

## THE IMPORTANCE OF STORY-BASED ROLE-PLAYING GAMES IN DEVELOPING REFLECTIVE SKILLS OF PRESCHOOL CHILDREN IN DIFFERENT AGE GROUPS

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**Abstract:** This article examines the role and importance of role-playing games in the formation of reflexive skills in preschool children. Observations, pedagogical experiments and tests conducted in different age groups, and psychological and diagnostic methods were used in the research process. Role-playing games have been proven to be an important factor in the formation of reflexive abilities in children, such as analyzing their own behavior, understanding the point of view of others, self-assessment, and working together.

**Keywords:** Reflection, reflexive skills, role-playing games, preschool education, socio-emotional development, communication, game activity, age characteristics.

### INTRODUCTION

Preschool childhood is a short but important period of personality development. During these years, the child acquires the initial knowledge about the world around him. The game accompanies a person throughout his life, connecting with magic, imitation, sports, art and especially its performing forms. The game is a means of physical exercise, especially psychological preparation for future life situations. Story-based role-playing (social-imaginative play) is an important component of high-quality preschool educational programs, as it provides children with an excellent opportunity for high-level creativity, problem-solving, reflection, language use and participation in social relationships [1]. Research shows that socially imagined play can have a positive impact on all areas of development.

In role-playing games, children draw on their own experiences and create something new based on this experience. Role-playing games are a multifaceted process that shows how ready very young children are to acquire complex behavior and civic and cultural competencies.

The preschool period is a crucial stage in the formation of children as individuals and the development of their cognitive processes. In particular, reflexive skills - understanding their own behavior, evaluating it, analyzing mistakes, understanding the feelings of others - are necessary for successful education and social adaptation in later stages [2].

Role-playing games allow a child to try out social roles, imagine themselves in

different situations, solve problems, and develop thinking. Therefore, the role of these games in reflexive development has become a topical topic in modern pedagogical research.

In role-playing games, children rely on their own experiences and experiences and create something new based on this experience. Role-playing games are the main types of games for preschool children. Role-playing games are reflective activities by their nature. The life and activities of adults and peers around them serve as a source for the content of this game. Children's impressions of the surrounding life, peers, and adults are processed, supplemented, and qualitatively changed in creative play. Such games of children are a practical form of knowing the surrounding world. Role-playing games are reflective activities by their nature[3]. The life and activities of adults and peers around them serve as a source for the content of this game. The impressions of children from the surrounding life, from the activities of their peers and adults are processed, supplemented, and qualitatively changed in creative play. Such games of children are a practical form of knowledge of the surrounding world. A distinctive feature of children's play is the presence of descriptive situations in it. The descriptive situation is formed by the role assigned to children in the process of the game and the plot of the game, and also includes the use of various objects. The plot of the game is a set of events that are vitally related to each other. Role is the main chain of a plot-role-playing game. Play creates a sense of satisfaction and joy in a child, therefore it interests the child, arouses a good mood in him, and improves the vital activity of the child's body. While playing, the child makes various movements: runs, jumps, passes through narrow spaces, over thin planks, bends, climbs, etc. The child performs all these movements freely and voluntarily, as a result of which the child's muscles mature, he becomes more agile and agile in movement. Play is also of great importance for the child's mental development. As a result of play, the child's knowledge expands. Roll! games develop and enrich the child's observation, curiosity, and knowledge. In play, the child sets goals for himself, which requires the child to use his mind and perception, and teaches him to be resourceful. During the game, he has to talk, argue, and tell a lot. Children have to think a lot and think in order to make and build the things they are making better[4]. All of these are important in the development of a child's thinking and imagination. The child, reflecting the world in his play, experiences one or another emotion related to the content of the role he takes on. For example, in the mother-child game, Dilnoza plays the role of a mother, feeding, dressing her children, treating them well, talking to them, and reading books. This game awakens in the child good feelings such as gentleness, care, and attentiveness. A distinctive feature of role-playing games. The distinctive feature of role-playing games compared to

other games is the presence of a plot, role, and imaginary situation in them. Role-playing games and staging centers are a very [5] favorable environment for children to manifest their talents and demonstrate their skills. This center can also be called the center that forms the child's "I". All the equipment in the center is equipment that is found in children's lives, and in the process of playing, the child learns to use them, gets the opportunity to get acquainted with professions. The game reflects the relationships between family members and creates an opportunity for moral education (and for the educator, to study the family environment). The uniqueness of the content of plot-role-playing games is one of its most important features[6].

### LITERATURE ANALYSIS

The formation of reflexive skills in preschool children is one of the important issues in the fields of pedagogy, psychology and educational methodology. Research on this topic has been conducted by many scholars, and their results emphasize the importance of reflexivity in providing children with self-understanding, social development, and problem-solving skills. The developmental value of play has been widely studied in pedagogical and psychological research.

In his research, S. S. Tomilov emphasized the need to introduce innovative teaching methods to develop reflective skills in preschool children[4]. He also studied the possibilities of stimulating reflective processes through interactive methods and games in working with children.

L.S. Vygotsky emphasizes that during the game, the child enters the "zone of proximal development", mastering complex social roles and acquiring higher-level thinking forms. D.B. Elkonin expressed the opinion that plot-role-playing games serve to form social experience in the child, compare himself with others, and control himself.

