

ADAPTATION OF CHILDREN TO KINDERGARTEN THROUGH ROLE-PLAYING GAMES

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Abstract. *A game is an independent activity in which children interact with peers. They are united by a common goal, joint efforts to achieve it, and common experiences. Play experiences leave a deep imprint on the child's mind and contribute to the formation of good feelings, noble aspirations, and collective life skills. The teacher's task is to make each child an active member of the play group, to create relationships between children based on friendship, justice, and responsibility to their comrades. The game cultivates interest and respect for the work of adults: children portray people of different professions and at the same time imitate not only their actions, but also their attitude towards work and people.*

Keywords: *game - independent activity, child's consciousness, attitude, education, training, upbringing, formation.*

Role-playing creative games are games that children themselves come up with. Games reflect the child's knowledge, impressions, and ideas about the world around him, and social relationships are recreated. Each such game is characterized by: theme, game concept, plot, content and role. In games, the creative imagination of a child is manifested, who learns to operate with objects and toys as symbols of the phenomena of the surrounding life, comes up with various combinations of transformation through the assumed role, breaks out of the circle of familiar everyday life and feels like an active "participant in the life of adults" (D. B. Elkonin) [4].

In games, the child not only reflects the life around him, but also rebuilds it, creates the desired future. As L. S. Vygotsky wrote in his works, "a child's play is not a simple memory of what he has experienced, but a creative processing of experienced impressions, combining them and building from them a new reality that meets the needs and drives of the child himself." In play, all aspects of a child's personality are formed in unity and interaction. The game occupies a large place in the system of physical, moral, labor and aesthetic education of preschool children. The game is of great educational importance; it is closely connected with learning in the classroom and with observations of everyday life. As V. I. Yadeshko notes, in creative games an important and complex process of mastering knowledge takes place, which mobilizes the child's mental abilities, his imagination, attention, and memory [6].

By playing roles, depicting certain events, children reflect on them and establish connections between various phenomena. They learn to independently solve game problems, find the best way to implement their plans, use their knowledge, and express it in words. Often the game serves as an occasion for imparting new knowledge to preschoolers and broadening their horizons. With the development of interest in the work of adults, in public life, in the heroic deeds of people, children begin to have their first dreams of a future profession and a desire to imitate their favorite heroes. All this makes play an important means of creating the direction of a child's

personality, which begins to take shape in preschool childhood. Creative play cannot be subordinated to narrow didactic goals; with its help, basic educational tasks are solved.

An interesting game increases the child's mental activity, and he can solve a more difficult problem than in class. But this does not mean that classes should be conducted only in the form of games. Training requires the use of a variety of methods. Play is one of them, and it gives good results only in combination with other methods: observations, conversations, reading, etc. By playing, children learn to apply their knowledge and skills in practice, to use them in different conditions. Creative games open up wide scope for invention and experimentation. Games with rules require the mobilization of knowledge and independent choice of solution to a given problem. A game is an independent activity in which children interact with peers. They are united by a common goal, joint efforts to achieve it, and common experiences.

The basis for a child's well-being in kindergarten is his friendly and open relationships with the teacher and peers, the ability to cooperate and work together. And how adults approach the child during the adaptation period, how they can organize his life in a group, much depends on his behavior.

The best way to overcome a child's maladjustment in kindergarten is play, as it helps to distract from worries, stressful conditions, and smoothes out negative emotions.

An analysis of mass teaching practice has shown that the main cause of emotional stress in young children is the period of adaptation.

Therefore, it is necessary to organize this period in such a way as to traumatize the child as little as possible. And this depends primarily on the teachers, on their ability and desire to create an atmosphere of warmth, kindness, and attention in the group. The most important thing for a teacher is to win the child's trust and affection. You need to make the child feel that he is understood and accepted for who he is.

Of course, the main role in any process belongs to the teacher. By creating in the child a positive attitude towards all processes, developing various skills that correspond to age-related capabilities, forming the need for communication with adults and children, he ensures the solution of educational tasks already during the period of the child's adaptation to new conditions and thereby accelerates and facilitates the adaptation process .

A necessary condition for the successful organization of joint games is the emotional involvement of an adult in them. The teacher must not only demonstrate the necessary actions, but also be the emotional center of the game, unite the children around him, and arouse their interest in orders.

