

ROLE-PLAYING GAME TECHNOLOGY IN THE PEDAGOGICAL PROCESS

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Annotation:

The article discusses the content of role-playing games organized with children, the importance of the game as the main form of activity, the history of its origin, its types and some examples of its effective organization. The concept of role-playing games originated in the 20th century and was initially employed in psychotherapy, personal development groups, and educational contexts. These games allow participants to assume roles, simulate real-life scenarios, and experience emotions related to their roles. Such activities provide a platform for learning social norms, developing teamwork, and enhancing problem-solving abilities.

The study highlights how role-playing games serve as multifunctional educational tools that support intellectual, emotional, and social growth. By engaging in these games, children acquire essential life skills, explore creative problem-solving, and gain invaluable personal experiences in a structured yet imaginative environment. The

findings emphasize the importance of integrating role-playing games into the pedagogical process to nurture holistic development in students.

Keywords: Game, role-playing game, psychotherapy, sociometry, psychodrama, gestalt therapy, technology, didactic games, action games, musical games.

INTRODUCTION

A person cannot immediately begin to master social experience. In order to actively master social experience, a person must first have a sufficient level of speech, have certain skills, abilities and concepts. The child achieves these through play.

Translated from Latin, the word "role" means a small wheel or round log. Later, it came to mean 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" meant the actions of the actors. The concept of "role-playing games" first appeared in the 20th century. The prototype of situational role-playing games was improvised dramatic games on a specific topic, developed in 1946 by J. Moreno.[2]

METHODS

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

- role-playing games have become widely used in psychotherapy, including personal growth groups, sociometry, psychodrama, gestalt therapy, meeting groups;
- role-playing games have become popular in educational groups. The task of these groups is self-development and self-improvement.

This area helps people develop leadership skills, self-sufficiency in large and small groups helps to behave, to interact constructively with people, to resolve conflicts in groups, to form an adequate perception of oneself and the 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 a specially created game situation, recreate the activities of people and the relationships between them. Role-playing causes deep emotional experiences associated with the content and quality of roles, the emotions and relationships that arise during the game.

Three types of role-playing games are used in training sessions:

direct games - simulation of elements of professional activity; strategic simulations - specific decision-making situations ("Ecological disasters", "Flight to the moon", "Event in the desert", etc.); role-playing game: game participants receive various individual instructions for interacting with each other in expected conditions. When implementing this technology, lessons are held in the form of a meeting or a freely developing role-playing communication (dialogue) between participants. Role-playing games allow students to actively involve and arouse interest in the learning process. During the role-playing game, the learner can identify his strengths and weaknesses. Like any active technology, role-playing games also have their drawbacks. It requires the teacher to

prepare carefully for the lesson; sometimes the situation does not transfer to real life.

RESULTS

At the end of the lesson, the audience discusses the problem (conflict), the behavior of each participant in a particular situation, its effectiveness, the result and course. At the same time, the "audience" begins the discussion, and the teacher concludes with a critical analysis of the results of the role-playing dialogue, noting successes and failures. Observations can be more effective if a video recording of the role-playing game is made, which can be used to provide feedback and confirm certain rules, as well as to give advice. The game always reflects real life. Therefore, as social life changes, its content also changes, the game is a conscious activity aimed at a certain goal, which has much in common with labor and serves to prepare young people for labor. On the basis of game activity, the child's educational activity develops, the better the child plays, the better he studies at school.

The method of role-playing games allows the student to put himself in the place of another person, to look at himself and the "hero" whose role he plays from the outside. This is of great importance for the perceptual training of specialists, the development of skills for adequate perception of their business partners and achieving mutual understanding, and the selection of effective behavioral scenarios.

