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PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 30.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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GAME THERAPY METHOD IN THE CORRECTIONAL WORK OF A PSYCHOLOGIST OF PRESCHOOL INSTITUTION

Abstract: This article talks about the role of game therapy in the correctional work of psychologists in preschool institutions. The game is a leading activity in preschool age. With the help of games, the psychologist can conduct various therapies and remedial exercises. Thanks to games, we can easily communicate even with less mobile and less communicating children. The game is a good weapon to properly use on the child.

Key words: correctional work, method, game therapy, motivation, behavior, situation, psychologist, kindergarten, warm atmosphere, comfortable.

Language: English

Citation: Muminova, K. E. (2019). Game therapy method in the correctional work of a psychologist of preschool institution. *ISJ Theoretical & Applied Science*, 11 (79), 535-537.

Soi: <http://s-o-i.org/1.1/TAS-11-79-110> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.110>

Scopus ASCC: 3200.

Introduction

For children, the game is one of the main formation tools in life. With the help of it, they learn to interact with other people, develop intellectually and physically, learn the world, broaden their horizons. And most importantly, they do all this in an interesting way without coercion. Game therapy (is a psychological tool aimed at working with mental disorders in people of all ages through participation in a particular game. Children are more fun, interesting, easier to perceive information in a playful way. A doctor who deals with child psychotherapy through play is a specially trained game therapist.[1.p32]

During the treatment session, the child brings a lot of personal to the playing field, so it is very important for the therapist to be able to see those situations that concern the baby. And it is also equally important to be able to play during the lesson of troubling moments so that the patient goes away his experiences.[2]

Research methods.

Preschool education is the starting point of the continuing education system. It provides the formation of a healthy, developed personality of the

child, awakening the craving for learning, preparing for systematic learning.

Leading activity (according to A.N. Leontyev) is an activity that has a decisive influence on the development of the psyche at one or another age. [3] Any activity is characterized by the so-called operational and motivational parties. The operational side is represented by the actions that the child performs in the course of the activity. For example, the nature of the actions of a child rolling a car reflects the operational side. The motivational side of the activity is determined by those motivators that cause the activity of the child. For example, a child can transport land by car because he wants to help an adult engaged in planting flowers.

In infancy, the child's interaction with an adult acts as a leading activity, the motive of which is the adult himself. At an early age, the leading is the objective activity, the motive of which is the objects surrounding the child with their cultural properties. In preschool age, a game activity, the motive of which is the game itself (that is, the child does not play for something, but because he likes the game process itself). In fact, the preschooler perceives the social environment in many ways through the game, which

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reveals to him the meanings of the relationship between people in various situations.

In the literature you can find a description of the many functions that the game performs in the development of the child. We point out only three of them. Firstly, the game allows the child to master various forms of behavior, communication, speech, as it unfolds in a safe environment for him. The game is a modeling activity, so the psychologist can recreate various problem situations on the material available to the child. Such situations can, for example, be used to overcome the child's cognitive and personal egocentrism, the formation of arbitrary actions [4, p.54].

Secondly, the game develops the cognitive sphere of the child. An analysis of more than 40 studies on the development of gaming activity and published in leading foreign magazines showed that the level of development of gaming activity is positively associated with the development of divergent thinking, that is, the creativity of the child. For example, the psychologist S. Russ and his colleagues [5] over the course of four years watched the game of children. It turned out that children with a high level of fantasy development could offer and use a greater number of behavioral options in a game in a stressful situation, which means that they could better, in comparison with other peers, master a stressful situation.

Thirdly, the game is a natural form of expression of feelings and thoughts of the child. It is known that the very expression of experiences leads to a positive effect: the game allows the child to master the emotions that disturb him by playing and naming them.[6.p12] So, psychologists K. Golomb and L. Galasso found that when negative emotionality increased greatly in a game, preschoolers changed its course in such a way as to reduce this tension. For example, in order to get rid of fear in a frightening game situation, the child introduced a friendly hero into the plot, etc. If the theme was pleasant to the child, he developed it as much as possible. Thus, the game acts as a space in which the preschooler can regulate his affective states [7].

It is known that children who play stressful situations before a medical operation show less anxiety after it is performed in comparison with children who avoid playing games. In one study, psychologists, in order to study the effect of the game on overcoming stressful conditions, observed 74 children on the first day they attended school. At the same time, half of the children got the opportunity to play, and half did not (classes with children were limited to telling stories to them). The group of children who were allowed to play was, in turn, divided into two subgroups: the first subgroup was involved in the game with peers; and the second - in an imaginary single player game.[8] Children who play (compared to children who listen to stories) have

a lower level of anxiety. However, it turned out that for highly anxious children, solitary rather than social play turned out to be more effective: they were more involved in fantasy when there were no peers around. This example indicates the limited judgment that the imaginary play of the child is not significant, but only replaces reality.

In the work of a psychologist, the game often refers to projective techniques used to study the inner world of a child. Historically, the method of game therapy has appeared as part of psychoanalysis. It is no coincidence that its founder is the daughter of S. Freud, Anna Freud. She believed that game therapy can be used to develop a positive relationship between a child and an adult. In addition, in the game, an adult must educate a child, showing him the social norms of behavior. Unlike A. Freud, Melanie Klein argued that although children are inept in speech, if they speak their language (the language of the game), they can experience a deep feeling. Therefore, during the course of game therapy, an adult should help the child in understanding, speaking and interpreting their own actions [9, p.28]

If during the game the psychologist creates a warm atmosphere, then the preschooler feels that he is being accepted. He becomes comfortable, and he receives an additional incentive to realize his potential, his initiative in everyday life. Then, not so much its symbolic aspect (to which A. Freud and M. Klein drew attention) come to the fore in the game, as the real interaction of the child and the adult.

Conclusion.

Game therapy can be aimed at changing the settings of the child. For example, a preschooler who is faced with the problem of moving may not tell parents that he is afraid to go to a new place, that he will not be able to find friends there, etc. The child does not always realize this, but such situations affect his behavior. A psychologist, knowing about the upcoming event, can help the preschooler in a hidden form master new settings ("I will have new friends", "The new kindergarten is very beautiful"), which will help the child take a positive look at the upcoming changes. Similarly, if a child is very anxious when breaking up with parents in kindergarten (claims that they will not return), then a psychologist in a playful way can help the child cope with his emotions. For example, playing this situation, an adult can say on behalf of a baby doll: "Nothing that mom left, I can think of something good ..." or "Mother left, and I can imagine how she will come." Whatever task the psychologist decides, the lesson should begin with relaxing the child. If the child's body is tense, it is constrained and internally.[10] In order for the child to freely express his feelings, you can offer him some simple exercises. Psychologist W. Auckland believes that the imagination is a good helper in this case, and offers the following game situations.

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