

USING GAMES TO SOCIALIZER PRESCHOOL CHILDREN

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Annotation: At an early age, children receive initial ideas of a social nature and are included in the system of social relations through solving the following tasks: development of play activities, familiarization with elementary generally accepted norms and rules of relationships with peers and adults, formation of family and civic affiliation. Play is a source of development of the child's consciousness, the arbitrariness of his behavior, and a special form of modeling the relationship between a child and an adult.

Key words: education and upbringing, inclusive education, subject-developing environment, adaptations in education.

Play is a means of socialization of preschool children; it is the leading activity of preschool children.

Play is the only central activity of a child that takes place at all times and among all peoples. Play is the practice of child development; in play, a child develops as a personality, he develops those aspects of his psyche on which the success of his educational and work activities, and the success of his relationships with people will subsequently depend. The game reveals the characteristics of the child's thinking and imagination, emotionality, activity, need for communication, sense of collectivism, determination, humanity, and so on.

In addition, play is a unique way of learning social experience, characteristic of preschool age.

At an early age, children receive initial ideas of a social nature and are included in the system of social relations through solving the following tasks: development of play activities, familiarization with elementary generally accepted norms and rules of relationships with peers and adults, formation of family and civic affiliation. Play is a source of development of the child's consciousness, the arbitrariness of his behavior, and a special form of modeling the relationship between a child and an adult.

Thus, play at an early age is a means of social and personal development of a child; it presupposes the formation of a positive attitude towards himself, social skills, the development of play activities, and communication with peers.

Preschool age (from 3 to 7 years) is a period of mastering the social space of human relationships through communication with close adults, as well as through play and real relationships with peers.

From the age of three to seven years, the child's self-awareness develops so much that this gives grounds to talk about the child's personality. And at this age, the child begins to master "a certain system of knowledge, norms and values that allow him to function as a full member of society...", which means he is involved in the process of socialization.

Socialization (from the Latin Socialis - social) is the development and self-realization of a person throughout his life in the process of assimilation and reproduction of the culture of society.

Successful socialization presupposes the effective adaptation of a person to society and, at the same time, the ability to resist it in those life collisions that impede self-development, self-determination, and self-realization.

Play is the most important means of socialization for preschool children.

Currently, specialists in preschool pedagogy unanimously recognize that play, as the most important specific activity of a child, should perform broad general educational social functions.

Play is the most accessible type of activity for children, a way of processing impressions and knowledge received from the surrounding world. The game clearly reveals the characteristics of the child's thinking and imagination, his emotionality, activity, and developing need for communication.

Play is the first school of social education for a child, "the arithmetic of social relations," as L. S. Vygotsky described it.

Already at early and junior age levels, it is in play that children have the greatest opportunity to be independent, to communicate with peers at will, to realize and deepen their knowledge and skills.

The older the children become, the higher the level of their general development, the more valuable the game (especially pedagogically guided) is for the development of amateur forms of behavior: children have the opportunity to outline the plot themselves or organize games with rules (didactic, active, find partners, stage goal and choose the means to realize their plans. Amateur play, especially in the conditions of preschool education, requires the child to be able to establish relationships with friends. In these informal children's associations, different character traits of the child, his habits, interests, ideas about the environment, various skills are manifested, for example, the ability to independently find a way out of problematic situations that arise in the game, guided by known norms and rules of behavior, or the ability to independently organize a real (and not imaginary) labor activity to solve game problems.

N.K. Krupskaya wrote: "For preschool children, games are of exceptional importance: play for them is study, play for them is work, play for them is a serious form of education. Play for preschoolers is a way of learning about their surroundings."

Through play, a child enters the world of adults, mastering spiritual values, and assimilates previous social experience.

In the game, the child's need to interact with the world is formed and manifested, intellectual, moral and volitional qualities are developed, and the personality as a whole is formed. For example, in the game such a quality of a child's personality is formed as self-regulation of actions taking into account the tasks of collective activity. The most important achievement is the sense of community. It not only characterizes the moral character of the child, but also significantly reconstructs his intellectual sphere, since in a collective game there is an interaction of various plans, the development of event content and the achievement of a common game goal. It has been proven that children gain their first experience of collective thinking through play.

