

## **Psychological and Pedagogical Conditions for the Organization of Independent Play in Younger Preschoolers**

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### **Abstract**

In the article, the author highlights the conditions for supporting independent play of children of younger preschool age, and also reveals the ideas of modern educators about the level of children's play, the features of the created developing subject-spatial environment, as well as the conditions for the transition of children to independent play.

**Keywords:** independent play, younger preschoolers, psychological and pedagogical conditions, organization of independent play.

### **INTRODUCTION**

Of particular importance is the younger preschool age — the period of transition from one leading activity to another, the time of origin and the beginning of the development of the plot-role-playing game.

### **MATERIALS AND METHODS**

By its nature, at the beginning of the age period, the game of preschoolers is of a display nature — children reproduce the actions of adults, but with toys or objects. The child repeatedly repeats the same actions with the same toys: "stirring porridge", "pouring tea", "washing dishes". Often, the result of the action is not used by children — no one eats porridge, and clean dishes are not put on the table. "The actions themselves are maximally deployed, they cannot be abbreviated and cannot be replaced by words. Roles actually exist, but they themselves are determined by the nature of the action, and do not define it. As a rule, children do not call themselves by the names of the persons whose roles they have assumed. These roles exist in the actions rather than in the mind of the child." For younger preschoolers, the objects they have chosen that have attracted their attention suggest a role: if a child has a ladle in his hands, he is a mother, if a typewriter, he is a chauffeur. Gradually, during the younger preschool age, children master role-playing actions and transition from the display game to the formation of a plot-role. "The evolution of action (according to D. B. Elkonin) goes the following way. First, the child eats with a spoon himself.

Then he feeds someone else with a spoon. Then he feeds the doll with a spoon, like a baby. Then he feeds the doll with a spoon, like a mother feeds a child. Thus, it is the attitude of one person to another (in this case, the mother to the child) that becomes the main content of the game and sets the meaning of the game activity". And only when a child can name his role when reproducing certain actions, we can talk about accepting a role, fulfilling certain rules of character behavior in a conditional plan, "make-believe", about the origin of a plot role-playing game. Younger preschoolers can already use substitute objects in their game, which allows them to go beyond the real object action and recreate, display its general meaning in a shortened game form (for example, to go somewhere by train, it is not necessary to have a train, you can make it from improvised means, to for example, from chairs).

By the beginning of preschool age, the child's game is still individual: he first plays alone with himself, he is not so interested in what other children are doing, what they are playing with and what actions they reproduce. Gradually, younger preschoolers have an interest in the game of their peers, a desire to communicate more actively with their peers about the game. Children are actively looking for moments thanks to which it is possible to establish stable connections for the organization of the game. However, the cooperation of a child of younger preschool age with a peer will be short-term, unstable, since the content of the game is not yet rich and developed, in fact, it will be actions with a toy or objects. And then, at the next level of development of the game, children can exchange toys, as well as offer and provide assistance. The game, like any other activity, does not arise spontaneously. Without the participation and help of an adult, a child will not be able to appropriate game actions, "master game ways of recreating reality" (A.V. Zaporozhets). A.V. Zaporozhets wrote that a small child needs to be taught to play, otherwise the game may not arise or will be delayed in development. However, as noted by A.V. Zaporozhets, the most powerful developing potential of a preschooler's game is realized only when it passes "into the form of children's amateur activity" [1]. It is the independent play of the child that indicates that there have been certain qualitative changes, advances in his development — the mastered game actions have become the property of the zone of actual development. And these achievements are "fixed", in fact, in the real practical activities of a preschooler on the development of the surrounding world. Independent play activity contributes to the development of very important psychological neoplasms, the formation of activity and initiative, responsibility, promotes self-affirmation. The child acquires very gradually relative independence from the adult in cognition of the world. Modern research does not sufficiently cover the issues of children's transition to independent play and the role of an adult in organizing this transition and accompanying the independent play of a preschooler. "Despite the fact that no one has any objections to the recognition of the leading role of amateur games in theoretical terms, in practical terms their adequate pedagogical support is rarely implemented" [4]. This is despite the fact that the authors of approaches to the development of play at preschool age have proposed ways and methods of organizing independent play activities (Korotkova N. A., Kravtsova E. E., Mikhailenko N. Ya., Novoselova S. N., etc.).

## RESULTS AND DISCUSSION

Children in most groups have access to a variety of object-based, maximally realistic toys, most often presented in an object-based game environment: dolls, transport, food, dishes; and unformed objects that act as substitutes: cubes, shawls /fabrics, sticks, ribbons/ropes. At the same time, 25.7% of the surveyed educators noted that there are no unformed items in the game material. Accordingly, all groups have a variety of themed play areas or free, thematically unformed corners where children can retire or start a game that is not set by the theme of the space. At the same time, there are no thematically unformed corners in almost half of the groups (42.86%).

At the same time, the level of development of the game corresponds to the average: younger preschoolers usually unite for a joint game with a peer after playing nearby for some time; occasionally they begin to choose the theme of the game themselves and actively deploy several coherent game actions; they usually use substitute objects in a conditional game meaning in a variety of ways.

More than half of the surveyed educators believe that all children of their group (66.7%) play independently, and this happens usually, often (76.2%). 5-25% of the time of the consolidated game is individual, while the average duration of independent play is 5-30 minutes (52.38%). Almost half of the educators (47.62%) note that only 5-25% of children independently invite their peers to play. During the independent play of younger preschoolers, the teacher occasionally (61.9%) observes their activities and intervenes in the game process in cases of problems to provide assistance (52.9%).

Thus, it is possible to single out psychological and pedagogical conditions that were identified on the basis of data from a survey of teachers as important for ensuring the unfolding of independent play by younger preschoolers.:

- 1) To promote the development of children's play activities in collaboration with adults or with peers (with guidance from the educator), i.e. the development of the game.
- 2) Enrich people's ideas about the world and impressions of the surrounding reality. 3) To support individuality and children's initiative, the choice of the theme of the game, partners for game interaction, game material.
- 4) Accompany the joint game: observe and provide non-directive assistance in case of difficulties in the process of independent play of younger preschoolers.

In addition to psychological and pedagogical conditions, an important factor for initiating and deploying independent play by younger preschoolers is the organization of a subject-based game environment: the inclusion of unformed thematically objects in the game material, providing a variety of themed toys, creating thematically unformed corners.

## **CONCLUSION**

The obtained research results complement the available data on the transition of younger preschoolers to independent play, on the ideas of modern teachers about the conditions of its organization and support. As a development of this research problem, it is necessary to develop an observation map that would allow us to characterize the psychological and pedagogical conditions created by the educator and establish a relationship with the peculiarities of the development of independent play of younger preschoolers.

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