

The Importance of Play in the Activities of Preschool Children

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Abstract. *It is known that play is an integral part of children's development. Effective organization of games in preschool educational institutions not only increases the child's interest in activities, but also has a great impact on his mental and physical development. In this sense, the role of the teacher in choosing the correct way to organize the game, the type of game and teaching the child to play correctly is incomparable. This article is about them.*

Keywords: *Psychological theory, development, children's pedagogy, classification, independent play, educational goal, educational goal, human behavior.*

Introduction. Under modern standards, teachers need to know the developmental characteristics of each child. Play is an integral part of children's development.

Based on one of the principles of the Federal State Educational Standard, the program is implemented in a variety of forms specific to children of a given age and, above all, in a playful form.

Psychological theory of activity within the framework of research by L.S. Vygotsky, A.N. Leontyeva draws attention to the three predominant types of human activity - work, play and learning. In preschool childhood, play is a leading human activity; it has a great influence on his development.

In recent years, the issue of classifying children's games has again become one of the most important in children's pedagogy and psychology. One of the modern classifications of children's games was presented by S.L. Novoselova, in the program "Origins: Basic program for the development of a preschool child." This classification is based on the concept of who was the initiator of the game (child or adult).

There are three classes of games:

- 1) games arising on the initiative of the child (children) - independent games:
 - a) game-experimentation;
 - b) independent plot games: plot-display, plot-role-playing, director's, theatrical.
- 2) games that arise on the initiative of an adult who organizes them for educational and educational purposes:
 - a) educational games: didactic, plot-didactic, active;
 - b) leisure games: fun games, entertainment games, intellectual games, festive carnival games, theatrical performance games.
- 3) games that developed during the historical development of the ethnos, arising both on the initiative of adults and older children: folk or traditional.

In play activities, all aspects of the child's personality develop, intensive changes occur in the child's psyche, which prepare him for the next, higher stage of development. This is the basis for the great educational potential of play, which psychologists define as the leading activity of preschool children.

The game is a reflection of life. Everything in it is “make-believe,” “as if,” but in such a conditional situation, generated by children’s imagination, there is a lot of reality: the actions of the participants are always real, their experiences, feelings are sincere and natural.

It is possible to note certain features of the game of preschoolers:

1. Play is the leading and most accessible type of activity for preschool children.
2. The game also acts as an effective means of educating a child’s personality, his strong-willed and moral qualities.
3. All psychological neoplasms of preschool children originate in play activities.
4. The game helps the development of all aspects of the child’s personality and contributes to the ongoing mental changes.
5. Play is a significant means of a child’s intellectual development, where intellectual activity is associated with the activities of all mental processes.

The development of play in personal ontogenesis goes through several stages.

- I. At an early age, object-based play predominates, when the child transfers actions with an object to other conditions. He feeds dolls, bears, a car, and a horse with a spoon. An object acquires various functions unusual for it. The beginning of the game is a playful attitude towards objects.
- II. At the age of 3 years, plot-display play appears. The child’s activity is in remarks, in actions. The child plays alone with various toys. The toys represent doctors and patients; they have children and parents, although the children have not yet identified the relationship between them. But in such a game, toys already begin to depict the features of real human behavior.
- III. Later, the most complex form of the game appears - plot-role-playing. Its difficulty is that several children take part in it, and each plays his own role. Relationships between the players can occur both in real and in plot, imaginary terms. I am a doctor, and you are a patient. But you also want to play with the phonendoscope, and we change roles: you are the doctor, I am the patient.

The role-playing game is being improved in various directions; The plots depict increasingly remote areas of reality: post office, travel, studio, ambulance, concert, cosmodrome, etc.

In the process of play activities, children are formed physically, mentally and personally. Let's take a closer look at the influence of play on children's development.

Physical development. During the game, the child makes various movements and develops his motor skills. All children love outdoor games: they enthusiastically run, jump, kick a ball, and tumble. In such games, children learn to master their body perfectly, develop muscle tone and dexterity, which is extremely important for a growing organism.

According to psychologists, including V.S. Mukhina, the game has a great influence on the education of arbitrariness of mental processes.

Thus, children begin to develop voluntary memory and voluntary attention through play activities. In play situations, the child concentrates better and remembers more than in laboratory experiments. The conscious task (to focus attention, remember and recall) is highlighted for the child easier and earlier than anything else in a game.

Play activities constantly influence the intellectual development of a preschool child. During the game, he learns to use a substitute for an object - he applies another game name to the substitute and applies it in accordance with this name. The substitute object becomes the basis for thinking. Based on manipulations with substitute objects, the child learns to think about a real object.

Game activity as a leading one plays a special role in the formation of reflexive thinking. Reflection makes it possible to build adequate human behavior in society.

Role-playing plays a huge role in developing imagination. In play, children learn to replace some objects with others and take on various roles. All this helps to develop the imagination.

The significance of the game for the development of a child's personality lies in the fact that through the game he encounters the relationships and behavior of adults, who become the standard for his own behavior, and in the game he learns the main communication skills, the qualities required to establish contact with other children.

Within the play activity, educational activity also begins to take shape, which will later become the leading one. Educational elements are introduced by adults, they cannot come directly from the game. A preschool child begins to learn through play—he perceives learning as just another role-playing game with certain rules. But when these rules are followed, the child, unnoticed by himself, masters the primary educational actions.

In play activities, children comprehend certain signs of two types: individual conventional signs, which have little in common in their sensory nature with the designated object, and iconic signs, the sensory properties of which are visually close to the replaced object.

During a role-playing game, the child needs to constantly pronounce his own actions, depicting dialogues between the game characters. Games in the company of other children contribute not only to speech development, but also to the improvement of communication skills: children need to assign roles, draw up game rules, and maintain communication directly during the game process. The child needs to be able not only to negotiate, but also to follow the agreed rules.

Role-playing games are based on a child's imitation of an adult. During the game, children seem to try on the role of an adult and, at the level of play, try to fulfill his functions. Such a game gives rise to a child's desire to truly become an adult, that is, to start a family, get a profession, and earn money. Naturally, in order for the "correct" motivation to develop during the game, the child must have a positive example of adults before his eyes.

Although the plots of children's games are fantasy, the conclusions that a child makes in a gaming situation are very real. The game becomes a kind of training ground on which the child develops certain personal qualities. Thus, the child has a desire to act morally.

In play activities, children learn to feel sorry, express sympathy, sympathize, and support. There are often situations when children's emotional problems manifest themselves in play: anxiety, fear, aggression. In the form of a game, there is an opportunity to give vent to similar emotions and live through difficult situations with the child.

Thus, play is a reflection of life and a leading activity for a child. In the game, all aspects of the child's personality are formed, a significant change occurs in his psyche, preparing him for the transition to a new, higher stage of development. All psychological developments of a child originate in play. During the game, the child develops physically, mentally and personally.

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