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INFLUENCE OF ROLE PLAY ON THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN CHILDREN OF THE OLDER PRESCHOOL AGE

Abstract

The development of the emotional intelligence of older preschool children is relevant, as it is closely related to the personal development of the child, the formation of his feelings and emotions is carried out mainly through the emotional perception of the world around him.

The article discusses the role of the role-playing game as a creative activity of children of senior preschool age, in which they take on “adult” roles and reproduce the activities of adults and the relationship between them in game conditions.

Mastering the social role, children acquire life experience, saturated with new emotions and content, consolidate knowledge of new forms of communication and interaction, expand vocabulary, acquire social skills, and achieve a positive emotional state.

In the role-playing game, children develop fantasy, the ability to concentrate attention, the ability to express their feelings, restrain desires, control their actions, and voluntary behaviour.

The authors focus on the fact that a role-playing game contributes to the development of emotional intelligence, teaches you to understand and control your own and the emotions of others, understand the emotional state of the game participants, empathize, establish friendly relations with partners in the game, work in a team, comprehend the values of mutual understanding, acceptance, forgiveness.

According to the authors, the attractiveness of a role-playing game as a teaching tool for the development of emotional intelligence in pre-schoolers is based on its potential, which manifests itself in the emotional richness

of the game process, in role-playing behaviour, in building game dialogues, in the creative expression of existing ideas and impressions, in transformation and enriching the children's experience.

Keywords: older pre-schooler; role-playing game; emotions; intellect; connection between emotion and intellect; emotional intelligence.

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МЕКТЕПКЕ ДЕЙІНГІ ЕРЕСЕК ЖАСТАҒЫ БАЛАЛАРДЫҢ ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТІНІҢ ДАМУЫНА СЮЖЕТТІК-РӨЛДІК ОЙЫННЫҢ ӘСЕРІ

Аңдатпа

Мектепке дейінгі ересек жастағы балалардың эмоционалдық интеллектінің дамуы өзекті болып табылады, өйткені ол баланың жеке дамуымен тығыз байланысты, оның сезімдері мен эмоцияларын қалыптастыру негізінен қоршаған әлемді эмоционалды қабылдау арқылы жүзеге асырылады.

Мақалада мектепке дейінгі ересек жастағы балалардың шығармашылық әрекеті ретінде сюжеттік-рөлдік ойынның маңыздылығы, яғни олардың «ересек» рөлдерді қабылдай отырып, ойын жағдайында ересектердің әрекеттерін және олардың арасындағы қарым-қатынастары талқыланады.

Әлеуметтік рөлді меңгере отырып, балалар жаңа эмоциялар мен мазмұнға қаныққан өмірлік тәжірибеге ие болады, қарым-қатынас пен өзара әрекеттесудің жаңа формалары туралы білімдерін бекітеді, сөздік қорын кеңейтеді, әлеуметтік дағдыларды игереді, жағымды эмоционалдық жағдайға қол жеткізеді.

Сюжеттік-рөлдік ойында балалардың қиялы, зейіні, өз сезімдерін білдіруі, қалауларын тежеу, өз әрекеттерін бақылауы, ерікті мінез-құлқы дамиды.

Авторлар сюжеттік-рөлдік ойын эмоционалдық интеллекттің дамуына ықпал ететініне, өзінің және өзгелердің эмоцияларын түсініп, басқаруға, ойынға қатысушылардың эмоционалдық жағдайын түсінуге, эмпатияға, серіктестермен достық қарым-қатынас орнатуға, ойында топпен жұмыс жасау, өзара түсіністік, қабылдау, кешіру құндылықтарын түсінуге басты назар аударған.

Авторлардың пікірінше, мектеп жасына дейінгі балалардың эмоционалдық интеллектісін дамытудың оқыту құралы ретінде сюжеттік-рөлдік ойынның әсері оның әлеуетіне негізделген, ол ойын үрдісінің эмоционалды байлығында, рөлдік мінез-құлықта, ойын диалогтарын құру, бар идеялар мен әсерлерді шығармашылықпен көрсету, балалардың тәжірибесін түрлендіру және байыту болып табылады.

