

Annual International Scientific Conference Early Childhood Care and Education, ECCE 2016,
12-14 May 2016, Moscow, Russia

Pedagogical Conditions for Role-Playing Game Development in Senior Preschool Age Children

Maria Vinogradova^{a*}, Natalia Ivanova^a

^a*Cherepovets state university, Institute of pedagogy and psychology,
5 Lunacharskiy st., Cherepovets, 162600, Russia*

Abstract

The article presents an approach to role-playing game development in senior preschoolers based on the problem-oriented analysis of a preschool child's playing space. Methods and techniques of plot enrichment and playing skill development have been identified by using interactive technologies and the individual differentiation approach. The key findings of technology implementation are related to positive dynamics in children's playing skill development, their need for peer communication and gratification and their desire for independence.

© 2016 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of ECCE 2016.

Keywords: Leading activity, new means of game development

1. Introduction

The current improvement of the preschool education system in compliance with the principles of humanization, individualization and cultural conformity has caused recognition of the inherent worth of the preschool age period and a shift from the pedagogy of teaching to the pedagogy of development aimed at child's subjective position development. In this regard the role of game as a preschool leading activity is on the increase.

* Corresponding author. Tel.: +7-921-149-59-73

E-mail address: ms.vimary@mail.ru

J.Huizinga, S. Shmakov, L. Vygotsky, N. Mikhailenko, N. Korotkova and others make a point that children are attracted by the mystery of a game, the feeling that everything is within their control as well as the fact that when playing a game a child can act as an adult and imitate grown-ups' behavior. [1].

Many researchers – philosophers, educators, psychologists – such as H. Spencer, K. Groos, G. Stanley Hall, Z. Freud, H. Wallon, K. Ushinsky, S. Rubinstein, L. Vygotsky, G. Plekhanov and others thought about the essence and origin of play.

Russian pedagogy has accepted D. Elkonin's thesis about the social nature of a game. A role-playing game came into existence in the course of the historical development of society as a result of a shift of the child's place in the system of social relations. In this process the role-playing game has begun to function as a creative game in which children reflect events of the surrounding reality through role interaction [2].

Role-playing games are the leading activity of a preschool age child (L. Vygotsky, S. Rubinstein). [3].

It is the playing activity that promotes children's socialization, their orientation in human relationship, acquisition of first cooperative skills (D. Elkonin, A. Leontiev, L. Venger, L. Usova, A. Zaporozhets and others), moral and intellectual development (D. Elkonin, S. Novoselova, A. Zaporozhets and others). The process of preparing a child for school is implemented in the game and through it. Various games are an effective way of upbringing, teaching, development and correction.

It is important to note that at the present stage there are objective and subjective reasons why the role-playing game is being eliminated from a child's life and potential functions of game are being undermined. Children's games, especially role-playing games are unvaried in contents and plots. They are characterized by repetitious plots, the dominance of manipulations over imaginative reflection of the reality.

One of the main reasons for this situation is the destruction of the natural mechanism of game culture acquisition. Like any other human activity a role-playing game does not appear spontaneously. Children acquire games through immersion into the play environment. It occurs naturally when a preschool child is involved into communication between different age groups including children of several generations. However, at the present stage there is a strong tendency of decreased informal communication between different age groups at various stages of preschool child development. Another reason is a decrease in a child's activity in the acquisition of knowledge about the surrounding reality that is the basis for various game plots.

Unsystematic information about the world acquired by children via mass media and the lack of playing interaction experience with elder children who transfer playing actions, lead to a lower general standard of children's playing activities.

Therefore, at the present stage there is an objective necessity to find effective methods to develop preschool children's leading activity.

2. Method

The main objective of the experimental study is to determine the efficiency of pedagogical conditions integration with the traditional comprehensive method of role-playing game guidance and methodical support of preschool children's playing activities.

At the stage of summative assessment the following main problems of role-playing game development in 6-7 year-old children were identified:

1. Preschool children demonstrate a very limited variety of playing plots. In general, they perform standard plots without showing creative imagination. Children do not draw on their knowledge about society for creating plots;
2. Generally, children set 1-2 playing goals in a game which also impoverishes their game contents;
3. Playing actions with toys are also limited in variety, sometimes common manipulation takes place;
4. Role actions are unvaried, they are often imitative without using expressive means for conveying a playing image;

Download English Version:

<https://daneshyari.com/en/article/5126176>

Download Persian Version:

<https://daneshyari.com/article/5126176>

[Daneshyari.com](https://daneshyari.com)