It is unacceptable to force children to play together. They are held in a free form, and each child's participation in the game must be voluntary. It is important to interest the baby, involve him in the game, invite him to play with other children. If a child is afraid or shy, you need to give him the opportunity to simply watch his peers play; most likely, a little later he himself will want to join them. If your child suddenly loses interest in a game that he was enthusiastically playing, you should invite him to do what interests him at the moment.

In primary education, the leading activity is role-playing play, and communication becomes its part and condition. The game is social in its content, in its nature, in its origin, i.e. arise from the child's living conditions in society. Role-playing games attract children with their emotionality, variety of plots and motor tasks. They contribute to the development of cognitive processes, the acquisition of experience in communicating with peers and adults, which is one of

the conditions for successful adaptation. Play activities help relieve emotional and muscle tension, reduce impulsivity and anxiety, develop children's interaction skills with each other, develop attention, perception, speech, imagination, gross and fine motor skills, and coordination of movements. According to the classification, role-playing games belong to creative games, that is, with this type of play activity, the child has a huge arsenal of creative possibilities, complete freedom of choice of actions, which can decide the outcome of the game.

In a role-playing game, all actions take place in a certain conventional space. The room in which the child plays suddenly turns into a dollhouse, a grocery store, a garage or a construction site, and the playing children take on the corresponding roles (mom, dad, salesman, mechanic, builder, etc.).

In a role-playing game, as a rule, there are several participants, since every role requires a partner: mother-child, seller-buyer, doctor-patient, etc.

Role-playing games can teach kids:

Communication with peers;

Find solutions to conflicts;

Express emotions, even negative ones;

Develop imagination;

Helps adapt to kindergarten;

A game is an independent activity in which children interact with peers. They are united by a common goal, joint efforts to achieve it, and common experiences. Playful experiences leave a deep imprint on the child's mind and contribute to the formation of good feelings, noble aspirations, and collective life skills. The teacher's task is to make each child an active member of the play group, to create relationships between children based on friendship, justice, and responsibility to their comrades. The game cultivates interest and respect for the work of adults: children portray people of different professions and at the same time imitate not only their actions, but also their attitude towards work and people. Often the game serves as an incentive to work: making the necessary attributes, designing. Game is an important means of aesthetic education of preschoolers, since in this activity creative imagination, the ability to conceive, develops the rhythm and beauty of movements. A thoughtful selection of toys helps to develop artistic taste. Thus, in preschool childhood, play is the most important independent activity of the child and is of great importance for his physical and mental development, the formation of individuality and the formation of a children's team.

Plot - role-playing game in the life of a child

Preschool childhood - from 2 to 6-7 years - is a very special period of child development. It is at this age that internal mental life and internal regulation of behavior arise. This inner life manifests itself in the ability to act in terms of general ideas, in the child's imagination, in voluntary behavior, in meaningful communication with adults and peers. All these important qualities and abilities arise and develop not in conversations with an adult or in classes with specialists, but in role-playing games. This is a game in which children take on the roles of adults, and in game, imaginary conditions specially created by them, they reproduce (or model) the activities of adults and the relationships between them.

Game activity influences the formation of arbitrariness of behavior and all mental processes - from elementary to the most complex. Performing a play role, the child subordinates all his momentary, impulsive actions to this task. When playing, children concentrate better and

remember more than when given direct instructions from an adult. The conscious goal - to concentrate, remember something, restrain impulsive movement - is the earliest and easiest to be identified by a child in the game.

Play has a strong influence on the mental development of a preschooler. Acting with substitute objects, the child begins to operate in a conceivable, conventional space. The substitute object becomes a support for thinking. Gradually, play activities are reduced, and the child begins to act internally, mentally. Thus, the game helps the child move on to thinking in terms of images and ideas. In addition, in the game, playing different roles, the child takes on different points of view and begins to see the object from different sides. This promotes the development of the most important human thinking ability, which allows you to imagine a different view and a different point of view. Role play is critical to developing imagination. Game actions take place in an imaginary situation; real objects are used as other, imaginary ones; the child takes on the roles of imaginary characters. This practice of acting in an imaginary space helps children acquire the ability to imagine creatively.

