



## **Ruled Play Is A Means Of Harmonious Development Of Children**

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### **Annotation**

Modern psychology and pedagogy are faced with the task of developing scientific foundations for the development of preschool children for the maximum use of all types of activities and interactions with adults and peers.

**Keywords:** Ruled play, children, information, cognitive processes.

Playing with peers takes an important place among other types of independent activities of preschool children. Discovering its development potential is possible only if you understand the specific features of the structure of the game itself and the laws of development of its combined forms during preschool childhood.

Currently, there is a general increase in the interest of researchers in joint activities as a factor of personal development. Based on the fundamental concepts of L. S. Vygotsky (1983), J. Piaget (1932, 1969, J. Piage, 1932), who created the theoretical basis for considering the child's joint activity with adults and peers as a developmental factor, many experimental on this question studies have begun.

In Russian psychology, concrete information has been collected on the impact of the joint activities of school-age children organized by adults on their moral and intellectual development. In particular, its importance for the development of mutual regulatory regulation was determined (S. G. Jacobson, 1984, etc.); the effect of joint distribution actions on the development of generalized methods of action, reflection, systematic concepts in the educational process was determined (V.V. Rubtsov, 1987; G.A. Tsukerman, N.E. Fokina, 1983, etc.).

In foreign psychology, the dependence of educational effectiveness on various forms of cooperative activity is widely studied (R. Slavin, 1987, etc.). J. Piaget's thesis about the importance of peer cooperation for the development of decentering as one of the main mechanisms of the child's social-cognitive development was experimentally tested. In accordance with this approach, information was obtained confirming that interaction with peers (exchange of ideas on ways to solve a problem) has a significant effect on the increase in the level of a child's cognitive processes (A. N. Perret-Clermont, 1980, etc.). There is evidence of a relationship between the success of social interaction of children in a group and their level of cognitive decentration (M. Chaplin, H. Keller, 1974; K. H. Rubin, 1974, etc.).

The educational importance of joint activities for preschool children is traditionally emphasized first. The main focus of researchers is on creating conditions that ensure moral relations between children and acquiring social behavior skills. A joint plot game was used as an



educational tool, that is, the role relationships reflected in it (R.I. Zhukovskaya, 1963, etc.). A number of works also revealed the influence of the game with the rules on the development of social behavior motives in children (L. V. Artemova, 1966), the humanistic orientation (V. V. Abramenkova, 1980) and the influence of co-production activities on development. moral and volitional qualities of a preschool child (R. S. Bure, 1986), human feelings and mutual assistance (B. P. Jiznevsky, 1983).

However, in the above-mentioned and many other studies, we are really dealing with the educational effects of preschool children's joint activities with a strictly defined content and structure, specially organized and directly controlled by adults. let's connect

At the same time, in the 60s, A.P. In the works of Usova (1962, 1965), the idea of free development of relations with peers in independent activities, "children's society" was expressed for the development of preschool children. extremely important. In a number of works, an analysis of group relations in children's fairy-tale game was carried out, which revealed that in independent free activity they are more complex than in a game regulated by a predetermined rigid content (N. S. Pantina, 1978; G. P. Shchedrovitsky, R. G. Nadezhina, 1973 etc.).

Interest in the "children's society" that appears in preschool age in the kindergarten group has led to research aimed at studying the structure and dynamics of children's free play associations, interpersonal relations in them, evaluative, conflict, equality, leadership and subordination. and others (Relationships between peers in the Kindergarten group, 1978; Activities and relationships of preschool children, 1987; T. A. Repina, 1988; A. A. Royak, 1988, etc.).

The goals of this research are to analyze in detail the forms and types of free activities of children developing against the background of relationships in the preschool age group. does not include work.

From this point of view, it seems very important to study the characteristics of the formation of independent joint games of children, that is, the foundation on which the "children's society" is based.

The problem of forming a game with peers as one of the forms of joint activity is closely related to the general problem of game genesis, the emergence of some of its types in the future.

In Russian psychology, the game concept developed by D. B. Elkonin (1966, 1978, 1989) was adopted. The following stages of development of children's games are shown in his works: game with objects (up to three years old), role-playing game (from three to seven years old), rule-based game (from six to seven years old). According to D. B. Elkonin, the essence of children's play is the realization of the child's desire to "be like adults" (that is, based on motivational characteristics), the main unit of the game is the role. The development of the game is, as it were, the metamorphosis of the role: the stage of the objective game is the approach to the role, the stage of the role-playing game is its flowering and the stage of the game with the rules. the degeneration of the role into the pure rule, which is already implicit in the extended role-playing game of the preschool child. In other words, the child gets to play with the rules, in which the relationship of role-playing is restored, and then becomes a pure rule.

Joint games of children and its development in ontogenesis were not the subject of special analysis and research by D. B. Elkonin, but a certain position on the development of joint play



can be identified in his works. Joint actions of children in the game are a natural product of its content; The need for them appears in the child only when he is not satisfied with modeling the role actions of adults, and he seeks to restore the relationship between them. In other words, in the single line of development of the game, compatibility is related to the development of the role, as if it comes from the development of its content.

It is important to emphasize D. B. Elkonin's statement that the stages of game development do not show a strict relationship with the age of children: the transition to a more complex game is related to the age-related development of the child and his playing. 'liq. experience.

In the work of J. Piaget (J. Piaget, 1945), which represents one of the most complete descriptions of changes in free children's games in ontogeny, a very similar picture is given: up to two years of age, sensorimotor play (repetitive and varied in the child actions or actions with objects) prevail. ; the period from two to six years is characterized by the predominance of symbolic play (it consists in working with symbols - individual symbols of things, people, events); Around the age of six to seven, he lets himself play by the rules, when the traditional sign has become an organizing principle - a binding rule for all participants. J. Piaget shows the mobility of the age boundaries of each stage by the invariable sequence of their appearance. However, the explanation of such a sequence and features of the development stage of the game, as well as the connection of the types of games with its joint nature, are very different from those given in the concept of D. B. Elkonin. According to J. Piaget, playing with its basic structures (exercise - symbol - rule) reflects the direction of the child's cognitive development. At the same time, each of the previous types of play does not give rise to the next, but only vacates its dominant place in time (exercise play is present in the child's life even with the emergence of symbolic play gets drunk). Just like the second where the game with the rules appeared).

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