The game is a manifestation of the human personality, a way of its improvement. The game is of particular importance for children. It is customary to call it the "companion of childhood." It constitutes the main content of the life of preschool children. It is manifested as a leading activity, being inextricably linked with work and education. Most of the serious work that a child does is in the form of a game. In the game, all the existing aspects of the personality come into play: - the child acts - speaks - perceives - thinks. The game is manifested as an important means of education. Since ancient times, the game has attracted the attention of educators, psychologists, philosophers, ethnographers, and art historians, and in the life of society it stands after work and determines its content. Primitive tribes reflected hunting, war, and farming in their games. For example, the process of sowing rice in some tribes of that time was carried out with great solemnity with games.

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.

Scientific ideas about the step-by-step development of children's play activities made it possible to develop specific systematic recommendations for guiding children's play activities in different age groups.

The role of the game in the pedagogical process is very large, and it is widely used in the education and training of children of pre-school and junior school age. Because:

- play is an independent activity of children, in which the psyche of the child is manifested;
- the game is a form of externalizing the life of preschool children;
- the game is one of the means of comprehensive education of children;
- the game is a method and method of education and upbringing of children;
- the game is a means of preparing children for educational activities.

Children's play is diverse according to its content, characteristics, and organization. Game activity has an important place in a child's life. Games with rules have a special place, and during the game, the child is formed as a person.

• Types of games with rules. The content and rules of games with rules are determined by adults. Regular games include:

- didactic games
- action games
- musical games [3]

The game is a means of development and education of children. Psychologists consider play to be the leading activity in preschool age. Thanks to the game, the qualities that ensure the transition of the child to a higher stage of development are formed, significant changes occur in his psyche. While playing, the child learns to use his knowledge and to be able to use it in different situations. In creative games, children's imagination, making things, and experimenting open up a wide path. Along with mental development, moral qualities are also formed in the game. The experiences that occur during the game leave a deep mark on the child's mind, so the game helps to cultivate good feelings, lofty dreams and aspirations, and healthy interests in the child. The game is an independent activity, in the process of which children begin to communicate with their peers. They are united by a common goal, common experiences in achieving it. Therefore, the game is important in fostering friendly relations, forming team life skills, and organizational skills. Complex relationships arise in a small team of children united by a joint game. Game activity is an active form of children's mastery of the social experience of humanity.

For example, one of the most important conditions for the formation of social activity in a primary school student is pedagogical communication, which is expressed in educational and extracurricular interaction, cooperation between the teacher and students. There are several types of games aimed at developing the social activity of primary school students: - games containing the work of adults - games with patriotic and international content - outdoor games with such content and game rules that contribute not only to the physical development of children, but also to the education of their social feelings.

But the most effective means of developing social activity in primary school students is a role-playing game, which helps develop a behavior model that involves the

formation of communication skills: willingness to cooperate, tolerance, tolerance for other people's opinions, the ability to conduct a dialogue, the ability to find a compromise solution. During the game, relationships, techniques and rules of communication are established between students, which they then reproduce in real life (in similar life situations).

The game, unlike real life, allows children to play out the same situation several times, and each time the students can change roles, try out other behavior options, and reflect on the activity. In a role-playing game, the process of children's mental development is much faster and more effective. The emotional component plays an important role in the game. The game clearly shows feelings that cause a strong emotional reaction.

Thus, play activity gives the child the opportunity to acquire invaluable personal life experience in the most comfortable conditions for him. It can be called a creative laboratory of self-education, a "school of life" for children. Role-playing games have a social nature. Their essence is the artificial immersion of students in conditions that are as close as possible to real life. In role-playing games, children always play "something" or "someone". The basis of such games is the content of roles that children must "try on" for themselves.

The following types of roles are possible:

- specific adults or children;
- a representative of a certain type of profession;
- family roles;
- ethnographic;
- roles of fairy-tale or literary heroes.

Each child should play his role only within the framework of the game action, which can be aimed at:

- objective recreation of the content of the activity;
 - building a system of relationships between people in the course of the activity.

The teacher's task is to organize the game so that children have the opportunity to show their own initiative, to present their model of social relations. But at the same time, having some idea of the behavior of adults in a particular situation, the younger student copies their behavior.