Modern researchers (A. Roopnarine, J. Piaget, K. Groos, etc.) have also scientifically substantiated the influence of the game process on the development of reflection, empathy, and communicative skills. Uzbek educators — A. Avloniy, O. Usmonov, R. Mavlonova — evaluate game activity as an integral part of the educational process.

As a result of the analysis of the literature, it was found that plot-role-playing games develop the following aspects in children:

- a critical view of their own behavior,
- communication and cooperation,
- management of emotions,
- understanding of their own role and the role of others,
- formation of strategies for overcoming problem situations.

## METHODOLOGY

The purpose of this study is to study the process of forming reflective skills in preschool children and to develop its methodological foundations. The study is carried out based on the following methodological approaches:

The study is conducted on the basis of a mixed method that includes qualitative and quantitative methods. This approach provides an opportunity to collect broader and deeper information in the study and assessment of children's reflective skills. Qualitative methods include focus group analyses and interviews, and quantitative methods include questionnaires and psychological tests. The participants are preschool children (5-7 years old). In this case, 75 children will be selected from 3 preschool educational institutions. Participating children are identified using a random selection method and are registered by their parents and teachers based on certain conditions.

Data collection methods can include the following:

- Observation: Observations are conducted to study children's reflective activities in their play-based activities.
- Questionnaires and tests: Special questionnaires are developed for parents and teachers to assess the success of reflective skills.
- Focus group discussions: Focus groups are organized in which children actively participate in the process of interpersonal relationships and problem solving. This method helps to deeply study children's thinking processes and reflective skills.

Qualitative data are interpreted accurately by examining children's thoughts and feelings using content analysis. For quantitative data, statistical methods are used, including variance, correlation, and t-tests. The research process uses theoretical approaches such as reflexive pedagogy, game methodology, and youth psychology. These approaches aim to create a conducive environment for children to develop their interpersonal relationships and develop their expressive skills. The process of obtaining permission from children and their parents participating in the study is strictly observed. The confidentiality and protection of the personal information of the participants is also ensured.

These methodological approaches will help to deeply study the process of forming reflective skills in preschool children and will be the main platform for developing practical recommendations and methods. The results of the study are aimed at enriching not only theoretical knowledge, but also practical experience.

## ANALYSIS AND RESULTS

In this study, the analysis of the process of forming reflexive skills in preschool children was carried out using several methods. The data obtained were analyzed in depth, taking into account the purpose and relevance of the study.

During the observations, the reflexive skills of children in their play activities were significantly demonstrated. The children actively participated in the interaction, achieved positive results in expressing their feelings and accepting the opinions of other children. In this process, their problem-solving ideas and initiatives were considered to be well developed. The results of the observation showed an increase in the social interaction between the children and the expansion of reflective discussions. The results of the questionnaires received from parents and educators were thoroughly analyzed. The results of the survey showed that participants reported that their children had reflective skills, but most mothers and fathers emphasized that they needed to provide more support for their children's social skills and ability to express themselves. The test results showed positive changes associated with an increase in children's self-awareness and attention to their own needs.

The discussions in the experimental group reflected the children's exchange of experiences in the process of solving problems that developed their reflective skills. As the participants exchanged ideas, it was seen that their mutual understanding and cooperation skills increased. This led to the children helping each other in expressing themselves and accepting new ideas. The results of the experimental group further strengthened the balance between the chemical and personal environment in the classroom in developing communication and harmony among children. The data obtained generally showed the effectiveness of the process of forming reflexive skills in children. According to the results of the study, active methods introduced in the educational process, especially games and interactive discussions, help children develop their ability to understand themselves, express their thoughts, and build relationships with others.

### **CONCLUSION AND SUGGESTIONS**

The process of forming reflexive skills in children was effective, which had a positive effect on their overall personal development. As a result, children became more active and independent in their relationships. The active and interactive approaches introduced played an important role in the process of developing children's self-awareness and emotional expression skills. Game-based methods created a comfortable environment for children to approach. During the study, children's social skills, including the ability to express their thoughts and listen to others, increased, which is an important factor in their future social adaptation. The study showed that the effective use of plot-role-playing games in the preschool educational process is the most important tool for developing children's reflexive skills. Games in different age groups require a specific methodological approach, but in any case they significantly support social and emotional development.

### Suggestions:

1. Expanding the research methodology: It is recommended that future research use strategies that include inclusive educational institutions and children from different social backgrounds. As a result, the possibilities for creating an attractive environment will expand. Organize regular methodological sessions on role-playing games in preschool educational institutions.

2. More interactive methods: It is recommended to introduce interactive games and practical exercises into the learning process in preschool educational institutions. This will strengthen children's skills in building their own ideas and sharing them with others.

Systematic use of reflexive questions during the game (“Why did you do that?”, “What could have been done better?”).

3. Seminars for parents and educators: It is recommended that parents and educators conduct seminars and trainings aimed at developing reflective skills in children. This will help improve their approach to their children. Develop a set of story-based games appropriate to the age characteristics of each group.

4. Updating preschool curricula: It is necessary to update curricula to meet the needs of students, this should be done using modern methods that help develop children's reflexive skills.

5. Providing recommendations to parents on organizing story-based games in the family.

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