



# FORMATION OF ORGANIZATIONAL QUALITIES IN PRESCHOOL CHILDREN THROUGH STORY-ROLE GAMES

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## RESUME

*This article discusses the formation of organizational qualities of preschool children through the role-playing games, the use of game technology, a number of types of plot-role games used in various activities. The importance of role-playing games in the formation of healthy, well-rounded children in preschool education is also investigated.*

**KEYWORDS:** *preschool education, child, plot, role, organizer, game, character, intellectual, ethics, toy, family.*

Extensive work is being carried out in all spheres of life of our country. Its effective development is also reflected in the ongoing reforms in the field of education. The purpose of such reforms is to take a comprehensive approach to the upbringing of the younger generation, to expand the scope of knowledge of children of different age groups, to develop educational activities. This process is recognized as one of the priorities of state policy in the social and spiritual development of our society. This puts on the agenda the need to pay full attention to preschoolers as the first link in the system of continuing education. The rapidly advancing era of the use of game technology in the formation of organizational qualities of preschoolers through the activities of plot-role games requires that the steps taken to rise be effective. What was considered yesterday's novelty is bound to become obsolete tomorrow. Anyone who thinks about tomorrow should act from today. What it looks like depends on the cadres that are emerging today. Therefore, the issue of training in our country is considered at the level of state policy. Today, the training of qualified personnel is one of the most important and topical issues. In this regard, great work is being done in our country. In particular, under the leadership of President Sh.M. Mirziyoyev, all opportunities are being created for the education of young people and their education at the level of national values and modern requirements. It is the duty of our educators to take full advantage of these opportunities, to use their knowledge and skills in practice.

Further improvement of the system of preschool education, strengthening the material and technical base, expanding the network of preschool educational institutions, providing qualified teachers, radically improving the level of preparation of children for school education, modernizing the educational process. Conditions are being created for the implementation of educational programs and technologies, as

well as for the comprehensive intellectual, moral, aesthetic and physical development of children<sup>1</sup>.

In this regard, the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On the establishment of the Ministry of Preschool Education" PF-5198 and September 30, 2018 "Measures to improve the management of preschool education" Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. PP-3955 of May 13, 2019 "On further support of public-private partnership in the field of preschool education" In accordance with the Resolution No. 391, as well as further expansion of public and non-governmental networks of preschool education, the formation of a healthy competitive environment between public and private preschool education, the creation of conditions, public-private partnership. The need to introduce new forms of preschool education<sup>2</sup>.

In this regard, the scientific understanding of the gradual development of children's plot-role play activities in the preschool education system provides an opportunity to develop clear systematic recommendations for guiding children's plot-role play activities in different age groups. Thus, the role of plot-role play in the pedagogical process of Preschool Education is very important and is widely used in the upbringing and education of preschool children. Because:

<sup>1</sup> Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 30, 2018 No PP-3955 "On measures to improve the management of preschool education."

<sup>2</sup> Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 13, 2019 No 391 "On additional measures to further support public-private partnership in the field of preschool education"



- Plot-role play is an independent activity of children in which the child's psyche is reflected;
- Plot-role play is a form of organizing the lives of preschool children;
- Plot-role play is one of the means of comprehensive education of children;
- Plot-role play is a method and method of educating and upbringing children;
- Plot-role play is a means of preparing children for learning activities.

According to D.B. Elkonin, according to the concept of children's games, role-playing games are an expression of a preschooler's growing connection with society - a specific connection. Role-playing games express children's desire to participate in adult life, which cannot be done directly because of the complexity of the tools and the lack of opportunities for the child. D.B. Elkonin's research has shown that there are no objective conditions in society for the organization of role-playing games so that children can participate in the work of adults at an early age<sup>3</sup>. Bu yerda bolaning mustaqil bo'lishga intilishi va kattalar hayotida ishtirok etish istagi to'g'ridan-to'g'ri qo'llab-quvatlangan va bola 3-4 yoshdan boshlab mehnat tarbiyasini o'zlashtiradilar yoki kattalar bilan birgalikda o'ynashdan ko'ra ko'proq ularning mehnatlariga qiziqish bildiradilar deyilgan.

At first glance, role-playing games seem like a chaotic activity. In fact, it has a very clear structure and its development is carried out on the basis of clear laws. The plot of the game reflects a wide area of life, such as a hospital, and the content of the game covers only a part of this area, such as patient admission.

The most important goal of role-playing is the social development of the child. From the first days of life, the baby feels the warmth of his loved ones. Play occurs when a child wants to change his position, to be a socially significant person, or to carry out his actions as he sees fit.

Here are some types of role-playing games that can be used in a variety of activities in preschools:

1. Daily themed games: "at home", "family", "vacation", "birthday". In such games, playing with puppets plays a big role, by moving them, children try to show that they know the attitude of their peers, parents and relatives to it.

2. Industrial and social games that reflect human labor. Themes for these games are taken from the surrounding life (school, shop, library, post office, barber shop, hospital, transport - bus, train, plane, ship, police, firefighters, circus, theater, factory, mining, construction, collective farm, army, etc.)

3. Heroic-patriotic games that reflect the heroism of our people. (war heroes, space flights, etc.)

4. Games on works of art, movies, television and radio programs: Emerald and Precious, Curved and True, Rabbit and Wolf, Goat Children (according to cartoons), Snow

Queen (based on the film) and others. In these games, children fully depict episodes from works of art, imitating the actions of fairy-tale characters and mastering their behavior.

5. "Author's" games, in which children direct. They put puppets in a role and force them to do different things and talk. At the same time, the child performs the task in two ways - for the doll and for himself.

In order to achieve his play goals, the child selects the necessary puppets and peers and performs certain actions and behaviors during the game. Enters various relationships with the characters in the role.

These facts allowed us to draw an important conclusion: the role of the child in changing the system of social relations in the historical development of society arises as a result of games. The game is a social phenomenon by origin and nature. Its emergence is not due to the action of some internal, innate, instinctive forces, but to the specific conditions of the child's life in society.

The central point of the role-playing game is the role that the child plays. At the same time, she not only calls herself an adult ("I'm an astronaut", "I'm a mother", "I'm a doctor"), but most importantly, she behaves like an adult. Like an adult child, he can feel the same way.

The most important aspect of the role-playing game is that it cannot be done outside of the action of the game. Playing a game is a way of playing a role. It is impossible to imagine a child who chooses to play the role of an adult being inactive and acting only mentally - in his imagination and imagination. Because the role of a rider, a doctor or a driver cannot be played only in the mind, without real practical games.

There is a close connection between plot-role play and the corresponding actions. The more generalized and abbreviated the game actions, the more deeply the system of adult relationships is reflected, and vice versa - the more clear and detailed the game actions, the more secondary the interpersonal relationships become. The content goes to the first level. The authors of almost all role-playing games unanimously state that the reality around the child is crucial for him. Children play with what they see around them and what is especially interesting and fun for them.

Preschool education institutions ensure that children are healthy and well-rounded, instill in them a desire to learn, and prepare children for regular education. Preparation of children for school education is carried out by state and non-state preschool educational institutions and families, usually using plot-role games, until they reach the age of 6-7 years.

What kind of person our children will grow up to be, what career they will choose, and what path they will take in the future depend on the toys they love to play with as children and the fairy tales they love to listen to. Therefore, we need to shape their spiritual world from childhood on the basis of noble ideas, use more of our national toys through role-playing games, give examples of fairy-tale heroes who can be an example of morality.

<sup>3</sup> Elkonin.D.B. M.: Vldos Humanitarian Publishing Center, 1999



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