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## PLAY AS THE LEADING ACTIVITY OF THE PRESCHOOL PERIOD

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### ABSTRACT

*Cultural-historical psychology identifies play as the leading activity in preschool development. Vygotsky's (1967, 1978) seminal work outlined two categories of leading influences: play makes a foundational contribution to the development of semiotic mediation, and it involves active appropriation of social roles and rules and other integral aspects of social organization. Leont'ev's (1981) concept of appropriation and Bakhtin's (1981) concepts of heteroglossia and ideological becoming are used to elaborate and extend Vygotsky's original work, particularly with regard to creativity in preschool play. The paper concludes with a consideration of the pedagogical implications of the cultural-historical view on play, including the use of play to cultivate understanding of the arbitrary nature of signs and the appropriation of the social roles and organizational patterns of society.*

**KEYWORDS:** *Leading Activity , The Role-Play, Complex Ways Of Constructing A Game.*

### INTRODUCTION

Play is the natural activity of childhood. It's how children learn about their world and their place in that world. It's generally associated with "having fun," natural curiosity, and pushing boundaries.

Play is an independent activity in which kids actively communicate with their peers. Children who play are united by a common goal, common experiences that contribute to the formation of a personality. In the pedagogical process, play is used as the most effective means for solving many educational and educational problems. The game is a process of development and correction of cognitive abilities, personal qualities, spatial and temporal reference points. Play is not a way to eject excess energy, but a form of development of the free manifestation of

personality. Play is a type of activity that controls development, in which not only the child's personal qualities are formed, but also his attitude to activities, people.

We can also consider play as the main form of self-affirmation and the life of preschoolers. In her works, A.P. Usova emphasized the most important function of the game, pointed out that games make it possible to organize not only a certain moment in life, but also to foster independence, activate the passive, make it possible to act as a leader. A child in a game receives a certain experience, the opportunity to apply it in his activities, gains some knowledge and skills, can choose a theme of the game and develop a plot on this topic, can choose partners whom he likes, in terms of their type and temperament, those with whom he is pleased communicate.

Repeatedly we had to observe how the child sincerely perceives the game, how he lives in the game, how he cries and does not leave the game. However, in order for the child to be able to play with enthusiasm and independently, he needs help to learn to play, to learn to imagine and fantasize, to manipulate toys, with objects - substitutes. As noted by A.V. Zaporozhets, a child of younger preschool age needs to be helped to learn some ways of playing reality, learn how to use toys, acquire the ability to play out well-known plots, teach to obey and follow the rules of the chosen game. If a child develops a need for play actions motivated by an adult and all conditions are created for this (toys, materials, substitute items with which children can fulfill this need), then the play process becomes meaningful and interesting.

During the game, the child's emotional state improves, which is very important in the period of adaptation of primary school children to the conditions of kindergarten, he gets great pleasure from the game, which balances his psyche, improves his physical health. When working with children of primary preschool age, teachers have certain tasks:

- a) To relieve emotional and muscle tension, teach children to consciously perceive their own emotions - feelings and experiences - and also understand the emotional state of others;
- b) Form the skills of constructive communication with adults and peers, teach ways of successful social interaction;
- c) Correct personality traits by stimulating the mental, emotional and psychomotor development of the child in their unity.

These tasks are solved through the main type of activity, through the play activity of the preschooler. Kids need to be involved in games, to promote the development of game plots that reflect the surrounding reality and the life of the child. The games show that the kid knows what is dear to him, the ability to fantasize and speak develops. Children learn in accordance with their chosen role, to come up with a simple plot, build simple buildings, and independently select toys on the topic of the game. [3, p.36] In working with children of three years old it is necessary: - to animate the play character, who in the lesson will act as a partner of the child when completing the task and in the subsequent game; - use various plots to induce children to more complex ways of constructing a game, the transition from conditional object-related actions to role-playing behavior; - to carry out the "transformation" of some objects into others, to use substitute objects, etc.

In the daily routine of a preschooler, there is not much time for independent play activities, but children play constantly, replay all the activities carried out during the day, both in kindergarten and at home. In the beginning, already known plots are used with the kids, for example, "pretend" to bring tea, trying to taste the "tea", it is proposed to "cool" it as if it is hot, then it turns out that the tea is not sweet - you need to put sugar in a cup ... this is how the plot with already familiar ones is tied actions that the child repeats with pleasure. Plots with a doll are played with pleasure - bathing, dressing, drinking tea, the doll got sick, as a result, several plots are combined together, the course of the game develops, in which the teacher advises, guides and prompts. Initially, the teacher takes the most active part in all games, gradually transfers the leading role to children, contributes to the education of independence, the ability to independently build a plot and develop it.

The teacher exerts an active influence on the choice of the theme of the game in various ways, it can be the selection of certain toys - jointly arranged dishes for their intended purpose (dining room, tea room), by color scheme, by size, a doll with easily dressed and removable clothes can cause a desire to play in the "family "; the presence of various types of building material and animal figures can push the development of the plot of building pens for animals, and if you add various cars, it will be possible to build garages, etc. It is much easier to include a child in a game organized by an adult than to teach him to independently choose a certain theme and develop the plot. The path of the formation of children's play should not lie through the edification and suppression of children's initiative; play should not be replaced by "action according to instructions." The most effective areas of work with children of younger preschool age are those that involve the active, playable activities of the child himself. Such activity allows him to take out the objects of self-expression. And self-expression of a child is a way of self-knowledge and self-development. During the game, the child's emotional state improves; he gets great pleasure from the game, which balances his psyche, improves his physical health. Fradkina F.I. said: "The game should be taught especially in the earliest childhood - this should be stated quite boldly. But you can teach in different ways. You cannot build a standard - a model that will turn out as a result of the development of the plot, and impose it on the child. First of all, it will not work, and if it does, it will not be a game - the game will turn into an occupation. "Preschoolers need time to "enter" the game, so they should not be rushed and encouraged to take new actions if they have not mastered the previous ones, otherwise it leads to fatigue and an explosive situation. In the process of playing, it is necessary to strive to ensure that the child can feel the joy of his activity, and, which is important, from the result of his activity. AP Usova wrote: "Each game, if it is within the child's power, puts him in a position where his mind works vividly and energetically, actions are organized ..."