Түйін сөздер: мектепке дейінгі ересек жастағы балалар, сюжеттік-рөлдік ойын, эмоция, баланың жеке дамуы, эмоционалдық интеллект.

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ВЛИЯНИЕ СЮЖЕТНО-РОЛЕВОЙ ИГРЫ НА РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация

Развитие эмоционального интеллекта детей старшего дошкольного возраста является актуальной, так как тесно связана с личностным развитием ребенка, формирование его чувств и эмоций осуществляется в основном через эмоциональной восприятие окружающего мира.

В статье рассматривается роль сюжетно-ролевой игры как творческой деятельности детей старшего дошкольного возраста, в которой они берут на себя «взрослые» роли и в игровых условиях воспроизводят деятельность взрослых и отношения между ними.

Осваивая социальную роль, дети приобретают жизненный опыт, насыщенный новыми эмоциями и содержанием, закрепляют знание новых форм общения и взаимодействия, расширяют словарный запас, приобретают социальные навыки, достигают позитивного эмоционального состояния.

В сюжетно-ролевой игре у детей развивается фантазия, способность концентрировать внимание, способность к проявлению своих чувств, сдерживанию желаний, к контролю за своими действиями, произвольному поведению.

Авторы акцентируют внимание на то, что сюжетно-ролевая игра способствует развитию эмоционального интеллекта, учит понимать и контролировать свои и эмоции окружающих, понимать эмоциональное состояние участников игры, сопереживать, налаживать дружеские отношения с партнерами по игре, работать в команде, постигать ценности взаимопонимания, принятия, прощения.

По мнению авторов, привлекательность сюжетно-ролевой игры как обучающего инструмента для развития эмоционального интеллекта у дошкольников основана на ее потенциале, который проявляется в эмоциональной насыщенности игрового процесса, в ролевом поведении, в построении игровых диалогов, в творческом выражении существующих идей и впечатлений, в трансформации и обогащении детского опыта.

Ключевые слова: старший дошкольник; сюжетно-ролевая игра; эмоции; личностное развитие ребенка; эмоциональный интеллект.

Introduction. Preschool age is a sensitive period for the development of the child's emotional range. During this period an active emotional development takes place, the preschooler begins to realize his place among other people, he develops an internal emotional position and a desire for a new social role that meets his needs. The child learns to know himself and his place in society.

The inseparability of emotions from the process of perception, thinking, imagination is clearly traced in him; at this age stage, the moral attitudes of the child's personality begin to take shape and strengthen, expressing his attitude towards peers and adults.

The significance of this age lies in the fact that the preschooler begins to realize his place among people, he develops an internal social position and a desire for a new social role that meets his needs. At the senior preschool age, the ability to analyse one's activities and correlate one's opinions, experiences and actions with the opinions and assessments of others appears, a stable self-esteem and a corresponding attitude towards success and failure in activity are formed.

It should be noted that the senior preschool age is a period of intensive development of emotional intelligence, at this age the child comes

with a rich emotional experience: emotions are immediate, they are very violently manifested in the movements, facial expressions, and words of the child. Children of senior preschool age react vividly to both joyful and sad events, as emotions are manifested in their activities.

That is why the development of emotional intelligence of children of senior preschool age should be considered one of the priority tasks of raising children.

Main body. An analysis of the psychological and pedagogical literature on the problem under study allows us to note that the emotional development of an older pre-schooler is considered as the basis for the formation of a child's personality and one of the basic prerequisites for his general mental development. According to L.S. Vygotsky, emotions are «the central link in the mental life of a person, and, above all, a child» [1]. His theoretical research allowed Russian teachers to further develop the idea of the relationship of all components of the human psyche: emotional and intellectual.

