

Formation of Feelings of Kindness in Children in Role Playing Games

Ergasheva Sarvinoz

Andijan State Pedagogical Institute, The direction of pre-school education

Abstract: In this article, the role and importance of plot-role, dramatization games in the development of preschool children is widely covered. Methodical recommendations on the task of the "Plot - role-playing games and dramatization" center, which exists in groups of pre-school educational organizations, and the equipment of this center are given. It is also noted that story-based role-playing games instill a sense of kindness in children.

Keywords: Story role-playing game, education, activity, thinking, heroism

LOG IN

In order to educate children in pre-school education, to implement role-playing games with a plot and lead them, adults can choose the game and guide it correctly "MTM education and training program" ensures the successful implementation of the tasks specified in The game is a means of development and education of children. Psychologists consider the game to be the leading activity in preschool age. Thanks to the game, the qualities that ensure the transition of the child to a higher stage of development are formed, significant changes occur in his psyche.

LITERATURE ANALYSIS

In the game, all aspects of the child's personality are formed by interacting with each other. By observing a child playing, you can learn about his interests, his perception of the surrounding environment, and his attitude towards adults and friends. In order to cultivate a certain quality in a person, it is necessary to develop other aspects of it. For example, in order to develop the child's interest in the game and organizational skills, rich games should be created. A well-organized team of children is necessary for the development of children's creative games. The game plays an important role in the system of physical education of children, in the educational work of the preschool educational institution, in moral, labor and aesthetic education.

RESEARCH METODOLOGY

In the game, the demands and needs specific to the child's organism are satisfied, vital activity increases, endurance, freshness, cheerfulness are cultivated. That is why the game occupies a worthy place in the system of physical education of children. The game is also widely used as a means of aesthetic education for children is used. Children reflect the life and events around them through images and roles. In the game, imagination is very important for children to create an image through their previous impressions.

Children use songs, poems, dances, and riddles that they have learned before in many games. The educator uses it to educate children's aesthetic taste and pleasure. It is also important to be able to choose the time of the game. Children have 8-10 minutes to play between breakfast and training. In this case, children often continue the games they started earlier. 1 hour - 1 hour 20

minutes is allocated for children to play on the walk. Children have time to play even after daytime sleep and evening breakfast. In this case, children can play more role-playing games with building materials, dolls, and tabletop toys. At the same time, recreational games are also used.

The plot is the main component in the activity of the game, which includes the character, the life situation, the action and the relationship of the characters. Role-playing games should not lead to the idea that they cannot be played individually, even though they are team games by their content and essence. Story-role games play an important role in the mental, moral, and physical development of a child, in which the child's needs and skills are nurtured and formed.

Story-role play is the main type of play for preschool children. A role-playing game with a plot is a reflective activity by its nature. The life and activities of the adults and peers around Tevarakatrof serve as a source for the content of this game. Education is the systematic and planned development of the cognitive abilities of preschool children, equipping them with the simplest knowledge system defined in the educational program of MTM, forming skills and abilities. Education plays a leading role in mental education of children of preschool age. Because all issues related to intellectual education are solved during the educational process. Education means consistently imparting knowledge to children, identifying and systematizing this knowledge, developing cognitive processes and thinking activity. The preparatory period is divided into the processes of entering the game, discussing the actions in the game, and determining the main ones. These processes help to fully express the content of the game, to agree on the establishment of warm mutual relations. To develop the game, it is necessary to change the content of the requirements for the game. Choosing a game situation depends on the skill and interest of the pedagogue leading the game. The famous pedagogue and psychologists D.B. Elkonin, D.V. Mendzheritsky, P.E. Samorukova and others studied deeply in their observations.

ANALYSIS AND RESULTS

The plot is the main component in the game, it includes the character, the life situation, the action and the attitude of the characters. Although role-playing games are considered a team game by their content and essence, it should not give rise to the idea that they cannot be played individually. Role-playing games play an important role in the mental, moral, and physical development of a child, and the child's needs and skills are nurtured and formed. Role-playing game management is carried out in the following main stages. Stage 1. The main means of studying children's interests and the level of development of themed games are as follows: - observation of children's games; - creating a description of the main directions of game development, game theme, game content, development of children's game activity, development of mutual relations in the game; - determining the purpose of leading the game. Stage 2. Influence of adults on the theme and content of the game: — organization of trips and purposeful walks on the theme of the game; — holding conversations; - reading fiction and stories; — show illustrative pictures; — various trainings on the subject; — holding visual activity classes. Stage 3. preparation for the game (a special place for playing the game, toys and game materials): — selection of ready-made toys; - handmade toys. To organize a play zone for children to do it independently. Step 4. Teaching children to play (reflecting the game process and other things in the game): - studying the effects of toys and substitutes; — teaching to reflect imaginations in the game; — teaching to use words in the game; — forming the skills of taking into account actions in the game; - words and actions; — action and game material (words, action and game material are the language of the game). Step 5. Influencing moral relations in the game, children's team, behavior, culture, formation of game culture in game activities: 62 — to arouse children's feelings in relation to a certain game topic; — to teach children the elements of pre-planning the game; — to teach the rational distribution of roles and toys in the game; — to educate the culture of being able to play harmoniously with peers; - formation of a cohesive team: training skills of playing independently and finishing the game, resolving disagreements and disputes rationally during the game; - the influence of adults on the game - giving advice,

completing their understanding, providing full support for the game; — assessment of children's play activities, moral attitudes.

CONCLUSIONS

Distinctive features of staging games. Dramatic games are a type of independent creative play for children, in which works of art and stories are performed by children in roles. These games form children's positive moral qualities, such as will, discipline and the ability to control their own behavior, to consider the actions of others. In staging games, children get involved in the game process, they clearly demonstrate such positive qualities as heroism, bravery, kindness, enthusiasm, enthusiasm, which are directly related to the inner life of the heroes of the story and fairy tales. In this process, children's speech activity, vocabulary, and outlook expand. The selection of works of art and fairy tales for staging requires adults to take into account the young characteristics, interests, and wishes of children.

The following methods can be used to form children's feelings of kindness in role-playing games:

1. Children imagine mutual friends as helpers and supporters.
2. Tell children about other interesting characters and heroes and study their lives.
3. Children help other people, listen to their problems and support them.
4. Playing games with children in serious situations and not helping each other.
5. Playing games with children in serious situations and not helping each other.

Through these methods, children develop feelings of kindness and become kind towards their friends, family members and community members.

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