A preschooler's communication with peers also takes place mainly in the process of playing together. While playing together, children begin to take into account the desires and actions of the other child, defend their point of view, build and implement joint plans. Therefore, play has a huge impact on the development of children's communication during this period.

Doctors and psychologists distinguish between 3 degrees of adaptation: mild, moderate and severe.

With easy adaptation: all indicators are normalized, as a rule, by 3-4 weeks. With an average degree of adaptation - by 5-6 weeks. With severe adaptation - from 2-6 months. and more.

Adaptation is determined by the following factors:

The state of health and level of development of the child. A healthy, physically developed baby has better adaptation capabilities. Children who are nervously and somatically weakened, get tired quickly, have poor sleep and appetite, cope worse with the difficulties of the adapted period, they experience stressful conditions and, as a result, they often get sick.

One of the conditions for the formation of children's positive relationships is the teacher's support of children's natural need for communication. Communication should be voluntary and friendly

A necessary condition for organizing both joint and individual games is the most friendly attitude of an adult towards children and the absence of a negative assessment of their actions. At this age, children are very sensitive to adult encouragement and reprimand. Being too demanding of a child can cause a negative reaction in him, which is why the child may refuse to take part in the game. An adult should only direct children to perform the action, but not demand their complete repetition. And you definitely need to praise the children for the action they perform. During the game, you should address the kids affectionately as often as possible, emphasizing how well they play together. This helps to attract children's attention to each other. Play experiences leave a deep imprint on the child's mind and contribute to the formation of good feelings, noble aspirations, and collective life skills. The teacher's task is to make each child an active member of the play group, to create relationships between children based on friendship, justice, and responsibility to their comrades. The game cultivates interest and respect for the work of adults: children portray people of different professions and at the same time imitate not only their actions, but also their attitude towards work and people [5].

Often the game serves as an incentive to work: making the necessary attributes, designing. Play is an important means of aesthetic education for preschool children, since in this activity creative imagination, the ability to conceive, and the rhythm and beauty of movements are manifested and developed. A thoughtful selection of toys helps develop artistic taste. Thus, in preschool childhood, play is the most important independent activity of the child and is of great importance for his physical and mental development, the formation of individuality and the formation of a children's team. Plot-based role-playing game in the life of a child Preschool childhood - from 2 to 6-7 years - is a very special period of child development [7-9].

It is at this age that internal mental life and internal regulation of behavior arise. This inner life manifests itself in the ability to act in terms of general ideas, in the child's imagination, in voluntary behavior, in meaningful communication with adults and peers. All these important qualities and abilities arise and develop not in conversations with an adult or in classes with specialists, but in role-playing games. This is a game in which children take on the roles of adults, and in game, imaginary conditions specially created by them, they reproduce (or model) the activities of adults and the relationships between them. Gaming activity influences the formation of arbitrariness of behavior and all mental processes - from elementary to the most complex. Performing a play role, the child subordinates all his momentary, impulsive actions to this task. When playing, children concentrate better and remember more than when given direct instructions from an adult. The conscious goal - to concentrate, remember something, restrain impulsive movement - is the earliest and easiest to be identified by a child in the game [8].

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With severe adaptation - from 2-6 months. and more. Adaptation is determined by the following factors: The state of health and level of development of the child. A healthy, physically developed baby has better adaptation capabilities. Children who are nervously and somatically weakened, get tired quickly, have poor sleep and appetite, cope worse with the difficulties of the adapted period, they experience stressful conditions and, as a result, they often get sick. One of the conditions for the formation of children's positive relationships is the teacher's support of

children's natural need for communication. Communication must be voluntary and friendly. Structure, content and types of role-playing games The relationship between the image, play action and words forms the core of play activity and serves as a means of reflecting reality. The main structural elements of the game are: the game concept, plot or content; game actions; roles; rules that are dictated by the game itself and are created by children or proposed by adults.

These elements are closely interrelated. Game design is a general definition of what and how children will play. It is formulated in speech, reflected in the game actions themselves, formalized in the game content and is the core of the game. According to the game concept, the games can be divided into groups: those reflecting everyday phenomena (games of “family”, “kindergarten”, “clinic”, etc.), reflecting creative work (construction of the metro, building houses, etc.), reflecting social events, traditions (holidays, meeting guests, travel, etc.) [3].