So V.A. Sukhomlinsky, studying the relationship between the emotional state and mental development, points to the enormous rebound power of the influence of the emotional state on the mind, on the entire intellectual life [2]. C.M. Bondarenko, O.Golovko, T.Repina,

O.E. Smirnova and a number of other authors emphasize the formative function of emotional mental states - the impact on the intellect, on the formation of personality, character, and behavioural characteristics in the future [3]. In this regard, we can say that a violation of psycho-emotional development, a delay in the formation of emotions in children leads to a lag in overall development, to stable negative behaviour and distorted development of feelings.

According to L.I. Bozhovich, it is at preschool age that active knowledge of the world around us, the formation of the child's personality, the self-building of the world of feelings and emotions, the search for one's own "face" take place. Of course, in this search, the role of a teacher is of great importance, who can competently acquaint children with universal norms and moral ideals, values that will become basic guidelines in life in the future [3].

Thus, the development of emotional intelligence based on the knowledge of the world around the child is fundamental in the formation of personal qualities of children of senior preschool age, aimed at creating a creative space for communication and conditions for self-expression, as well as the formation of new interests, motives and needs.

Based on the theoretical analysis of scientific and psychological and pedagogical literature on this issue, the main factors in the development of emotional intelligence of children of senior preschool age were identified:

– sociality of emotions: their acquisition by children in the process of interaction with adults and peers, as a result of which the social values, requirements, norms and ideals acquired by the child become an organic part of his personality;

– development of intellectual feelings: curiosity, surprise, joy of discoveries associated with the formation of children's cognitive activity;

Enrichment of aesthetic feelings: a sense of beauty and ugliness, a sense of harmony, a sense of rhythm, a sense of the comic, which are inextricably linked with the moral development of the child.

Based on the above, it should be noted that for the development of the emotional intelligence

of a child, it is necessary to create such game conditions that most beneficially affect the development of the emotional sphere of a preschooler [4].

Modern pedagogy has a huge arsenal of games, among which the role-playing game is a priority in senior preschool age. All the main features of the game are most characteristic of it: it is freedom, isolation, rules, etc.

The main feature of the role-playing game is a creative and cognitive activity that integrates many properties of the child's psychological development, where emancipation and voluntariness are the main ones. In independent, amateur plot-role-playing games, children carry out a kind of modelling of social relations between people, a certain understanding of the social-role, and meaningful aspect of adult activity [5].

Social roles are an invariable attribute of the play activity of pre-schoolers. In the process of acting in the role, they convey the characteristic features of the character of the game with the help of various means of expression: voices, facial expressions, pantomimes. The main characteristic difference between the role-playing games is the conventionality of actions, which makes communication between children lively and exciting. Although the situations played by the child during the game are surreal, but everything that he experiences or feels is quite real. S.L. Rubinstein emphasized that the child, "playing this or that role, is not simply transferred to someone else's personality, but, entering the role, he expands, deepens, and enriches his own personality". In play activities, children "try on" various social roles of older adults, which expands the horizons of social cognition. It is from the attitude of the child to his role that the importance of play arises as a means of developing imagination, thinking, will, and, finally, the whole personality as a whole.

Mastering the social role, children acquire life experience, saturated with new emotions and content, consolidate knowledge of new forms of communication and interaction, expand vocabulary, acquire social skills, and achieve a positive emotional state.

Gradually, at the senior preschool age, the role-playing game becomes an integrative activity, which is closely connected with various types of activity, such as creative, speech, cognitive, communicative, artistic, productive and constructive. For children, not only the process of the game becomes important, but also the result, the invented game plot, the created game environment, the possibility of independent presentation of the products of their activities, acquired knowledge, skills and abilities.

The advantage of role-playing games at this age stage is not only the ability of the child to use his knowledge in the game, but also the interaction of children, during which they exchange certain knowledge, impressions, as well as their game ideas.

