



THE SIGNIFICANCE OF GAME FOR THE COMPREHENSIVE DEVELOPMENT OF THE PERSONALITY OF A CHILD WITH INTELLIGENT IMPAIRMENT

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Article history:	Abstract:
Received: February 8 th 2023 Accepted: March 7 th 2023 Published: March 10 th 2023	The game as a leading activity is considered as one of the means of correcting and developing the oral speech of preschool children with intellectual disabilities, which, in turn, contributes to the activation of the cognitive activity of this category of children.
Keywords: reflection, construction, imagination, intellect, transforms, concentrates.	

In the modern sense, a game is a form of activity in conditional situations aimed at recreating the assimilation of social experience, fixed in socially fixed ways of implementing objective actions, in subjects of science and culture. The game is a free activity that is carried out outside of everyday activities, not pursuing material interests, taking place within a limited space and time, proceeding according to certain rules.

The game is one of those types of children's activities that is used by adults to educate preschoolers, teaching them various actions with objects, methods and means of communication. In the game, the child develops as a person, he forms those aspects of the psyche, on which the success of his educational and work activities, his relationships with people will subsequently depend.

In play activity, the mental qualities and personal characteristics of the child are most intensively formed. In the game, other types of activity are added, which then acquire independent significance.

Game activity influences the formation of the arbitrariness of mental processes. So, in the game, children begin to develop voluntary attention and voluntary memory. The very conditions of the game require the child to concentrate on the objects included in the game situation, on the content of the actions being played and the plot. If the child does not want to be attentive to what the upcoming game situation requires of him, if he does not remember the conditions of the game, then he is simply expelled by his peers. The need for communication, for emotional encouragement forces the child to purposeful concentration and memorization.

The game situation and actions in it have a constant impact on the development of the mental activity of a preschool child. In the game, the child learns to act with the substitute of the object - he gives the substitute a new game name and acts with it in accordance with the name. The substitute object becomes a support for thinking. On the basis of actions with substitute objects, the child learns to think about a real object. Gradually, play actions with objects are reduced, the child learns to think about objects and act with them mentally. Thus, the game to a greater extent contributes to the fact that the child gradually moves to thinking in terms of representations.

The game is of decisive importance for the development of the imagination. In play activity, the child learns to replace objects with other objects, to take on various roles. This ability underlies the development of the imagination. Children learn to identify objects and actions with them, to create new situations in their imagination. The game in this case can proceed in the internal plan.

The influence of the game on the development of the child's personality lies in the fact that through it he gets acquainted with the behavior and relationships of adults who become a model for his own behavior, and in it he acquires the basic communication skills, the qualities necessary to establish contact with peers. Capturing the child and forcing him to obey the rules contained in the role he has taken on, the game contributes to the development of feelings and volitional regulation of behavior. Productive activities of the child - drawing, designing - at different stages of preschool childhood are closely merged with the game. So, while drawing, the child often plays out this or that plot. The animals drawn by him fight among themselves, catch up with each other, people go to visit and return home, etc. The construction of the cubes is woven into the course of the game. The child is a driver, he carries apples to the construction site, then he is a loader unloading these apples, and finally a worker - a builder building a house. In a joint game, these functions are distributed among several children. Interest in drawing, design initially arises precisely as a game interest aimed at the process of creating a drawing, design in accordance with the game plan. And only in middle and senior preschool age is interest transferred to the result of activity, and it is freed from the influence of the game.

Within the play activity, learning activity begins to take shape, which later becomes the leading activity. The teaching is introduced by an adult, it does not arise directly from the game. But a preschooler begins to learn by playing - he treats learning as a kind of role-playing game with certain rules. However, by following these rules, the child imperceptibly masters elementary learning activities. A fundamentally different attitude of adults to learning than to play gradually, little by little, restructures the attitude towards it on the part of the child. He develops a desire and an initial ability to learn.

The game has a great influence on the development of speech. The game situation requires from each child included in it a certain level of development of verbal communication. If the child is not able to clearly express his wishes regarding the course of the game, if he is not able to understand the verbal instructions of his playmates, he will be a burden to his peers. The need to communicate with peers stimulates the development of coherent speech.

The game as a leading activity is of particular importance for the development of the sign function of the child's speech. The sign function permeates all aspects and manifestations of the human psyche. Assimilation of the sign function of speech leads to a radical restructuring of all mental functions of the child. In the game, the development of the sign function is carried out through the replacement of some objects by others. Substitute items act as signs of missing items. A sign can be any element of reality acting as a substitute for another element of reality. Naming the missing object and its substitute with the same word focuses the child's attention on certain properties of the object, which are comprehended in a new way through substitutions. This opens up yet another path to knowledge. In addition, the substitute object (the sign of the missing) mediates the connection between the missing object and the word and transforms the verbal content in a new way.

