

Personality and Play Activities of Preschoolers

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Abstrakt:

This article discusses the importance of the game in the life of preschoolers. The views of famous teachers and psychologists are analyzed, the influence of the game on children is studied. The importance of educating moral-volitional qualities in children is also given, the necessary recommendations are given for solving these qualities by analyzing pedagogical, psychological and physiological data.

Keywords: preschooler, child, game, activity, creativity, life, morality, will, qualities, main action, game object.

INTRODUCTION. Play is one of the activities of a child used by adults to educate preschoolers, teach them various actions with objects, ways and means of communication.

In the game, the child develops as a person. The game forms a child's personality, such a quality of actions as self-regulation, taking into account the tasks of collective activity. A sense of community restores the intellectual sphere, as in a team game there is an interaction of various ideas, the development of plot content and the achievement of a common game goal.

Complex educational tasks in the game are successfully implemented only if the psychological foundations of gaming activity are formed in each age period of early and preschool age. The development of the game is associated with progressive changes in the child's psyche and, above all, in his intellectual sphere, which is the basis for the development of all other aspects of the child's personality. The role-playing techniques of action characteristic of the game are replaced by communication techniques. It is these methods that act as carriers of the socially generalized experience of the child's activity. Currently, the issue of increasing the role of play in the comprehensive upbringing of children in preschool educational organizations and the family is very relevant.

A good game is also an effective means of correcting violations of the emotional sphere of children raised in dysfunctional families.

LITERATURE ANALYSIS AND METHODS. Research by many modern psychologists shows that emotions and the experience of gaming events are important for a child. Emotions consolidate the game, excite it, create a favorable atmosphere for relationships, increase the pace necessary for the mental comfort of each child, and this, in turn, becomes a condition for the preschooler's tendency to educational influence and joint activities with peers.

Swiss psychologist Eduard Clapared believes that play is of great importance for the mental development of a child. The following types of games are distinguished: games that develop the individual character of children; intellectual games (developing cognitive abilities); affective games (developing emotions). Clapared's scientific research activity focuses on the study of thinking and its stages in the development of a child. Studying the intellectual environment of children, Clapared revealed the most important feature of children's thinking, namely syncretism, which suggests that children's ideas about the universe are being formed. In his opinion, mental development occurs as a result of the development of logical thinking, which includes studying the appearance and names of objects, and then understanding their sign.

William Stern says that a child first understands the subject as a whole, and then begins to put the parts together and understand the entire universe. We see, studying scientific and psychological data, that K.D. Ushinsky was one of the first to prove the importance of play for a child. In the work "Man as a subject of education" (1867) K.D.Ushinsky evaluates the game as "a way for a child to penetrate the complexity of the adult world around him."

The famous psychologist D. B. Elkonin calls the game "a huge repository of the true creative thought of the future personality", which gives children the opportunity to navigate the external, visible world, which no other activity can give.

As A. N. Leontiev notes: "didactic games" are called games "on the border", which represent a form of transition to non-gaming activities for which they are preparing. These games contribute to the development of cognitive activity, intellectual operations, which are the basis of learning.

"Every child is a little researcher who explores the world around him with joy and surprise. The task of adults, parents and teachers is to help him maintain his thirst for knowledge, satisfy the child's need for active activity, and give him food for his mind," V. P. Novikova writes.

Also, studies by A.N.Leontiev, D.B.Elkonin, R.I. Zhukovsky show that the development of the game goes in all directions of the preschooler, children restore relationships between people in story-role-playing games, restoring the actions of adults on the theme of the game.

RESULTS AND DISCUSSION. The game permeates the whole life of children. This is an organic process that can work wonders under the skillful guidance of childhood and adults. He can make the lazy hardworking, the ignorant knowledgeable, the incompetent qualified. The game is like a magic wand, the game can change the attitude of children to what sometimes seems to them too boring, simple, boring.

The game is a constant companion of childhood. Every adult, whether a teacher or a parent, should know the games, know how to implement them, and be able to select them according to the age of preschoolers to achieve pedagogical goals.

Playing for children is an important means of self-expression, a test of strength. In games, the educator gets to know his students better, their character, habits, organizational skills, and creative abilities, which allows him to find the most correct ways to influence each of them. Games bring adults closer to children, help to establish closer contact with them.

Parents often have a poor understanding of the educational significance of the game and its age characteristics, hence their indifference, which limits the pedagogical impact of games through the purchase of toys for children. Therefore, games are organized in kindergarten that bring maximum benefit to the comprehensive development and upbringing of preschoolers. The game is dynamic only if it is aimed at leadership among children and its gradual formation, taking into account factors that ensure the comprehensive development of gaming activities in all age groups. It is important for adults to rely on the personal experience of the child. The game actions formed on its basis will acquire a special emotional polish.

Plot games play an important role in children's lives, forming moral, volitional and physical qualities. The behavior of children in story games creates favorable conditions for meeting their needs for movement and emotional tone. It is also important that children can join or leave such a game at their discretion. The story game affects aesthetic education. This is ensured, first of all, by the choice of toys that meet the requirements of artistic taste, as well as the appropriate decoration of the environment and playgrounds in the room. Equally important is the aesthetics of the content of the games.

In preschool age, individual or joint directing games are not uncommon. At their core, they resemble story-role-playing games, since, on the one hand, they reflect the general level of knowledge of children about life phenomena, and on the other hand, they contain elements of creativity and fantasy. The improvement of play activity creates the necessary psychological conditions and favorable ground for the comprehensive development of preschoolers. However, story games by themselves cannot solve all the problems of comprehensive parenting in the game. This can only be achieved under conditions of a proportional combination of different types of training.

Children, watching adults, strive to imitate them in everything, live with them on equal terms, repeat things close and interesting to them in the game (people's actions in everyday life, work processes, people's attitude to each other, their recreation, entertainment, etc.). In these games the topic, the content, the sequence of events that will be shown is important (the driver controls the car, the pilot controls the plane, the mother trains her daughter, and not vice versa).

CONCLUSION. In the game, the child reveals some possibilities that have not yet been realized in everyday life. It's like looking into the future. In the game, the child becomes stronger, kinder, more resilient, smarter than in many other situations. The child must relate his desires to the desires of other children, otherwise he will not be accepted into the game. He can be naughty with his parents, caregivers, but not with his playing partners. The game develops the child's communicative abilities, he must learn to establish certain relationships with peers. By assuming a particular role, the child learns the norms of behavior necessary to fulfill this role, and at the same time does not behave as one would like. He should be gentle and caring like a parent, kind and attentive like a doctor, polite and careful like a salesman.

The game intensively develops the child's imagination: he builds cubes out of chairs, from the garage to the train. The child is constantly improvising in the game. He tries to cover everyone and everything around him. Thus, the game not only brings joy to the child, but also contributes to his development.

Another educational task of preschool children's games is that they serve as a means of meeting the various needs of the child and developing his motivational sphere. New interests and new motives of the child's activity appear and consolidate in the game.

Playing is an exciting activity for a child. All human qualities, especially moral and volitional, are formed in various manifestations that make up a person's life, his social existence. Play as an

activity is an activity aimed at the child's knowledge of the world around him through active participation in the work and daily life of people.

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