Management of the Plot-Role-Playing Games of Preschool Children in the Conditions of Pre-School Education

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Abstract: the management of role-playing games for preschool children is directly dependent on the complex pedagogical influences carried out in different types of activities.

Keywords: game, activity, creativity, game plot, action, motive of education.

A role-playing game is the main type of game for a preschool child. The main features of the game are inherent in it: emotional saturation and enthusiasm of children, independence, activity, creativity. The first story games run as roleless games or games with a hidden role. The actions of children acquire a plot character and are combined into a chain that has a vital meaning. Actions with objects, toys are carried out by each of the players independently. Joint games are possible with the participation of an adult.

Play as a reflective activity is a secondary stage in the child's cognition of reality. However, in the role-playing game, the knowledge and impressions of the child do not remain unchanged: they are replenished and refined, qualitatively changed, transformed. This makes the game a form of practical knowledge of the surrounding reality.

A plot-role-playing game is a creative game of preschool children in a developed form represents an activity in which children take on the roles of adults and in a generalized form, in specially created game conditions, reproduce the activities of adults and the relationship between them.

The main feature of the role-playing game is the presence of an imaginary situation in it. An imaginary situation consists of a plot and roles that children take on during the game, and includes a peculiar use of things and objects.

The plot of the game is a series of events united by vitally motivated connections. The plot reveals the content of the game - the nature of those actions and relationships that bind the participants in the events. The role is the main core of the role-playing game. Most often, the child assumes the role of an adult. The presence of a role in the game means that in his mind the child identifies himself with this or that person and acts in the game on his behalf: appropriately using certain objects (drives a car like a driver; puts a thermometer like a nurse), enters into various relationships with other players (punishes or caresses the daughter, examines the patient, etc.). The role is expressed in actions, speech, facial expressions, pantomime. Children are selective about the role: they take on the roles of those adults or children (older, and sometimes peers), whose actions and deeds made the greatest emotional impression on them, aroused the greatest interest. Most often, this is a mother, educator, teacher, doctor, pilot, sailor, driver, etc. The child’s interest in a particular role is also associated with the place that this role occupies in the unfolding plot of the game, in what relationships - equality, subordination or management - the player who has assumed this or that role enters with others. In the plot, children use two types of actions: operational and visual - “as if”. Along with toys, a variety of things are included in the game, while they are given an imaginary, playful meaning.
A distinctive feature of a playful imaginary situation is that the child begins to act in a mental rather than a visible situation: the action is determined by a thought, not a thing. However, the thought in the game still needs support, so often one thing is replaced by another (a wand replaces a horse), which allows you to carry out the action required by meaning. Creative role-playing game has specific motives. The most common motive is the child's desire for a joint social life with adults. This aspiration collides, on the one hand, with the unpreparedness of the child for its implementation, on the other hand, with the growing independence of children. The emerging contradiction is resolved in a plot-role-playing game: in it, the child, taking on the role of an adult, reproduces his life, activities and relationships. The immediate motives of the game change with the age of the children, determining the content of the games. If for a younger preschooler the main motive for playing is an action with objects that are attractive to him, then for a child of older preschool age the main motive is to reproduce the relationships that the adults depicted in the game enter into with each other.

Leading the role-playing game of children, the teacher solves the following tasks:

- education of desire and ability to play together;
- education of skills of a collective game (the ability to negotiate, distribute roles and toys, enjoy the success of a friend);
- fostering a benevolent attitude towards people, the desire and readiness to do something useful and pleasant for them. At the same time, it teaches children to outline the theme of the game (what we will play), to jointly perform certain actions, not to interfere, but to help each other, independently and fairly resolve conflicts that arise. The success of the education of various moral qualities lies in the systematic, possible use of any pedagogical situation.

However, it should always be borne in mind that the leadership of role-playing games for children should not turn into “training”, when the teacher not only imposes a theme, the plot of the game, but also gives ready-made recipes for behavior. Leading the game, you need to solve both developing and educating tasks.

Recommendations for organizing a role-playing game by a teacher:

- remember events that are more suitable for the game, establish their sequence;
- plan the course of the game, the sequence of actions;
- allocate roles, agree on the plan;
- help in solving game problems, maintaining cognitive interest in the game;
- watching children play
- the direction of the intention and actions of children (advice, hint, question, change in the playing environment);
- creation of problematic situations (flexible impact on the idea of the game, development of the plot, complication of ways to display reality);
- create a game situation;
- individual work (the child does not know how to play, you can use the experience of well-playing children).

So, the management of role-playing games for preschool children is directly dependent on the complex pedagogical influences carried out in different types of activities. Educational and educational influences should be aimed at enriching and deepening the knowledge of children,
introducing significant motives for activity and forming a positive emotional attitude towards the game.

**Literature:**


