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THE USE OF RALLY GAMES IN THE DEVELOPMENT PROCESS

Abstract: This article examines the role of rally games in the development of various skills in students. Rally games, which involve active participation, movement and structured competition, are shown to improve cognitive, communicative and motor skills. The study highlights that the inclusion of rally games in educational and developmental activities develops motivation, activity, teamwork and problem-solving skills. These games provide an interactive and dynamic learning environment, which makes the development process more effective and interesting for children and students.

Keywords: rally games, skill development, cognitive skills, communicative skills, motor skills, game-based learning, motivation, teamwork, problem solving, interactive activities, educational games.

Many psychological authors, including A.N. Leontiev¹ and D.B. Elkonin², agree that the primary activity of a preschool child is play. Play influences the development of a child's needs, motivation, views, thought processes, and also shapes all the fundamental psychological qualities of preschool age, playing a unique role in the formation of the child's personality.

Leading domestic psychological authors (L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, D.B. Elkonin) view the process of play for preschoolers as their main activity, during which "role motives" and their interrelation, as well as essential mental new formations, are developed. According to L.S. Vygotsky's assertions, it is only by distancing themselves from observing their own actions and utilizing their meaning that a child can make a voluntary and conscious choice.

During play, a child is forced to abandon fleeting desires and whims, and must follow rules, fulfill adopted responsibilities, or play a role required by the game, which creates an opportunity for the child to engage in voluntary regulation of behavior.

Modern literature on pedagogy and psychology describes four types of games:

1. Role-playing games with a storyline;
2. Games with rules;
3. Imaginary-role play (there is no plot, but the child takes on a specific role);
4. Director's play, where the child is both the author of the plot and the performer of the role.

In the authors' opinion, role-playing games with a storyline most effectively develop communication skills in older preschool children. Through such games, children learn to interact and acquire.

Communication skills with peers: a child begins to realize how they are perceived by other children and what feelings they have towards them. Unlike other children's activities, **dramatic play** immerses the child in the adult world, where adult relationships are modeled. Building such models is practically the only way to guide a child in the motives, goals, and norms of adult behavior, which helps them later in social adaptation. Through play, the child tries to recreate increasingly complex actions and events from adult life, and when they realize they cannot achieve this through physical

¹ Leontiev, A. N. *A Contribution to the Theory of the Development of the Child's Psyche*. 1945. Marxists Internet Archive, <https://www.marxists.org/archive/leontev/works/1945/childs-psyche.htm>.

² Elkonin, D. B. *Psychology of Play*. Moscow: Progress Publishers, 1978.

actions with toys, they start using imaginary and representational actions in their mind, "to themselves." They begin to use speech as a way to replace real objects and actions.

When a child takes on a specific role in a game and performs the necessary actions for it, the manner in which they perform these actions becomes a subject of their consciousness. This is only possible in role-playing games, because the child, on the one hand, becomes someone else, performing the role of their character, but on the other hand, remains themselves and sees their actions as if from the outside. Due to their age, preschoolers find it difficult to control their actions, but if these actions are defined as those of a character, it becomes easier to manage the process. Thus, the role helps to objectify the child's actions and make them conscious, to observe them with the "mental eye."

According to numerous psychological studies, children in play slightly outpace their abilities: a preschooler will not be able to manage in real life what they easily handle in a play situation. Psychologists such as L.S. Vygotsky, A.N. Leontiev, and D.B. Elkonin suggested developing a child's communication skills through play. P.Ya. Galperin conducted research on **orientation activity** and studied the concept of the **step-by-step development of human activity**. The scientific works of these psychologists help determine the special mechanisms through which play influences a child's mental development.

Undoubtedly, success in any human activity depends on **orientation activity**, which teaches us to plan, set goals, reflect on them, perform and control them. A child's internal plan is formed through play. The scientific works of L.S. Vygotsky state that the internal plan of a child's actions is formed when, in play, the child moves from physical actions with objects to actions with their meaning in the semantic field. At the same time, the internal plan can only form if the child needs to orient themselves to the actions of another person and see the results of these actions.

For a **dramatic role-playing game** to be engaging and meaningful for all participants, it is important to:

1. Agree on the plot of the game.
2. Build interesting dialogues according to the roles.

In this process, the child's communication skills play a major role. When a group of children (two or more participants) decides to play, they begin to negotiate how the game will unfold and assign roles. During these "negotiations," children learn to interact with peers, discuss, analyze others' opinions, reach compromises, and defend their points of view, etc.

By taking on a specific role in the game, the child needs to respond in a timely manner to changes in the plot, actions, and speech of their partners that relate to their role, and quickly adjust their behavior based on the course of the game. During the game, children engage in dialogue, which broadens and strengthens their vocabulary and develops communication skills: the ability to start and finish conversations, smoothly change conversation topics, follow the flow of a partner's thoughts, pronounce words correctly, express emotions alongside spoken phrases, and use gestures and facial expressions.

The game constantly develops, and gradually, children reach a stage where all attention is focused on the plot. Sometimes, game episodes or even entire events can only be created with words, which is characteristic of imaginative games, where children imagine a fictional world. From the outside or within the group, this may look like a creative collective story. The relationships between children in role-playing games also evolve: a "collective monologue" is episodically replaced by rare dialogues, which in turn are replaced by true acts of dialogical communication during the manifestation of fantasy and the creation of plotlines.

Play is a driving force, a way to express oneself. To participate in the game, the child needs to "acquire" speech tools with which they will express their thoughts and comment on actions. These

speech tools come from experiences such as reading (listening to) literature, interacting with peers and adults, and speech development activities.

Observations of children's games, where they invent their own plots, have shown that there is a connection between the speech skills gained through practical speech development activities and the invented role-playing games. Moreover, role-playing games with invented plots, in which preschool children participate, contribute to the development of both speech and creativity. The **ages of preschool children** are an important stage in their self-development, as well as in their communication competence. **Self-directed play** is a key area of children's activity, which is not regulated by adults and where children use speech to develop the plot, interact within their role, and build real relationships.

The significance of **self-directed collective role-playing games** for children's development is very high, as these games help the child learn to adapt to human relationships and coordinate actions with others. It is clear that in order to participate in any activity, a child must have specific abilities that develop within the conditions of that activity. Based on this, it is reasonable to assume that through self-directed role-playing games, children improve their communication skills when their play experience is enriched (amplified).

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