Currently, many games are developed precisely with the purpose of helping the teaching of some specific theme, that is, learning is the focus on the development of concepts, skills, techniques, etc. [6-8]. In this case, the game becomes serious by including these elements.

Playing together, children begin to take into account the desires and actions of another, defend their point of view, build and implement joint plans. According to A.V. Zaporozhets, the role-playing game plays an important role in the development of cognitive activity and the formation of the emotional intelligence of a preschooler [9].

In such play activities, new motives and needs of the child are born, such qualities as initiative, sociability, the ability to coordinate their actions with the actions of a peer group in order to establish and maintain communication develop. In the process of a role-playing game, such leadership qualities of a preschooler as self-confidence, independence, responsibility for their actions are manifested, which help build relationships between children, distribute roles in a group, which effectively affects the effectiveness of joint activities. Thus, a role-playing game is a way for children to enter the world of adults, a kind of rehearsal of adult life for a child, which lays a solid foundation for his further success.

It is important that games include objective and broad criteria on the process of measuring the player's performance. Furthermore, imme-

diately feedback is another essential element for the player to feel in control of the game [10].

A plot-role-playing game is a creative activity of children of senior preschool age, in which they take on "adult" roles and reproduce the activities of adults and the relationship between them in a game environment. In them, the game acts as an activity that contributes to the formation of a desire for socially significant and socially significant activities, the development of the need to communicate with peers, the formation of skills to establish contacts with game participants, understand their emotional state, and the ability to regulate their own and other people's emotions.

The role-playing game is saturated with a variety of emotions, such as: joy, delight, surprise, excitement, the gaming experiences of older pre-schoolers are sincere, in the process of role-playing children develop empathy, sympathy, the game and the game plan are constantly becoming more complicated, and feelings become more conscious.

As mentioned above, with the complication of the game plan, the child's feelings become more conscious, it is in the role-playing game that the emotional world of older pre-schoolers is formed.

During the game, children get acquainted with the feelings, mood of the characters, master the ways of their external expression, and realize the reasons for this or that mood. For example, favourable conditions are created not only for the development of emotions, but also for the development of the child's intellect; some games last for whole weeks, while these games become more complicated, the plot of the game is enriched, thereby the child's thinking and imagination become purposeful.

Only unity, coordinated functioning of two systems (mind and emotions) can ensure the successful implementation of any activity [11].

Individuals with a strong ability to use emotions will be able to select and prioritize cognitive activities that are most favourable for their current mood state, as well as change their mood according to the situation in a way that promotes better contextual adaptation [12].

Modern children are captured by emotions, as

the emotional instability of older pre-schoolers leads to fights, conflicts, behavioural disorders in society, and this once again confirms the importance of developing the emotional intelligence of older preschool children.

A child who is familiar with a wide range of emotions can understand the feelings of another and respond emotionally to them (for example, comfort and help a peer in a moment of emotional suffering) [13]. In terms of studying the world around them, children achieve not only motor development, but also cognitive processes, develop sensory perception, speech, and the ability to think and reason. In the emotional-affective they develop feelings and learn to manage them. They can express different emotions in response to certain stimuli as they learn to control them [14].

Adequate emotional development at an early age contributes to the development of children, contributing to a better process of adaptation to their environment. This natural need brings awareness of one's own emotional state; recognition of other people's emotions when "reading" situational and expressive signals and empathizing with them; knowledge of terms related to feelings and their use; the ability to distinguish between internal and external, positive and negative emotions, cope with them and express them in communicative behaviour [15, 16].

Methods. Theoretical: scientific and theoretical analysis of special pedagogical, psychological sources on the research topic, the study of legislative and regulatory acts adopted in the field of preschool education; empirical: conversation, observation, testing, questioning, self-assessment method, pedagogical observation, pedagogical experiment; quantitative and qualitative analysis of the research results.

Results. The content of the game is constantly becoming more complex, it becomes more meaningful. In the process of acting out a certain role, the child's actions and his attitude to reality are transformed.