This division of them, of course, is conditional, since the game can include a reflection of various life phenomena. The plot, the content of the game is what makes up its living fabric, determines the development, diversity and interconnection of game actions, the relationships of children. The content of the game makes it attractive, arouses interest and desire to play. The structural feature and center of the game is the role played by the child. Based on the significance of the role in the game process, many of the games are called role-playing or role-playing.

The role is always related to a person or an animal; his imaginary actions, actions, relationships. The child, entering their image, plays a certain role. But the preschooler does not just play this role, he lives in the image and believes in its truthfulness. Depicting, for example, a captain on a ship, he does not reflect all of his activities, but only those features that are necessary during the course of the game: the captain gives commands, looks through binoculars, takes care of passengers and sailors. During the game, the children themselves (and in some games, adults) establish rules that define and regulate the behavior and relationships of the players.

They give games organization and stability, consolidate their content and determine further development, the complication of relationships and relationships. All of these structural game elements are more or less typical, but they have different meanings and are related differently in different types of games.

Role-playing games: they differ in content (reflection of everyday life, work of adults, events of social life), in organization, number of participants (individual, group, collective), in type (games whose plot is invented by the children themselves, dramatization games - acting out fairy tales and stories; construction).

The plot in the game is the basis on which the adult builds his targeted influences. But since the formation of the game occurs gradually, the plot is used differently, depending on the stages of the game and the age characteristics of the children. In the formation of play, three main stages can be distinguished: 1) mastering conventional actions with toys and substitute objects; 2) mastering role behavior (role relationships and interactions); 3) mastering the methods of constructing a plot. Conventionally, these stages can be attributed to certain ages: the first 1-2 years; second 2-4 years Materials for plot play in the first junior group In accordance with plot-forming functions, three types of play material (toys) are distinguished: “Objects of operation” are toys that imitate real objects, tools, tools, means of human activity, allowing you to recreate the meaning of the present action (for example, a toy cup, iron, hammer, steering wheel, etc.) “Toys - characters” are various kinds of dolls, figures of people and animals. In terms of functions in the

game, this also includes game material representing game attributes specific to a character (role), for example, a white doctor's cap, a fireman's helmet, etc.

“Markers (signs) of the play space” are toys, play material indicating the place of action, the environment in which it occurs (for example, a toy stove, a house-teremok, a rocket frame, a frame depicting the bow of a ship or the front wall of a bus and etc.) [1].

Materials for the story game Toys-operating objects for children from 2 to 3 years old are prototypical imitations of household “tools” - toy dishes, iron, hammer, etc. Prototypical imitators of transport - trucks (wooden and plastic, in which the child can load cubes, sit down by himself), strollers for dolls, a horse on wheels, carts, etc. All these toys should be quite large (commensurate with the child or doll) and ready for use. Toys-markers of conditional space for children of this age should also be prototypical, large and ready for use. Basically, these are objects that imitate household furnishings: large toy furniture, proportional to the child himself and large dolls (crib, table, chairs), kitchen cabinet, kitchen stove, etc.

These can also be simulators of a home (screen house, tower), large objects simulating the space of a vehicle (the “frame” of a car, bus with a steering wheel and a recognizable “facade”), into which children can enter and be placed inside. Character toys occupy a very important place, especially dolls. At this age, the doll serves as an object of influence for the child (and does not replace an active play partner). He carries out conditional play actions in relation to it, which in reality an adult performs in relation to himself (feeds the doll, gives water, bathes, puts him to bed, etc.), which is why an essential requirement for the doll is the ability to give it the appropriate functional poses : the doll must “be able” to change position - stand, sit, lie down, you can take it by the handle and lead it next to you. Character toys—like animals—are of great importance for children's play.

Multifunctional materials, which replace missing prototype toys, are necessary to ensure adult play with children and their independent play. For children of this age, the range of such materials is small. This is a small number of inflatable modules that a small child can move freely. They are used to enclose a “house”, “bus”, etc. In addition, it is advisable to have a container with scattered plastic and wooden cubes, bars, balls of different colors and sizes.

As substitutes, you can also use elements of construction sets, construction kits, and didactic materials that are available in the group for children's productive and research activities. Plot-forming sets of material and its placement For the play of children 2-3 years old, who are almost entirely dependent on the external environment, sets (complexes) of playing material are needed, which present all types of plot-forming toys (characters, operating objects, space markers). In the space of a group room, it is enough to have 3-4 such integral complexes (traditionally in preschool pedagogy they are called thematic zones).

