonly called the "companion of childhood", is the main content of life, acts as a leading activity, is closely intertwined with work and learning. All sides of the personality are involved in the game: the child moves, speaks, perceives, thinks; all his mental processes are

actively working during the game: thinking, imagination, memory, emotional and volitional manifestations are enhanced. The game acts as an important means of education.

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