It should be noted that the role-playing game has its own characteristics:

– each role contains its own rules of behaviour taken from life, which children must

obey, sometimes this is not always possible, mastering the rules of role-playing behaviour in the game, children learn the norms of behaviour in society,

– participating in a role-playing game, children learn the goals of adults, their attitude to their work, to the phenomena of social life, things, to the actions of people, norms and rules of behaviour in society,

– in the role-playing game, the intellectual development of the child takes place: he thinks over the idea of the game, makes a decision, learns the world around him,

– in the role-playing game, the child shows various emotions: joy, pride, delight, chagrin, regret, empathy, etc.,

– in the role-playing game, the child learns to understand the emotional state of the participant in the game, to regulate the emotional state of the team member, during the game that the emotional world of the child is formed,

– a role-playing game teaches a child to work in a team, establish interpersonal relationships, negotiate, unite in the game, listen to the opinions of peers, listen and hear them, defend their opinion, convince their playmates,

– a role-playing game makes it possible to penetrate into the image of one's role, to delve into the meaning of the role being played,

– during the game, the child's speech develops successfully, the word helps the child to identify his thoughts and feelings, understand the experiences of partners, coordinate his actions with them.

Uniting in a role-playing game, children choose partners, establish the rules of the game themselves, taken by the child from the surrounding life, borrowed from relationships in the adult world, conscientiously monitor the implementation of the rules of the game, regulate relationships, deviations from the rules of the game cause protests from the partners in the game.

At senior preschool age, in the process of a role-playing game, the organizers of the game are singled out, who manage all the participants in the game, distribute roles among its participants.

There is evidence of the ability to train

the human cognitive sphere, and therefore it became possible to train emotional competence through didactic and interactive programs. In terms of a personal dimension, this model tries to help students find the meaning of a social environment that is beneficial to them. Also, through this model, students are encouraged to learn how to solve the personal problems they face with the help of social groups consisting of classmates [17].

The leaders of the game enjoy authority among their peers, but at the same time it should be noted that in the process of conducting a role-playing game, some children remain unaccepted participants in the game, these include aggressive, capricious, slow children. As a result, this can irritate partners, and such children are a source of emotional discomfort. Non-recognition can lead to envy, anger, hatred, this must be taken into account during the role-playing game.

In the process of role-playing, some children choose the roles of a third person, for example, grandmothers, aunts, such children do not want to lead and obey, in such a way as to relieve themselves of responsibility.

When parents are overly intrusive, directive, the development of these emotional and social competencies is compromised. The sad irony is that the more energy a parent puts into his role and takes on more responsibility for the well-being of his child at this stage of life, his efforts literally become counterproductive [18].

The plot-role-playing game determines the nature of the child's relationship to the partners in the game; at older preschool age, children need to communicate with their peers, but the levels of attitude towards partners in the game are different:

- relationship of sympathy - antipathy,
- business relationship,
- value relationships.

A positive attitude forms a child's kindness, responsiveness, sincerity, truthfulness, a negative attitude-aggressiveness, rudeness, secrecy, alienation.

The main principles of organizing a role-playing game include:

- the teacher should play with the children, 32%,

- educator - partner, carrier of game skills and skills of organizing children's communication in the game,

- the teacher-educator is the coordinator of game ideas and communication of children,

- the teacher-educator is an observer of the children's play and a consultant in case of difficulties.

There are the following methods for managing a role-playing game:

- indirect methods (moves that do not interfere with the game directly);

- direct tricks (methods of direct involvement in the game).

The role-playing game must meet the modern requirements of the child, and the teacher creates conditions for the development of the child in the game. The teacher-educator, when working with children of older preschool age, should remember that there are "star" children who have organizational skills, enjoy authority among their peers, direct the development of the plot at their own discretion, set out its specific content, distribute roles, themselves evaluate the correctness of their implementation, as a result of this, in the group only some children lead the game, others only obey them. In these cases, the teacher-educator himself must tactfully direct the relationship of the children.