DISCUSSION

Consequently, the teacher strives to push children to search for other (their own) behavior options, non-standard solutions to emerging problems. Thus, in a role-playing game, the children's position is dual: on the one hand, they must feel absolutely free, on the other hand, the course of the game is strictly regulated. The range of roles offered to students is clearly defined, the conditions and environment in which imaginary events take place are indicated, the rules of the game that must be followed are described, there

are moral and ethical guidelines that participants are required to use.

Role-playing games are multifunctional: they have a complex effect on various aspects of a child's personality: intellectual, emotional, volitional, communicative, and others.

A distinctive feature of a role-playing game is the presence of a plot. The following types of plots can be used:

- creative;
- discovery-related;
- professional-related;
- art-related;
- route-related, i.e. travel;
- militarized;
- fairy-tale-like;
- fantastic.

Younger schoolchildren are emotional and impulsive. In role-playing games, they get great satisfaction from the emotional experiences associated with the development of the role. Including children in role-playing games allows them to go beyond their context of activity, realize the need for interpersonal communication and master the necessary basic competencies.

Play is a method of education. Play affects all aspects of a child's personality - his mind, feelings, imagination, will. Play is a means of establishing an atmosphere of mutual understanding and goodwill between children and the teacher. If a teacher acts before schoolchildren in the position of a person interested in the game, this brings him closer to the children. In the process of role-playing, a child reveals himself as a person: he discovers his aspirations, interests, character traits. Each game, with the guiding role of a teacher, in addition to fulfilling the main educational task - the one for which it is held, has a complex educational effect on students.

Functions of role-playing games:

- 1) Socialization of primary school students. During role-playing games, children learn the norms and rules of life in society.
- 2) Development of communication and interaction skills. In the process of joint activities, children develop ways of interacting with each other, develop communication skills, and learn to constructively resolve conflict situations.
- 3) Improvement of personal qualities and skills and bringing them closer to real, possible actions in life. The constantly changing environment of a role-playing game requires its participants to demonstrate their abilities and use previously developed skills.
- 4) Development of self-discipline, volitional qualities, since a child who is carried away by a game often expresses himself in it incomparably more fully than in other activities.
- 5) Role-playing games are a means of self-education for a child.
- 6) Serve as a means of understanding reality, creating a team, foster curiosity and form

volitional feelings of the individual.

Structural components of a role-playing game:

1. The plot (theme) of the game is the sphere of reality that is reflected in the game.
2. The content of the game is what is specifically reflected in the game.
3. The game (imaginary, fictitious) situation is a set of circumstances of the game that do not really exist, but are created by the imagination.
4. The plan of action conceived by the players.
5. The role is the image of a creature (person, animal) or object that the child depicts in the game.
6. Role-playing (game) action is the child's activity in a role (a certain combination, sequence of actions characterizing role behavior).
7. Role-playing (game) interaction involves the implementation of relationships with a partner (partners) in the game, dictated by the role.
8. Game rules are the order, the prescription of actions in the game. As L.S. Vygotsky pointed out, any role-playing game is a game with rules that exist within the role that the child takes on.

Story games also help to develop gaming skills. At first, these are single-theme, single-character plots that reflect the semantic chain of actions, then a multi-character plot as a system of interconnected characters (roles), which unfolds through the interaction of one character with another, through the introduction of new roles. And only after this do multi-theme plots appear, which involve combining various events, building new event series.

CONCLUSION:

Play prepares children for educational activities, which are an active form of acquiring social experience of humanity. A person cannot immediately begin to master social experience. In order to actively acquire social experience, a person must first have mastered speech to a sufficient extent, have certain skills, abilities and elementary concepts. The child achieves these through play.

Children develop rapidly in the areas of sensation, perception, attention, memory, imagination, thinking, speech, imagination, feelings and will.

Children's games are a tool for learning about things and events around them, and they also have a high social value. In other words, play is a powerful educational tool. Through children's games, it is possible to educate socially useful and highly humane feelings in them. Game activity prepares children for educational activity, which is an active form of mastering the social experience of humanity.

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