



## THE GAME IS PRESENT IN THE LIFE OF EVERY MODERN PRESCHOOL CHILD

**Submission Date:** April 01, 2023, **Accepted Date:** April 05, 2023,

**Published Date:** April 10, 2023

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-04-04-01>

**Journal Website:**  
<https://masterjournals.com/index.php/crjp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Ibragimova Gulchekhra Anvarovna**

**Gulistan State University Faculty Of Pedagogy 2ND Year Student, Uzbekistan**

### ABSTRACT

The article describes the features of the game of a modern preschooler based on observations in the framework of practical interaction with preschool children, describes the influence of the game on the formation of a child's personality. The components of the game are considered, such as the plot, the role; the preferences of children in choosing the plot. The influence of parents on the preschool child's play is also considered.

### KEYWORDS

Modern preschooler, observation, game, story-role-playing game, game components, parents.

### INTRODUCTION

Preschool childhood is a significant and valuable period in the life of a child and a person in general. Various fundamental studies and regulatory documents confirm this. The Federal State Educational Standard of Preschool Education of 2013, the Convention on the Rights of the Child of 1989, the Federal Law "On Education" of 2012 – all these normative documents of various levels confirm that the child also needs respect

for his rights and freedoms, understanding the value of the personality of a preschooler. When organizing the necessary conditions for the harmonious development of a preschool child, he must be given the opportunity to realize his potential in various types of activities: communicative, motor, productive, research, and of course, gaming.



## MATERIALS AND METHODS

If we consider the game from the point of view of psychology, then today there is game therapy – a method of work that uses the therapeutic effect of a child's free play, that is, the child chooses the way to interact with the psychologist, comes up with a game, chooses toys and organizes the game process. It is important to say here that the game itself has a strong healing effect. The fact is that in the game, the child's psyche spontaneously lives a misunderstood, undeveloped, not fully experienced event. Children often play the same thing, in some kind of "their own game", adding new and new nuances that are relevant to the child at the moment. The problem of play in preschool children is currently acute social and therefore remains relevant for everyone who studies the problem of the influence of play activity on the formation of a preschooler's personality. It is important to analyze not the superficial result of this problem, but its very essence. And it consists in the following. The game, as you know, is present in the life of every modern child. But what is this game filled with? And does the child's play activity correspond to the age possibilities? There is a typology of games where each type of game has great importance, which affects the formation of a preschooler's personality in different ways. But the main and central problem of gaming activity is rightfully understood as a plot-role-playing game. What an adult can observe as its external manifestation may seem to him only emotional actions with a toy, which he once also experienced in childhood. But at the heart of this huge "child labor", that is, the game, is a complex structure, which, in turn, performs two important functions in the formation of the child's personality. Paradoxically, the plot-role-playing game, reflecting the inner life and personality of the child, simultaneously forms this personality and fills it. Thus, the structure of the plot-role-playing game

includes the following components: plot, content, role. In the course of a scientific and practical study in the kindergarten "Razumka" in Volgograd, 20 preschool children (from 3 to 6 years old) were directly observed playing. During the observation, some features of the components of the story-role-playing game were noted. Below we give a description of these components, correlating with the data of direct observation of the gaming activity of a modern preschooler. D. B. Elkonin gave the following definition of the plot: "The plot should be understood as the sphere of reality that children reflect in their games". The plots of the games reflect the specific living conditions of the child. They change depending on these specific conditions, along with the expansion of the child's horizons and familiarity with the outside world. At the same time, his game actions are one of the main means of implementing the plot.

Observations show that now the children's game really has a different spectrum of plot. This is due to the huge influence of the information field on life activity, the visual experience of the child is very great. Children play a lot in various cartoon characters, roles that realize the visual experience of the child are increasingly prevailing. But is the sensory experience so great at the same time? Because a different plot of a television program or an advertising sign does not give a child an emotionally effective experience of events, and moreover, now we cannot talk about an absolute replay of the real life of adults. At the moment, the plots are becoming more and more fantastic, and the position of an adult is not lost in them by children, because children have less material, not informational experience now. 3 years old and offers to discuss the cartoon viewed last night, then begins to depict him using the characteristic sounds of shooting, as well as the robot's movements, to which he receives a positive reaction from M. in response and continues



to portray the character. There is no bright emotional coloring in the game, there is no game speech, there is no plot development". The content of the plot-role-playing game is what is reproduced by the child as the main thing in human relations. The content of the game expresses a more or less deep penetration of the child into the relationships and activities of people. It can reflect only the external side of a person's behavior – only what and how a person acts, or a person's attitude to other people, or the meaning of human activity. The specific nature of the relationships between people that children create in the game can be different and depends on the relationships of real adults surrounding the child. The same game in its plot can have completely different content. We can say that the content of the game plays a key role in the child's attitude to a particular activity in general. In a kindergarten, the teacher has the opportunity to competently build interaction not only in things that are obvious to the child, but also where, it would seem, the share of influence on the child is small. A teacher should be polite not only to children, but also to parents and staff, treat their belongings and children's belongings with respect, appreciate children's drawings as well as their opinion. This may have changed would be the content of the plot.

## RESULTS AND DISCUSSION

In our study, which was mainly based on direct observation of children, there is data on the observation of kindergarten staff and parents. These unique data reflect the picture of how the educational process actually takes place. And most often, what educators want to form in children is not accepted by parents, in a closed form, of course. In the game, educators try to live reality with children, and what the children themselves do during the day becomes a fascinating journey into the world of social and interpersonal relations between teachers and children.