In play, the child comprehends specific signs of a twofold type: individual conventional signs that have little in common in their sensory nature with the object being designated; iconic signs, the sensual properties of which are visually close to the replaced object.

Individual conventional signs and iconic signs in the game take on the function of the missing object, which they replace. A different degree of proximity of the object-sign that replaces the missing object and the object being replaced contributes to the development of the sign function of speech: the mediating relationship "object - its sign - its name" enriches the semantic side of the word as a sign.

Substitution actions, in addition, contribute to the development in the child of free handling of objects and their use not only in the quality that was learned in the first years of life, but also in a different way (a clean handkerchief, for example, can replace a bandage or a summer cap) . The game as a leading activity is of particular importance for the development of reflective thinking. Reflection is the ability of a person to analyze his own actions, deeds, motives and correlate them with universal human values, as well as with the actions, deeds, motives of other people.

Reflection contributes to adequate human behavior in the world of people.

The game leads to the development of reflection, since in the game there is a real opportunity to control how the action that is part of the communication process is performed. Thus, while playing "hospital", the child cries and suffers as a patient and is pleased with himself as a well-performing his role. The dual position of the player - performer and controller - develops the ability to correlate their behavior with the behavior of a certain model. In a role-playing game, the prerequisites for reflection arise as a purely human ability to comprehend one's own actions, needs and experiences with the actions, needs and experiences of other people.

The organization of a playing team of children is also difficult because among the participants in the games there are always those who have a significantly reduced level of speech development. They prefer to play silently, almost do not turn to their partners in the game. The teacher's attempts to encourage them to speak, as a rule, lead to the fact that the children become isolated, stop playing altogether. The tactics of the teacher in relation to such children should consist in the most benevolent attitude towards them, in the desire to establish contacts with them, excluding verbal communication as the main condition. In no case should children be required to provide verbal accompaniment to their play actions, to make their games dependent on the degree of their "talkativeness". Sometimes defectologists, trying to use the game situation to maximize the activation of children's speech, go so far as to forbid them to take a toy if they do not name it at the same time, exclude them from dramatization games, explain this by the fact that the child speaks badly. Such an attitude of a teacher to a child experiencing speech difficulties is completely unacceptable. It not only aggravates the already rather difficult position of these children in the group of players, but also creates the basis for neuropsychic breakdowns. Becoming a favorite activity of children, the game is the subject of their aspirations. By depriving a child of play, the teacher damages his contact with him, and it is difficult to restore it.

The game is a special form of mastering reality through its reproduction, modeling. During the game, the child first emotionally and then intellectually masters the entire system of human relations.

The development of mental processes (in particular, thinking, imagination and speech) largely depends on the level of development of the game. In the course of the game, the formation of a substitution function takes place, which the child will subsequently encounter constantly. In the game, he learns to plan and regulate his actions and the actions of his partners. But in order for the game to become really developing, the child must go from mastering object actions to mastering a plot-role-playing game. At the same time, the actions themselves with objects are comprehended first, then the relations between the people surrounding the child, their interdependence, the child's own place in these relationships. Further, moral criteria, the ethical side of relationships, norms and methods of communication, an emotional response to good and bad are mastered.

Normally, children master the pinnacle of play activity - role-playing - at the end of early childhood, by the third year of life, and from that moment, until entering school, play becomes the leading activity of the child, i.e. determines his development. Children with severe intellectual impairment and by the end of the preschool period often remain at the level of object-manipulative activity. In their games, stereotypes, formality of actions, lack of intention and even an elementary plot are observed. Mentally retarded children do not use substitute objects, they prefer actions with real objects. In addition, they cannot replace actions with real objects with the image of actions or speech. By the end of the preschool period, the function of substitution in play does not arise in these children, as well as the function of speech (they do not have not only planning or fixing speech, but, as a rule, accompanying speech). Thus, by the time when play activity should finally take shape and cease to be the leading one, giving way to educational activity, it remains at an extremely low level in severely mentally retarded children. It becomes obvious that a child who plays little, and even more so does not play, loses in his personal development, which is especially clearly seen in the example of children with severe intellectual disability.

Based on the foregoing, it is advisable for a teacher-defectologist in his work to rely specifically on the game, in particular on the role-playing game as a means of correcting and compensating for defects in the development of a mentally retarded child, because through the game the teacher can develop the emotional-volitional sphere of pupils, manage mental development of the personality and thereby pave the way for the successful mastery of non-play activities (educational, labor, etc.) by children, and in order for the game to become a means of development for a severely mentally retarded child, it is necessary to create conditions for the formation of the most complete play activity, i.e. .to teach children to play.

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