Play is a child's genuine social practice, his real life in the society of his peers. For example, a game in which children reproduce in a visual, figurative, effective form the work and relationships of people not only allows them to better understand and more deeply experience this reality, but is also a powerful factor in the development of thinking and creative imagination, and the cultivation of high human qualities.

Often the game serves as an occasion for imparting new knowledge to preschoolers and broadening their horizons.

Games directed by adults teach children to correctly evaluate social phenomena, develop a certain attitude towards these phenomena and positive character traits. The game allows the child to actively participate in the affairs of adults.

The game has a social basis. Both children's games of earlier years and modern games convince us that they are connected with the world of adults.

The reality surrounding a child is diverse, and only certain aspects of it are reflected in the game, namely: the sphere of human activity, labor, relationships between people. As studies by A. N. Leontiev, D. B. Elkonin, R. I. Zhukovskaya show, the development of play throughout preschool age occurs in the direction from object-based play, recreating the actions of adults, to role-playing play, recreating relationships between people.

In the first years of life, a child's interest in objects and things that others use prevails. Therefore, in the games of children of this age, the actions of an adult with something, with some object are recreated (a child prepares food on a toy stove, bathes a doll in a basin). A. A. Lyublinskaya very aptly called children's games "half-game, half-work."

In the extended form of role-playing play, which is observed in children starting from 4-5 years old, relationships between people come to the fore, which are carried out through actions with objects, and sometimes without them. Thus, the game becomes a way of highlighting and modeling (recreating in specially created conditions) relationships between people, and therefore begins to serve the assimilation of social experience.

The game is social in the ways it is played. Play activity, as proven by A. V. Zaporozhets, V. V. Davydov, N. Ya. Mikhailenko, is not invented by the child, but is given to him by an adult who teaches the child to play, introduces him to socially established methods of play actions (how to use a toy, objects -substitutes, other means of embodying the image; perform conditional actions, build a plot, obey the rules, etc.). In any case, play represents children's attempt to organize their experiences, and perhaps play is associated with those moments in children's lives when they feel more secure and in control of their own lives.

Watching children play, you will notice that not all children know how to play. It seems incredible, but it is true. The main obstacle to the development of independent creative play is improper upbringing at an early age. Not accustomed to acting independently, the child needs the help of adults when faced with the most minor difficulties. The second obstacle to the development of games is unfavorable living conditions, when the child is isolated from others. The games of such children will be poor in content, "monotonous," and fragmentary.

If the teacher finds out why the children do not play, he can try to gradually include the child in general games using an individual approach. Mainly when such children constitute a minority in the group, it is very good if the teacher includes such an unsociable child in the group of playing children so that he merges with this group and takes an active part in the game. In this way, antisocial manifestations in the child's behavior can be eliminated.

The agents of socialization for a preschooler are parents, peers, adults - those people in direct interaction with whom his life takes place.

The following children's games are used in kindergarten.

Role-playing games ("hospital", hair salon, store, etc., which in turn develop the potential capabilities of children; is crucial for the mental development of the child; is a form of modeling social relationships by the child; has unique features, a unique structure, specific features that distinguish it from other types of games.

Theatrical games are one of the effective means of socializing a preschooler in the process of understanding the moral implications of a literary work, participating in a game that creates favorable conditions for developing a sense of partnership, and mastering methods of positive interaction. ("turnip", "KR. Cap")

Outdoor games act as a condition for the development of a child's culture. In them, the child comprehends and learns about the world around him, in them his intellect, fantasy, imagination develop, and social qualities are formed. (horses, guess who called)

Didactic games contribute to the social and moral development of a preschool child: in such a game, the knowledge of relationships between children, adults, objects of living and inanimate nature occurs, in it the child shows a sensitive attitude towards peers, learns to be fair, to give in if necessary, learns to sympathize, etc. d. (Wizards, call me kindly)

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