Adults try very hard to create such content for children so that it is not unfamiliar, frightening, difficult for them. On the contrary, these methods of work acquire lightness, ethics, and, most importantly, relevance in children's eyes. At the same time, parents often do not allow these ideas to live at all with bad intent, because they simply do not see any special meaning in the plot-role-playing game of their own child. And accordingly, they do not see the connection between the game and their own behavior. In this regard, along with the content of children's games, adults devalue their own external behavior. The content influences the formation of personality qualities that are formed in the process of playback. After all, how a child treats a doll in the game, so he will treat his child in the future. Namely, we can create an environment with positive content and encourage this content in children's play. The content of the plot-role-playing game is embodied by the child with the help of the role that he takes, the role is a means of implementing the plot-role-playing game. The role that

the child takes on during the game, D. B. Elkonin calls the unit of the game, its center. It combines a pattern and rules that the child assumes in the process of experiencing it. The roles that a child takes on are determined by an adult. In the course of observation, it was noted that the roles of children are most often transferred to a toy-a character played by a child. The problem with these roles is that often these roles do not need a partner, so a certain rule is rarely associated with such a role, and there is also no game speech. But there are also the usual classical roles, in which the pictures of modernity and the realities in which children live are specifically viewed. The rules cause a special dispute among children, because many children by the age of 6-7 are not used to obeying any rules in life.



A teacher in modern conditions still has the opportunity to influence this structural component, because by itself it replaces a close significant adult, who, in turn, is a model of behavior for a preschooler. How does the role affect the formation of personality? The variety of roles in the child's game forms his arbitrariness, it helps the preschooler to learn the rules and fulfill them. The rules of the game are a kind of reflection of the norms of morality in people's lives. The personality of the child is manifested in preschool age in his roles in the game. The way he treats the characters and partners says a lot not only about the innate qualities of the child, but also about his needs, experiences and thoughts. Of course, it is impossible to talk about the game and personality only in the context of each other or, conversely, dividing into components. It is necessary to find common ground that would correspond to a specific practical problem, and in such a broad topic it is possible to find a component that would correspond to its solution. It is very important to find mechanisms for working not only with children, but also with parents who determine the plot, content and roles of the game to a greater extent than a preschool educational institution? The family is called upon to form the culture of the child as a system of material and spiritual values, individually mastered by the individual and taking concrete forms in his behavior. It is in the family that the child's first ideas about the world around him, goodness and justice, responsibility and duty towards nature are formed. The family is a kind of micro collective, which plays a significant role in the upbringing of the individual. It is necessary to strive to ensure that parents are not observers, but active participants in their child's life. This will be feasible if we increase the pedagogical culture of parents, maintain and build effective, friendly and ethical relationships between kindergarten and families. How can parents influence their child's play? One of the most effective ways is to

watch cartoons together and discuss what you have seen. Soviet cartoons are really bright, the speech of the characters in them is clean and beautiful. That's just not all children like them – because of the lack of modernity and less attractive animation. In addition, we do not consider them completely safe – they have a lot of attitudes about poverty, about being like everyone else, about being right at any cost. And it definitely needs to be discussed after. Disney and Pixar cartoons are the lightest of modern ones, there are a lot of kind and bright ideas in them. They are usually the most popular. And they need to show children exactly this, skillfully place accents, and not forbid. The forbidden fruit is sweet, and when they do get there, not knowing how to place accents, they can find a completely different meaning. Amazing cartoon "Puzzle", "Secrets Coco" is generally a treasure trove in terms of talking about ancestors and systemic equilibrium. But there you can find a lot of "unnecessary", as in "Cold Heart" and "Valley". Watching "Valley", you can discuss the problems of garbage, landfills and excessive consumption. This is a difficult topic, but "Valley" helps to understand that the best life is closer to earth in every sense. Watching "Moana", you can talk about your path and the courage to follow it.

There are many practical tips on how to make your child's game more interesting, kinder and more difficult. Such a recommendation, how to play with children more often, will be relevant at all times, because the child needs to be shown how to play. In a certain sense, this also needs to be taught, like eating with a spoon or tying shoelaces.

It is necessary to find a modern approach to the development of the plot of games, filling their content mainly with positive experiences, as well as to encourage the importance of the role and rules in the game – and all this can be explained to parents. This



will eventually form a harmonious personality that is able to think broadly and deeply, not only in a game situation, but also in life.

## **CONCLUSION**

Thus, we can talk about the undoubted influence of play activity on the formation of a preschooler's personality, and in the modern world this fact acquires a problematic and central connotation in pedagogy and psychology.

## **REFERENCES**

1. Dyachenko O. M., Lavrentieva T. V. Mental development of preschoolers. – M.: Znanie, 1984.
2. Elkonin D. B. Psychology of the game. – 2nd ed. – M.: Prosveshchenie, 1999.
3. Mikhailenko N. Ya. Pedagogical principles of the organization of the plot game // Preschool education. – 1989. – № 4.
4. Feldstein D. I. Psychology of growing up: structural and content characteristics of the process of personality development: selected works. – Moscow: Moscow Psychological and Social Institute: Flint, 1999.
5. Dyachenko O. M., Lavrentieva T. V. Decree. op.
6. Bozhovich L. I. Personality and its formation in childhood. – M.: Enlightenment, 1968.