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## PLAY AND LEARNING ACTIVITY IN PRESCHOOL EDUCATIONAL ORGANIZATION

**Abstract.** The article examines the theory and methodology of psychological development of preschoolers in the process of playing and learning activities. It also presents the results of comparing the play and educational activities of children in a preschool organization.

*Keywords: organization of preschool education, preschoolers, educational process, learning activities, play activities, psychological development, self-development, training, the role of a psychologist in play and educational activities.*

The game plays a special role in organizing and conducting the education of children in the preschool education system. The psychologist should also discuss in detail the theoretical rules of the problem when working with preschool staff and develop a program to address a number of issues related to educational relationships and play directly in groups.

In order to find any leadership actions that positively affect the development of the child, psychologists must take care of creating the conditions in the preschool. Moreover, development should be understood not only as a result of a change or a specific situation, but also as the emergence of the ability to move independently. The position of teaching children the leading activity is not a game, but various play techniques, play situations. The development of didactic games makes it possible to solve many problems of learning activities of children through the use of role-playing games in teaching.

The game is based on learning activities. These two activities in preschool are interrelated.

In order to identify play and learning activities in preschool education, it is advisable to clarify the following questions:

Is it possible to compare play and learning activities, and if so, by what indicators?

What do teaching and play activities have in common?

What is the cause of the conflict between teaching and play, and what has it led to?

What are the consequences of this confrontation?

How can this conflict be resolved?

What is the state of interactive play activity in teaching in kindergarten in the context of the modern innovation process?

To find answers to these questions, it is necessary to compare children's learning and different types of play activities in preschool education. Everything will

be known in comparison, it is important to find the necessary grounds for comparison.

To compare the play and learning activities of children in a preschool organization, role-playing, didactic and control (management) games were selected.

Role-playing game is a type of children's activity in which the study of the most important social roles and the development of formal and informal communication skills increases the specific sphere of activity and communication of adults in conditioned situations [1].

A didactic game is a team learning activity in which each participant and the team as a whole come together to solve the main problem and focus their actions on victory. A didactic game is an active and (or) interactive learning activity for the simulation of the studied system, events and processes [2].

The director's (managerial) game is very close to the role-playing game, in which the characters are not people, but toys depicting different characters. The child himself gives these toys a role, just as he animates them, speaks for them in different voices and acts for them. Puppets, teddy bears, or soldiers become actors in a child's play, and he himself acts as a director, directing the actions of his "actors," hence the name directorial (management) game [3].

Disciplinary education, developmental training, and experimental activities in the educational process were selected as learning activities.

**Results of a comparison of children's play and learning activities in a preschool organization**

### 1.1. Goal setting in game activities.

**The role-playing game.** A child who is a key participant in education will not have a conscious and predetermined goal. The goals of children's play will depend on their role roles, play actions and content, and although children develop a state of self-regulation or centralized thinking in play, children do not set such

goals in play. Adults (teacher, specialist teacher) can set goals in role-playing games, for example, develop the personal qualities of children, their cognitive, emotional and volitional areas.

**A didactic game** Adults should have a clear goal of developing cognitive, emotional and volitional qualities and qualities in children. Goal setting in children depends on the status and outcome of the didactic game.

**The director's (managerial) game** - aims at play status and efficiency for the child. For adults, these types of children's play may have a specific purpose for the child's personal development.

### 1.2. Goal setting in learning activities.

**Experience.** The child's experience is intended to be conscious or intuitive learning. Adults, who create the conditions, participate together, will need to set a specific goal for the development of the child's cognitive, emotional, and volitional areas.

**Disciplinary education** aims at the situation and effectiveness of the child, while in adults who educate children, it pursues a conscious and pre-planned goal.

**In developmental education**, children also (depending on the age level of development of consciousness) have a certain level of conscious purpose. Adults have a high level of conscious goal in developing the child's cognitive, emotional, and volitional areas.

### 2.1. Defining activity content in play activities.

**The role-playing game** is designed to determine the content of children's activities and enrich the meaningful process. Adults indirectly help children structure the game in accordance with their goals and objectives of an educational or educational nature.

**Didactic play** imposes on adults the task of revealing the content both in the process of play and in the content of didactic materials. According to the rules of didactic games, children cannot change the content of the game.

**The director's play** is largely defined by adults as the content of children's activities and has the same content as the role-playing game.

### 2.2. Defining the content of activities in educational activities.

**Experience.** The experience is mainly determined by the content of the activity in children and is significantly enriched by the process. Adults indirectly contribute to children's experiences in accordance with their learning objectives and goals.

**Disciplinary education** has a full content defined by adults and a low content defined by children.

**Developmental education** has a content defined by adults, but is significantly adapted to the individual characteristics of children.

