

## **The Role of Play in the Development of a Child's Personality**

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### **Abstract**

The article is devoted to the role of play in the formation of a child's personality. The features of the process of socialization of preschoolers are described, the influence of play activity on the formation of socially oriented personality traits is revealed, and the influence of the Internet space on the child is also considered.

**Keywords:** game, development, personality, socialization, internet space.

### **INTRODUCTION**

This article attempts to trace, based on the generalization of pedagogical experience, how the meaning of interpersonal relationships is revealed from group to group, how play activities contribute to the formation of socially oriented qualities of children, and to what extent modern types of games and children's toys contribute to this.

### **MATERIALS AND METHODS**

We have been familiar with games and toys since childhood. From the position of an adult, the game is perceived as entertainment, as something frivolous. However, games are increasingly taught to parents, psychologists, teachers, doctors – all those who are somehow connected with children. Since the game is a thin thread to the secrets of the child's soul, which will help him in the future to be socially adapted, show the makings of leadership, successfully study at school, apply the revealed sides of talent, etc. The first experience of the game the child gets in the family: mom sings a lullaby, strokes the baby, plays with his arms and legs. A little later, the child joins the first verbal games with the help of folk art (nursery rhymes, fairy tales, songs), then he has toys that the kid learns to manipulate by looking at an adult. At this moment, the emotional sphere of the child develops, imaginative and visually effective thinking develops. The child, perceiving the speech of an adult, learns to listen, act and speak. Gradually, we come to understand that the child needs not only interaction with objects, but also inventing some kind of plot for game. Here the creative imagination comes to the rescue, which underlies the birth of the story game in all its diversity. During the game, interpersonal relationships develop, their operational side is mastered, children throughout the preschool period learn to manage their behavior and plan their actions based on primary value concepts. At the same time, in the younger group (3-4 years old), single games predominate in children. They most often use specific toys to display their role (dad, mom, doll-daughter). Depending on the equipment of the play area, younger children use a variety of play material (for example, a toy phone to call), but their play actions are still largely stereotyped, imitating the actions of adults. At the same time, younger children respond well to the teacher's request to play together in a mobile or story-role-playing game. In the middle group (4-5 years old), children begin to unite to play in groups of 2-4 people. Their roles are already diverse, as children try to transfer their small social experience into the game, but at the same time, the main

mechanism for mastering role behavior remains imitation of adult role behavior. Teachers, in order to increase interest in the game, enrich the subject-spatial environment of the kindergarten group. During this period, substitute items begin to appear in children. Using them, children expand the theme of games, replacing the missing items (a bar – a phone or a comb, a counting stick – a key or a nail). At this time, the role-playing repertoire of children's games is enriched by familiarizing with the professions of a salesman, a chauffeur, a hairdresser, etc. Watching children during the game, you can trace how children, trying to display their role, receive various responses from play partners in return.

Children 5-6 years old are characterized by great independence in choosing games in which clear distinctions of roles are actively used and role-playing dialogues are conducted. The range of games is expanding: story-role-playing, mobile, desktop-printed, director's. The social experience perceived by children finds emotional manifestations in the game, including facial expressions, gestures, expressiveness of intonation in dialogical speech. During this period, the first conflicts are observed, which children successfully resolve themselves or an educator comes to their aid.

By the age of 7, children in a story-role-playing game successfully apply the knowledge gained in direct educational activities, design and performance. They display the behavior and actions of literary heroes in the game, play their impressions of what they saw on the TV screen or heard from an adult's story. In his roles, the child reflects the learned norms of relationships, value orientations that he has adopted from the adults around him. This will continue to serve as a foundation for his successful socialization in society. That's why many experts note that the story game has the greatest developing effect. So, repeated observations of the game of four-year-olds in a group made it possible to notice that not all children can play together, they can agree. According to N. A. Korotkova, this is because the plots often change during the game, but they are not brought to the end. Very often girls bring Barbie dolls, but they do not play with them, they cannot find use for them, meanwhile dolls available in kindergarten are happy to use in the game. Boys sometimes come with robots or ninja turtles of large sizes, but they cannot use them. This is due to the fact that parents buy those toys that, first of all, are affordable, and not because children like them. Very often, this choice does not mean that the toy is suitable for a child by age and he knows how to use a completely adult toy. At the same time, specialists of children's institutions, educators select toys in accordance with the age of their pupils, in accordance with the requirements of educational standards. Nowadays there is a very large selection of toys that can be selected for different themed games. But these toys, as time and research by psychologists have shown, can bring not only benefits, but also harm. There are cases when parents bought interactive toys for children that replace pets – these are Tamagotchi. Some children had nervous breakdowns when using these toys. Two or three years ago, every child over the age of 5 knew who the Monster-High doll was, which could be purchased in the store along with the coffin included in the kit. It would seem that a sane parent would never buy such a toy for his child, but advertising plays a cruel joke here – the "engine of progress". And parents, caught on her hook, buy something that partly forms the child's worldview, thereby encouraging manufacturers of such toys.

## **RESULTS AND DISCUSSION**

As already noted, each stage of a child's development is characterized by a certain leading activity, therefore, consideration of the problem of cyber socialization of preschoolers should begin by referring to the theory of periodization of mental development of D. B. Elkonin. In his approach, D. B. Elkonin relied on the ideas of L. S. Vygotsky about the allocation of stages of development in accordance with their characteristic mental neoplasms. According to L. S. Vygotsky, higher mental functions arise in a child only in the process of socialization, in cooperation with an adult [7]. However, in the conditions of the socializing environment of cyberspace, higher mental functions arise and develop differently compared to "traditional" socialization. A number of researchers believe that the use of modern gadgets and the Internet negatively affects brain function. Psychologists are sounding the alarm about the fact that parents

often buy games so that the child, being carried away by the game, does not interfere with an adult. At this moment, the child immediately falls out of the parents' control, his consciousness begins to be controlled by what is depicted on the screen. The child sees the finished plot and can take a direct part in it as a performer, but not the initiator. He cannot change the plot himself, but he is very happy with the result of some game, a completed task. The very role of the game as a learning component is very reduced here. The most important thing here is the dosage by time. As experts advise, it should not exceed 30 minutes per week (SanPiN).

## CONCLUSION

In the field of information computer technology development, a large part is occupied by games and educational platforms for preschoolers. A child who has been "hooked" on a tablet is happy, he cannot tear himself away from the screen, on which some events are continuously happening. However, there are also factors in the Internet environment that negatively affect the process of socialization, such as the exploitation of trust, access to sites with destructive content, fascination with violent games, etc. Thus, the value orientations perceived in the preschool children's institution, which the child learns to demonstrate in the game through role-playing actions, become the main conditions for the formation of socially oriented personal qualities that meet the requirements of society.

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