These are sets of materials (and part of the space) for developing household themes: A cabinet with dishes, a kitchen stove and several dolls on chairs around the table. A couple of doll beds, a cabinet with “bedding”, a sofa on which both dolls and children can sit. The house-teremok is a screen, with benches and modules inside, where soft animal toys can live, children can hide and make their own home; Here an adult can play with children based on simple fairy tales. Thematic complex for a variety of trips: a frame bus with seat modules and a steering wheel. The rest of the gaming materials are placed in low racks, mobile boxes on wheels, plastic containers that slide into the lower open shelves of cabinets, etc. All materials within sight must be accessible to children.

Thus, the game process itself is a simulation of a particular situation by a group of people. Each of them behaves as he wants, playing for his character.

The role-playing game takes place in the game world. The game world may look like anything, but it determines the course of the game. The plot proposed by the game master and the world he describes forms the basis of a role-playing game. The world can be completely invented, based on some work of art (book, film or play).

Achieving a goal is not necessarily the main goal of an RPG, and some RPGs don't have one at all. The main task may be character development, correct roleplaying, or exploration of the world.

The role-playing community distributes non-profit publications devoted to games and issues of historical reconstruction, as well as collections of authors, including music.

It should be noted that since the 70s of the 20th century, role-playing games began to be used in teaching foreign languages, and at about the same time - in the practice of psychology and psychiatry.

Any S/R game of preschool children takes place with an emotional upsurge, which arouses in children the desire for imagination, the ability to imitate, and copy behavior. The emotional background of the game reveals the level of its moral and psychological culture, the richness of its spiritual life. All this unites children and creates great opportunities for the formation of collectivist relationships; has a comprehensive effect on the development of the child's personality and contributes to more successful adaptation of children.

Role-playing creative games are games that children themselves come up with. Games reflect the child's knowledge, impressions, and ideas about the world around him, and social relationships are recreated. Each such game is characterized by: theme, game design, plot, content and role. In games, the creative imagination of the child is manifested, who learns to operate with objects and toys as symbols of the phenomena of the surrounding life, comes up with various combinations of transformations through the assumed role, and goes beyond the circle of familiar everyday life and feels like an active participant in the life of adults (D. B. Elkonin). In games, the child not only reflects the life around him, but also rebuilds it, creates the desired future. As L. S. Vygotsky wrote in his works, a child's play is not a simple memory of what he has experienced, but a creative processing of experienced impressions, combining them and building from them a new reality that meets the needs and drives of the child himself. In the game, all aspects of the child's personality are formed in unity and interaction. The game occupies an important place in the system of physical, moral, labor and aesthetic education of preschool children. The game has great educational significance, it is closely related to learning in the classroom, with observations of everyday life. As Yadeshko notes IN AND. - in creative games, an important and complex process of mastering knowledge takes place, which mobilizes the child's mental abilities, his imagination, attention, and memory [6]. By playing roles, depicting certain events, children reflect on them and establish connections between various phenomena. They learn to independently solve game problems, find the best way to implement their plans, use their knowledge, and express it in words. Often the game serves as an occasion for imparting new knowledge to preschoolers and broadening their horizons. With the development of interest in the work of adults, in public life, in the heroic deeds of people, children begin to have their first dreams of a future profession and a desire to imitate their favorite heroes. All this makes play an important means of creating the orientation of a child's personality, which begins to take shape in preschool childhood. Creative play cannot be

subordinated to narrow didactic goals; with its help, basic educational tasks are solved. An interesting game increases the child's mental activity, and he can solve a more difficult problem than in class. But this does not mean that classes should be conducted only in the form of games. Training requires the use of a variety of methods. Play is one of them, and it gives good results only in combination with other methods: observations, conversations, reading, etc.

While playing, children learn to apply their knowledge and skills in practice and use them in different conditions. Creative games open up wide scope for invention and experimentation. Games with rules require the mobilization of knowledge and independent choice of solution to a given problem. Thus, taking into account the above, it should be remembered that role-playing games in the educational process contribute to the comprehensive development of young children and help them adapt more easily to a new environment.

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