### 3.1. Motivational bases in play activities.

**The role-playing game.** Personal interest and communication needs motivate children to role-play. Involving educators in children's games stimulates professional interest in many ways.

**Didactic play.** Children have cognitive, communicative motivation. Didactic games for adults are a means of solving educational problems without the use of important disciplinary and coercive

measures. The motivation of teachers to use such games is mainly related to their professional interests.

### 3.2. Motivational bases in educational activity.

**Experience.** Children's experiences are caused by cognitive need, mental and social activity, aspiration to independent research, curiosity, and so on. The motivational basis for adults to accept and participate in these activities of children is mainly determined by the attitude of adults to the child, his position on the development of his activities and interests.

**Disciplinary education** is based on the motives of obedience and execution of adult instructions and tasks by children with the inclusion of task motives and, to a certain extent, cognitive motives. Adult learning activities are mainly based on professional and personal duty.

**Developmental education** in children is based on cognitive motivation, mental and communicative activity, interest, the necessary conditions. The motivation of adults engaged in developmental education is primarily related to the development of the child in the mental, emotional and volitional areas of the child.

### 4.1. The social value of performance in play activities.

**The role-playing game** is valued in society as a type of child's activity, but it is not of great importance, which will gradually have to be replaced by more specific "worthwhile" activities.

**Didactic play** is recognized as an effective teaching tool.

**The director's play** is appreciated as a play in which children spend time.

### 4.2. Social assessment of educational activity.

**Experience** sometimes creates an anxious attitude without understanding its necessity, sometimes a sense of surprise, but its true value for a child's development is not always recognized.

**Disciplinary education** is recognized as ineffective for preschool education, but in practice its application is often considered ineffective in part.

**Developmental education** is recognized as valuable, but in practice is difficult to implement due to a number of objective and subjective reasons (e.g., underdeveloped didactics, lack of specialists, vague goal setting, lack of didactic equipment, large number of children in groups, etc.).

### 5.1. Expression of subjectivity in play activities.

The main subject in **the role-playing game** is the child. Adults appear as an imaginary object depicted in a particular play. Adults can also be participants in a game that indirectly affects their behavior and content.

**In didactic play**, the subjectivity of children and adults is equal.

The main subject in **the directing game is the child**. The subjectivity of the educator is considered as a role-playing game.

### 5.2. Expression of subjectivity in educational activities

The main subject in **the experiment** is the child. Adult subjectivity manifests itself as in plot-role and directing games.

The main subject in **disciplinary education** is the teacher. They try to look at the child as an "object" that

nurtures him, but the child resists (defends his subjectivity) at the level of his own strengths and abilities.

**Developmental education.** Develop subjectivity by alternating the dominance of subjectivity depending on the content and methods of the learning process.

#### **6.1. General features of activity in play activities.**

**In role-playing game,** modeling activities are largely unregulated. It acquires its temporary form in self-development.

**Didactic play** is a modeled activity that is regulated by a didactic purpose.

**Directing** is a modeled activity in which the game is largely free from external regulation.

#### **6.2. General features of activity in educational activity.**

**The experience** is a real, free activity. It has limitations in terms of social and objective security.

**Disciplinary education** is regulated by normative and mandatory measures that take the form of adult goals, externally defined organizational forms.

**Developmental education** is regulated, on the one hand, by adult goal setting and, on the other hand, by the individual development of the child.

##### **7.1. Possession of initiative in game activities.**

**In a role-playing game,** the initiative should be in the children.

**In a didactic game,** the initiative should be in adults

The initiative in **directing play** should be in children.

##### **7.2. Possession of initiative in educational activities.**

**In experience,** the initiative should be in children

Initiative in **disciplinary education** should be in children.

The initiative in **developmental education** should be both adults and children

##### **8.1. The nature of voluntary regulation in a child's play activities.**

**Role-playing play** - self-regulation.

**Didactic play** is the dependence of regulation on adults and self-regulation.

**Directing game** – self-regulation.

##### **8.2. The nature of voluntary regulation in the learning activities of the child**

**In practice** - self-regulation.

**Disciplinary** upbringing is the dependence of regulation on adults.

**Developmental education** is the dependence of regulation on adults and self-regulation.

##### **9.1. To have the function of monitoring, evaluating and correcting activities in play activities**

**Role-playing game** - the child himself, and even adults if necessary.

**Didactic play** - for adults and to some extent for children.

**Directing play** - the child himself, and, if necessary, adults.

##### **9.2. To have the function of monitoring, evaluating and correcting activities in educational activities**

**The experience is** for the child himself and, if necessary, for the adult as well.

**Disciplinary education** - for adults.

**Developmental education** is owned by both the adult and the child

##### **10.1. Emotional dominance in play activities.**

**Role-playing game.** Free expression of the whole range of emotions in accordance with the content of the game and communicative interaction with the participants of the game.

