

**PHENOMENON OF CHILDREN'S GAME
AS A BASIS FOR DEVELOPING THINKING
AND FORMING SOCIAL RELATIONSHIPS AND ROLES**

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Children need to develop a variety of skills in order to optimize their development and solve problems more easily later in life. Playing with parents and peers is a unique opportunity to develop social–emotional, cognitive, language and self–regulation skills. Therefore, the study of the influence of the process of playing on the formation of children remains an urgent topic for research. Play is not only an opportunity to have fun, it can also affect the health and further development of a child.

The purpose of this article is to examine the process of children's playing in the framework of theoretical and practical research to study its impact on the development of thinking and social skills in young children.

Material and methods. The study is based on the scientific substantiation of the phenomenon of children's playing and its influence on the development of children, based on the works of the British child psychiatrist D. Winnicott and the Soviet psychologist D. B. Elkonin. Used terminological and descriptive–analytical methods, comparison and generalization of the advanced theoretical and practical psychological experience of famous scientists.

Findings and their discussion. Playing allows children to use their creativity, develops imagination and dexterity, as well as physical, cognitive and emotional strength. Many parents and educators intuitively know how playing affects the development of children and try to include elements of playing in learning. V.S. Sobkin and K.N. Kaznacheeva in 2009 conducted a sociological study on the topic of parental involvement in joint games with a child. The sample consisted of 1936 people. Analysis of the answers received shows that the involvement of parents in joint playing depends on the child's age (Fig. 1). Thus, 65.1% of parents playing with children 4–5 years old, while 59.1% –playing with children 5–7 years old. [1, p. 47].

According to D. Winnicott, any child is born with a rich inherited potential, which can develop and manifest itself if the early surroundings contributes to this, taking part in the development [2, p. 26]. The development of a child from a very early age is closely related to the process of playing. Playing is a basic form of life, a creative experience located in the space–time continuum. It is always carried out in the gap between the subjective and the objectively perceived. "The game engages in cultural experiences and forms the basis of the cultural experience" [3, p. 84].

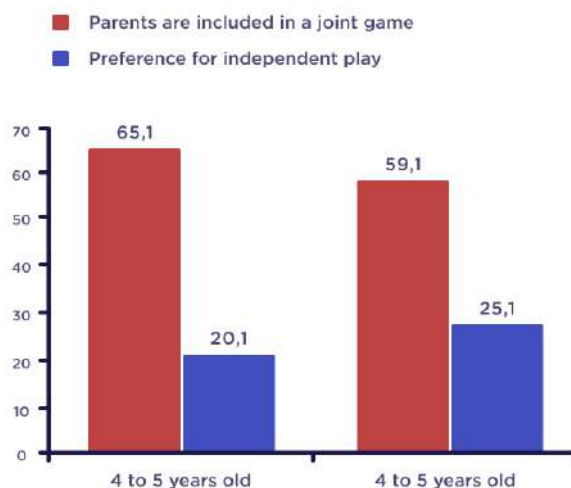


Figure 1. Inclusion of parents in a joint game with a child, depending on age, %.

Free playing using toys and play objects, derivatives of transitional objects or phenomena created in a metaphorical imaginary space (like children's fun without rigidly established rules) expands the possibilities of dialogue between the mother or teacher and the child [4, p. 213]. According to Winnicott, playing is the sublimation of impulses and the search for self-awareness; playing is a sign of health, it facilitates growing up and involves in group relationships, helps to master new social roles [3, p. 34]. Thus, having extensive clinical experience of working with young children and observing their development, D. Winnicott comes to the conclusion that playing is a universal phenomenon, because the functions of the game are very diverse – they are involvement in group relationships, a way of mastering reality and the ability to relieve tension.

The question of the influence of playing on the development of a child's thinking was studied by the Soviet psychologist D.B. Elkonin. Daniil Borisovich divided the games played by preschool children into three main groups. The first group is outdoor games (ball games, jumping rope, hide and seek, etc.). Outdoor games are an excellent means of physical education for preschoolers; in the process of games, children learn to obey the rules and they develop skills in team behavior [5, p. 4]. The second group – games of loto, multi-colored pyramids, etc. In modern language – educational didactic games. "In these games, children get acquainted with various objects and phenomena of reality, ideas are formed in children, observation, perception, memory, and thinking are developed. Such games are of great importance for the mental development of preschool children" – wrote D.B. Elkonin [5, p. 4]. The third group is creative role-playing games. In such games, children portray adults and reproduce their activities. "Imitating in the play of life and work of adults, children treat their imaginary work, toys and playmates as adults in real life relate to their work and to each other" [5, p. 4].

One of the central ideas of D.B. Elkonin in the psychology of playing is connected with the fact that social relations are realized in play. Daniil Borisovich emphasized that the content of game activity is associated with the relationships between people reflected in it [6, p. 69]. He referred to a study by G.A. Kovaleva in which two groups of children were asked to play a game about the zoo after visiting it. It turned out that a group of children, who were told about the animals during the excursion, could not organize the game. Children, who were told about the zoo workers and their functions, initiated the game themselves and played it with enthusiasm. Thus, playing is easier for children who are familiar with group relationships. If they have vivid impressions that do not contain information about relationships between people, then difficulties may arise with play activities.

Conclusion. Thus, playing is the dominant activity for children and the main source of development. As the child grows, his games change and transform – from simple manipulations with objects, he moves on to mastering their social meanings, and then to interaction with other children and complex role-playing games.

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CURRENT WAYS IN THE MODERN EDUCATION OF CHINA'S YOUTH

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With the reform and opening up and rapid economic development, Chinese society has entered a new stage of development; this stage of development will have a lot of negative effects. How to guide young people to grow up quickly and make them better undertake the burden of building a modern socialist country with Chinese characteristics has become an important objective of education and a major mission of education.