



DEVELOPMENT AND IMPLEMENTATION OF MODERN EDUCATIONAL GAMES FOR CHILDREN AGED 6-7

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Annotation

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

Keywords: modern preschooler, observation, game, role-playing game, game components, parents.

Preschool childhood is a significant and valuable period in the life of a child and a person in general. 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, play.

If we consider the game from the point of view of psychology, then today there is a game therapy - a method of work that uses the therapeutic effect of the child's free play, that is, the child himself chooses the way to interact with the psychologist, invents 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 an event that is not understood, not assimilated, not experienced to the end. Children often play the same thing, some kind of "their own game", adding new and new nuances that are relevant for 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 the personality of a preschooler. It is important to analyze not the superficial result of this problem, but its very essence. And this is the following. The





game, as you know, is present in the life of every modern child. But what is this game about? And is the child's play activity appropriate for the age?

There is a typology of games, where each type of game is of great importance, which has a different effect on the formation of the personality of a preschooler. But the main and central problem of play activity is rightfully understood as a role-playing game. What an adult can observe as its external manifestation may seem to him only emotional actions with a toy that he also once experienced in childhood. But at the heart of this huge "children's work", that is, play, there is a complex structure, which, in turn, performs two most important functions in shaping the personality of the child. Paradoxically, the role-playing game, reflecting the inner life and personality of the child, at the same time forms this personality and fills it. Thus, the structure of the role-playing game includes the following components: plot, content, role.

In the course of scientific and practical research in the kindergarten "Razumka" in Volgograd, there was direct observation of the game process of 20 preschool children (from 3 to 6 years old). During the observation, some features of the components of the role-playing game were noted. Below we provide a description of these components, correlating them with data from direct observation of the play 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" [2]. The plots of the games reflect the specific conditions of the child's life. 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 realizing the plot.

There are several classifications of games by plot. They are described in sufficient detail in the works of D. B. Elkonin. Conventionally, all plots are divided into everyday (family games, a hairdresser, etc.), industrial (construction and agricultural games; games that reflect the professional work of people), socio-political (games of war, school, etc.).

All of the above indicates, first of all, that in the environment where the child develops, such relationships occur in surrounding adults. Perhaps people generally began to appreciate something less. These human qualities are clearly visible in the child's play. They are not yet his internal property, but they can become them if the content of the game activity does not change. In a kindergarten, the teacher has the opportunity to competently build interaction not only in things obvious to the child, but also where, it would seem, the share of influence on the child is small. The teacher should be polite not only with children, but also with parents and staff, treat their belongings and the





things of children with respect, value the drawings of children as well as their opinion [4]. This would probably change the content of the plot.

In our study, which was mainly based on direct observation of children, there is data on 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 an exciting journey into the world of social and interpersonal relationships 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 let these ideas live, not with bad intent, because they simply do not see much sense in the 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 play by adults, their own external behavior is also depreciated. For example, we would like to cite extract No. 9 from the diary of observations: "Mom came to pick up her daughter V. (6 years old) from the garden. Seeing that the daughter is busy playing "daughter-mother" with the teacher, abruptly calls the child to her, not allowing her to finish. When dressing the child, he asks the teacher the following questions: "How did you eat?", "Did you walk for a long time?" Perhaps such an observation cannot speak of a global problem of the attitude of adults to the child's play, but such cases are more likely the rule than the exception.

The content affects the formation of personality qualities that are formed in the process of playing. 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 [5]. It combines the model and rules that the child takes on in the process of experiencing it. The roles that the child takes on are determined by the adult. In the process of observation, it was noted that the roles of children are most often transferred to the toy-character played by the child.

The problem with these roles is that often these roles do not need a partner, so there is rarely a specific rule associated with such a role, and there is also no playful speech. But there are also the usual classical roles in which the pictures of modernity and the





realities in which children live are concretely viewed. Rules cause a particular controversy among children, because many children by the age of 6-7 are not used to obeying any rules in life. Extract No. 8 from the diary of observations: "R. (6 years old) and S. (5 years old) play with soldiers who do not protect anything in particular, and also do not have certain positive and negative qualities. When interests clash, kids can't agree on rules."

The teacher in modern conditions still has the opportunity to influence this structural component, because in itself it replaces a close significant adult, who, in turn, is a model of behavior for a preschooler.

How does the role influence the formation of personality? The variety of roles in the game of the child forms his arbitrariness, this helps the preschooler to learn the rules and follow them. The rules of the game are a kind of reflection of moral norms in people's lives. The personality of the child is manifested at preschool age in his roles in the game. The way he treats characters and partners says a lot not only about the innate qualities of the child, but also about his needs, feelings and thoughts.

Of course, one cannot talk about the game and personality only in the context of each other or, on the contrary, dividing them into components. It is necessary to find common ground that would correspond to a specific practical problem, and in such a broad topic, one can find the 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 first ideas of the child about the world around, 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 education of the individual. It is necessary to strive to ensure that parents are not observers, but active participants in the life of their child. This will be possible if we increase pedagogical culture of parents, to maintain and build effective, friendly and ethical relationships between the kindergarten and families.

How can parents influence their child's play? One of the effective ways is to watch cartoons together and discuss what they see. Soviet cartoons are really bright, the speech of the characters in them is pure and beautiful. But not all children like them - because of the outdatedness 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 correctness at any cost. And this should definitely be discussed later.





Disney and Pixar cartoons are the brightest of modern ones, they have a lot of good and bright ideas. 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. The amazing cartoon "Inside Out", "Secrets of Coco" is generally a treasure in terms of talking about ancestors and systemic balance. But you can find a lot of "unnecessary" there, as in "Frozen" and "Valley".

Watching The Valley, you can discuss the problems of garbage, landfills and overconsumption. It's a complex topic, but The Wally helps to understand that the best life is closer to the 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 play 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. This, in a certain sense, also needs to be taught how to eat with a spoon or tie shoelaces. It is necessary to find a modern approach to the development of the plot of games, filling their content with mainly positive experiences, as well as encouraging the importance of the role and rules in the game - and all this is easily explained to parents. This will ultimately form a harmonious personality that is able to think broadly and deeply not only in a game situation, but also in life.

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

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