In order for the baby to grow up not only healthy, but also smart, capable, it is recommended to play with the baby literally from the moment of birth, drawing his attention to the surrounding objects, teach him to perform elementary game actions "where are the ears, pens, eyes, nose, cheeks?" actions with objects, eventually prompting the plots of games, then answering children's questions, helping in drawing, building structures from cubes. KD Ushinsky wrote "A game for a child is not a game, but a reality, it is a universal and inalienable right of a child." In younger preschoolers, independent and organized observation of the work and everyday activities of older children and adults plays a huge role in the development of children's games. Usually, observation is built in such a way that the focus is on the person or object being

monitored: the driver brings food to the kindergarten, the janitor cleans the territory, the nurse examines the children, etc. Such observations help to move from playing with the object to a game in which the child plays a specific role. Children need to be shown how they can use the knowledge gained in the game, translating into the language of the game - to single out and distribute roles, clarify their actions according to the chosen role, think about what toys and objects are needed for this game, a sample of drawing up the plot of the game is offered. The direct emotionality of an adult, a trusting attitude towards children, an attitude towards toys as partners helps to sincerely captivate the child, helps to immerse children in the atmosphere of the game, to focus on the very process of the game. Children should feel the sincere attitude of an adult towards them, and then it will be possible not only to correctly guide the game, but also to find a way to the heart of the child. In no case should one admit such wording as "Look carefully how I will play now, and then you will play the same way..." If any of the children remains completely indifferent to what is happening, he must be involved, offered to provide all possible help, "shake the doll, bring her tea, and check if it's hot? Or bring the missing bricks for building a garage or castle. Even very young children notice the attitude of adults both to toys and to children, and then copy them, copy gestures, words, actions. Imitation becomes a game action and gradually develops into the game itself. The plot borrowed from the teacher becomes its own, it can expand and grow out of the plot - the model, other toys, actions from personal relationships and experience can be added. The wider the circle of communication with older children and adults, the more information the child receives from the outside world, from the life around him, the richer the child's play, the wider his active vocabulary. In the process of the game itself, you can clarify and expand the knowledge gained, complicate the content of the game, develop imagination, thinking, and enrich the vocabulary.

In younger preschoolers, concrete - figurative thinking prevails, in independent play the child takes on a certain image, he imagines himself as a machine, kitten, puppy, airplane - most of all he is interested in the external side of play actions, the connection with the concept of the game is not always traced. The toy is the organizing beginning of the game, small children play with a toy, the toy can also be a partner, and imagination develops in active action with the toy. At the sight of a toy, a child has a desire to manipulate it; an idea and a plot arise. A child sees a car - he needs to go somewhere, sees cubes - he needs to load the cubes onto the car and take them away, sees a cup - he needs to make tea, sees a doll - he needs to give the doll some tea. In the process of a child's play activity with toys and objects, imagination, fantasies are manifested; often wishful thinking is passed off as reality. Children's fantasies can arise in certain situations. Kids are happy to play with substitute items. (Somehow the children were asked to remove the cubes, one child did not take the cubes out of their pockets, but to the question: "Why didn't remove them?" He answered - "There are no cubes, this is a phone and a smartphone"). Children can transfer actions from one subject to another. The correct selection of toys corresponding to the age, as well as the correct arrangement of the play material in the group room, activates play activities and promotes the development of independent play. Children of younger preschool age should have bright, medium and large household toys (dolls, bunnies, bears of which it is convenient to dress and undress, feed and put to bed, treat and roll in a stroller, should have game household items: furniture, stove, irons, tablets, telephones, hygiene items), etc. They should be located at eye level throughout the group room, zonal, so that children can play, both individually and in small subgroups. Toddlers are gradually moving from individual games to

side-by-side games. All children have different perception, attention, memory, thinking. At first, the teacher conducts simple collective games "we go on a bus for a walk in the forest" - in the first game the teacher takes the role of the driver, the children are passengers, in subsequent games the roles can be assigned "in turns", the kids should feel a sense of pleasure from the game and socializing with other children. The plot of the game is taken from everyday life and should be familiar to young children. Kids are attracted by kindness, active participation, the desire to accept or invite a child into their game. In his work, the teacher relies on more active children, involving passive, "closed" children in the game, paying more attention to those who adapt worse in the children's collective.

### CONCLUSION

The teacher must clearly remember that the level of development of the child's play activity corresponds to the level of development of mental activity, if the child experiences difficulties in play communication, difficulties in verbal communication, he needs more attention. The main task of the teacher at this stage is to encourage children who have reached the level of "playing next to" to play together, form and establish friendly contacts, seek agreement in game situations, obey certain rules of the game, expand the active vocabulary, enrich younger students with knowledge ... In the end, the moment comes when systematized and generalized knowledge becomes necessary for the full-fledged mental development of the baby. The formation of play activity in young children is carried out as follows: a) teaching children in a playful way to reproduce reality, to reproduce familiar actions; b) proposing the plot of the game, guiding the game, which arises at the suggestion of the teacher and at the initiative of the children. Any compulsion is categorically excluded from all methods. Play should promote positive emotional experiences, bring joy and satisfaction; in play, the child asserts himself and develops.

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