**Didactic game.** According to the content and rules of the game, emotions are expressed in terms of positive emotions in success and negative emotions in failure of activities. Basically, intellectual and result-oriented feelings are expressed.

Free expression of all emotions depending on the content of the **directorial play.**

##### **10.2. Emotional dominance in learning activities.**

**Experience.** Free expression of emotions depending on the success and failure of the activity. Achieving intellectual and emotional dominance.

**Disciplinary education.** The expression of emotion depends on its regulation by adults and the content of the exercise. Tension of feeling anxious when activity fails. The predominance of communicative perceptions aimed at educating adults. When successful, intellectual feelings arise.

**Developmental education.** The conditions of the session are a manifestation of the whole range of emotions that are regulated by the success or failure of the activity. The intellectual and communicative superiority of emotions.

##### **11.1. Dominance of cognitive processes in game activities.**

All cognitive processes develop depending on the level of development in **the role-playing game.** This type of game is especially important for developing imagination and broadening thinking.

In **the didactic game** develops cognitive processes that are the basis of didactic tasks. The breadth of didactic games for children covers all learning processes.

**Directing game.** As all cognitive processes evolve, it is especially important that games develop imagination and expand thinking.

##### **11.2. Dominance (predominance) of learning processes in learning activities.**

**Experience.** Development of sensory processes, creative, practical, theoretical (revealing the laws of origin of things and events), intuition and other types of thinking.

In **disciplinary education,** all cognitive processes develop to a certain extent, but retain a dominant memory.

In **developmental education,** the child's age-related abilities and the whole field of knowledge in accordance with the individual's self-development are fully developed.

##### **12.1. Forms of organization of activities in play activities.**

**Role-playing game** is a free activity, but it is set by the agenda in a children's institution setting. It takes its own forms in self-development.

The form of **didactic game** organization is determined by the type and content of the game. Time can be regulated or free.

**Directing game** forms will be free.

### 12.2. Forms of organization of activities in educational activities.

**Experimental** forms are freely organized.

The organization of **disciplinary education** and any of its forms is strictly regulated.

Forms of organization of **developmental education** can also be free or regulated.

### 13.1. Demonstration of activity results in game activities.

A **role-playing game**, the results may not be a clear direct indicator, but usually its results are delayed and indirect.

The results of the **didactic game** have a clear definition in accordance with the didactic goals and objectives of the game, which are directly reflected.

The **directing game** will not have a direct semantic effect, but it will be delayed and mediated.

### 13.2. Demonstration of activity results in educational activities.

**Experience** is a direct manifestation of mental and communicative activity, curiosity and creative abilities.

**Disciplinary education.** Direct result: knowledge, skills, competencies and indirect personal and intellectual development.

**Developmental education.** The development of cognitive abilities is directly reflected in all areas of a child's life, even in the process of their education. The personal development of the cognitive, emotional, and volitional spheres is fully manifested not only in education but also in behavior and in all activities.

#### Conclusions on the results of the comparison.

Based on the results of the comparison of children's play, educational activities and experiment, which are the main participants in the educational process, the following conclusions were drawn.

1. There is no reason to object to play and learning activities, as these objections were largely based on the criterion of freedom and independence of the child's activity. We knew that play, unlike education, was a free and independent activity for the child.

2. For a long time, the initiator and subject of education has been distinguished by the fact that they are adults who define the goals and content of education, demonstrate patterns of action, manage, control and evaluate this process. As we can see, this characteristic of education is only relevant to the disciplinary education model of education and not to the developmental education model.

3. It became clear that the limits of a child's independence in reading also depend on the educators and how they organize their lessons. The solution to these problems will be possible mainly through the development of communication between adults and children, by setting the stage for changing the role of adults in educating the child. To develop communication with children in the classroom and in everyday life, it is advisable to develop "Methods of

studying communication between teachers and preschool children".

4. Since it is now a turning point in the search for forms of learning activities that are adequate to the age characteristics of children, it is necessary to bring them closer to individualized forms of education and create forms of organization of learning and play activities in small groups, depending on individual characteristics.

5. Hence, children's play activities are qualitatively diverse activities, some of which are mastered by children at appropriate stages of age-related development;

During play activities, children who play by the rules consistently master them on the basis of directional, figurative, plot-role games;

The leading activity at a certain stage of the preschool period is not a whole game, but only a type of play which is first mastered by the child at that age;

The mastered type of play allows for a new type of path and leading activity, but it does not disappear or diminish and becomes a form of organizing the child's life;

The game, which has become a form of organization of activities, is developing and enriching, creating conditions for the development of specific types of activities and the content of the topics included in them.

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