

THE ROLE OF GAMES IN THE FORMATION OF RESPONSIBILITY OF PRIMARY SCHOOL CHILDREN

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Abstract

The article under discussion discusses the role of games in the formation of responsibility of primary school pupils. The author of the article considers that if the pupil starts to perform his school duties willingly, just as he performed the rules of the role in the game, it is easier for him to overcome the difficulties of compulsory school work. This promotes the formation of the correct internal position of the schoolchild, makes learning personally meaningful and emotionally attractive, creates opportunities for the development of his or her personal qualities including responsibility.

Key words: didactic, game, responsibility, attractive, participants, role-playing, reproductive, skills, communicate, improvisation.

In this study didactic games are discussed as a means of formation of responsibility of younger pupils. Traditionally in the pedagogical literature didactic games are understood as "a type of games organized by adults to solve a learning task" [1] and necessarily connected with the solution of vital-important conflict situation.

Currently there are many classifications of didactic games: by the place of conduct (lesson and extracurricular, full-time and extramural); by duration (short-term - within one or several lessons and long-term - several days, weeks and more); by the number of participants and the nature of interaction of players (individual, paired (two players or two teams); competitive, group or parlor (large number of players, playing each for himself); by general orientation and depending on the means used (games-exercises, table games, etc.). D.B. Elkonin distinguishes according to the formal feature; imitation-process games (exercise games) - requiring accurate reproduction of learned knowledge and skills; plot (role-playing games) – imitation of reality, improvisation on a given topic; games with rules [3]. M.V. Klarin offers a classification of games by didactic purposes, purpose in the educational process, allocates games for learning, consolidation, simple and transformative reproduction, repetition, generalization, testing of knowledge, games to communicate new knowledge, inclusion in a new situation [5].

In the game the functions of personality are actualized. If traditionally the educational process is connected with transfer - receiving of information, processing of some system of reproductive skills, in a game the participant clearly sets himself a goal, selects purposefully the material, thus he is responsible not only for his behavior, but he "hangs the burden" of responsibility for the success of the whole group. In the game there is reflection, self-

actualization, the pupil makes a decision for which he/she is responsible, the game implies creativity.

Based on the above, we believe it is necessary to highlight the features of game activity significant for the formation of responsibility.

The analysis of the scientific literature [5, 6, 7] allows us to state that in the game process takes place the formation of moral concepts, implementation of judgments and inferences. The game introduces players with the surrounding world. Here the pupil is completely free and therefore does not copy the behavior of people, he/she even makes imitative actions something of his/her own. Through the game the pupil gets the first ideas about the norms and rules of human behavior in society, the system of relationships focused on cooperation, mutual assistance, humanity manifestation. "Forms of play activity allow to make the general meaning of things more explicit for the student - with the help of the game the student reveals for himself their meaning and purpose; it allows to master the high social motives of behavior" [8]. The game fosters such socio-bench properties and qualities of personality as justice, courage, nobility, intelligence.

All this provides a powerful impact of the game on the formation of cognitive-evaluation component of responsibility as a quality; the personality of a junior schoolboy.

The formation of the emotional-volitional component of responsibility is explained; sensual nature of the game, emotional tension, the presence of a system of direct or indirect rules reflecting the content, logical and temporal sequence of its development. According to L.I. Bozhovich, in a game the student must obey certain rules [2].

The significance of the game in the formation of the behavioral component of responsibility is provided by such features of the game as voluntariness and the possibility of variable choice; In this case, an important factor is the ability to independently, actively exercise choice; experiment with their behavior. The success of the game in many respects depends on the reflexive abilities of its participants; the ability to assess their own behavior, the partner's behavior, and to act, depending on the set of feelings. Game is always about recognizing the type of behavior and choosing one's response system of action [4]. The game gives primary school pupils a rich experience of self-control, self-management, experience of decision-making and responsibility not only for their own behavior, but also responsibility for the success of the whole group. According to D.B. Elkonin, "norms underlying human relations become a source of development of pupil's morality through game. Game is the school of morality, but not morality in representation, but morality in action" Thus, game activity has the potential, implying a set of possibilities, which under certain conditions become real, acting factors of formation of responsibility of younger pupils [3].

The most important integrative factor providing holistic formation of responsibility as a quality of personality of the primary schoolchild is the organizer of the game - the teacher. In the primary school the position of the teacher in the game consists not so much in direct

participation in it, as in the creation of conditions conditioning the correct attitude of children to the game. Traditionally the following conditions are allocated: creation of game atmosphere; absence of any form of compulsion in involvement of children in a game; development of game dynamics; interrelation of game and non-game activity; transition from simple games to complex game forms, etc.

The teacher, exercising methodical leadership of the game, able to regulate game processes, comes out on the real experience of individual or collective experiences on the innate democracy of children, on personal initiative, the ability to yield to partners in the game, on self-control, responsibility for their actions and their comrades. The teacher who manages the content of the game, includes certain roles and rules in it, can program certain positive feelings in children, form necessary mental reactions, fix a certain style of behavior.

Thus, in the game the child makes discoveries of what has long been known to the adult. The need and desire for play in schoolchildren should be used and directed in order to solve certain educational tasks. The game will be a means of education and learning if it is included in a holistic pedagogical process. Guiding the game, organizing the life of children in the game, the teacher affects all aspects of child's personality development: on feelings, on consciousness, on the will and on behavior in general.

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