THE GAME IS AN ACTIVE FORM OF PREPARING CHILDREN FOR EDUCATIONAL ACTIVITIES

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Annotation

A person cannot start mastering social experience all at once. In order to actively acquire social experiences, a person must first acquire a sufficient level of speech, have certain skills, learning and understanding. The child achieves these through play activities.

Key words

citizen, civic feeling, extracurricular education, club, event, recommendation, conclusion, characteristics, asset.

Translated from Latin, the word "roll" means a small wheel or round log. Later, it meant a rolled-up piece of paper on which the words of the plays were written for the actors. Only from the 16th-17th centuries. The word "role" refers to the actions of the actors. The concept of "role-playing games" first appeared in the 20th century. The prototype of situational role-playing games were improvised dramatic games on a specific theme developed by J. Moreno in 1946.

ince the mid-1950s. The use of role-playing games in the United States has been carried out in two directions:

• psychotherapy, including personal growth groups, sociometry, psychodrama, gestalt therapy, meeting groups, have become widely used in role-playing games;

• role-playing games were used in educational groups. The task of these groups is self-development and self-improvement. This field helps people to develop leadership skills, to behave adequately in large and small groups, to relate constructively with people, to resolve conflicts in groups, to form adequate self-perception and perception of others.

Role-playing is the main form of game activity in which participants take on the roles of adults (children) or official, social roles (adult students) and in specially created game conditions they simulate the activities of people and their recreate the relationship between them. Role-playing creates deep emotional experiences

related to the content and quality of the roles, the feelings and relationships that occur during the game.

Three types of role-playing games are used in educational activities:

direct games - simulation of elements of professional activity; strategic simulations - specific decision-making conditions ("Environmental disasters", "Flight to the moon", "Event in the desert", etc.);

role play: game participants receive different individual instructions to interact with each other in expected conditions.

In the introduction of this technology, lessons are held in the form of a meeting or freely developing role communication (dialogue) between participants. Role-playing games allow students to be actively involved in the learning process and arouse interest. During the role play, the learner can identify his strengths and weaknesses. Like any active technology, the role-playing game has its drawbacks. It requires the teacher to carefully prepare for the lesson; sometimes the situation doesn't translate to real life.

At the end of the lesson, the audience discusses the problems (conflict), the actions of each participant in a given situation, the result and progress of its effectiveness. ends with a failure log. Observations can be more effective if a video recording of the role play is used to provide feedback and confirm certain rules, as well as to provide advice.

The method of role-playing games allows the student to be in the place of another person, to look at himself and the "hero" he played from the outside. It is of great importance for the perceptive preparation of specialists, the development of their skills to adequately perceive and understand business partners, and to choose an effective behavioral scenario.

Conclusion. Thus, the meaning of pedagogical technologies lies in the initial design of the educational process and the provision of educational management aimed at ensuring the success of assimilation through the development of the personality and self-activity of students.

Game activity is an active form of acquiring children's social experience of humanity.

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