In the course of our dissertation research, the teacher, carrying out preparatory work on organizing a role-playing game with older pre-schoolers, reveals the levels of interaction between children, i.e., to find out which of the children in the group treats whom well and who is bad.

At the first stage (designing), the goal was set: to determine who would like to play with whom. For this purpose, the game "Who lives in what house" was held, in which, following the results of the game, 22 people took part and the following groups were identified:

- leaders (children who are successful in communication),

- children are less chosen in communication,
- outcasts.

According to the results of the study:

- category of leaders 56%,

- the category of children less is chosen by

– category of outcasts – 12%.

At the second stage – formative, the goal was to reconstruct the contacts of children with each other in the process of organizing such games as “Colourful mood”, “Learning to understand myself and others”, “Learning to be friends and not only” and others for this they formed positive relationships with peers, learned to find the positive qualities of their peers, knowledge of the norms and rules of behaviour was consolidated, correct self-esteem was formed, explanatory work was carried out to include children in collective work, about the importance of role-playing, the ability to take part in this game, about the requirements for organizing the game.

At the third stage (reflex), the final cuts were made:

- the ratio of leaders increased by 6%,
- the share of less chosen children also increased by 6%,
- The number of outcasts has decreased by 10%.

Discussion. In the role-playing game, children develop fantasy, the ability to concentrate attention, the ability to restrain desires, control their actions, to purposeful, voluntary behaviour. In addition, as a result of a role-playing game, a creative imagination develops, aimed at a specific goal, at creating a new one, at obtaining a certain result.

Thus, the value of a role-playing game lies in the fact that it contributes to:

- the development of logical and figurative thinking, as well as the development of speech, memory, imagination,
- development of the emotional range of the child,
- the development of social and communicative abilities: to cooperate with peers, communicate adequately, empathize, negotiate, defend one’s point of view, resolve conflict situations,
- development of creative abilities,
- developing the ability to work in a team,
- developing attention to the actions of a partner in the game,
- Formation of a respectful attitude towards partners in the game.

It should be especially noted that in the role-playing game, the emotional development of the child takes place, since the game is rich in

emotions, sometimes those that are not available to the child in life. In addition, the role-playing game makes it possible to unite children with a common idea and experience. The role-playing game helps to establish contacts with peers, manage their behaviour, and comply with the rules of the game. During the role-playing game, pre-schoolers learn to communicate with the participants in the game, learn the norms of behaviour, and learn to coordinate their actions, give in to each other, and sometimes give up personal desires in order to achieve the goal.

Children of older preschool age usually plan the game in advance, discuss the topic of the game, assign roles, select the material necessary for the game, and during the game determine the plot, performing by each participant in the game their role-playing actions addressed to the partners in the game, and their responses, but some children they do not always consistently unfold the plot, they cannot always understand what their partners in the game require from them.

A.V. Zaporozhets [9], N.Ya. Mikhailenko [19], revealed the mechanisms of influence of role play on the emotional state of preschool children. In their opinion, an important mechanism is the imitation of significant, emotionally attractive patterns of adult behaviour and emotional infection with the interests of a partner in the game.

The emotional state of the child is affected by satisfaction with the role-playing relationships he has with children, the emotions that accompany the plot-role-playing game affect the success of the interaction of the older preschooler with other people.

In particular, a study of emotional intelligence in children has shown that higher levels of emotional intelligence are an important predictor of health-related outcomes, such as improved well-being and social interactions during development, as well as fewer somatic complaints [20].

The emotional experience of the child is enriched as a result of empathy that arises in communication with other children, the emotional well-being of the child is made up of the nature of the relationship with partners in the game.

From the social perspective, games are a method for discover, show, and test talents and establish relationships with oneself and the world. Through games, individuals discover how to learn new things and new patterns, deal with the world, perform their tasks, and use their abilities to overcome problems [21].

In a role-playing game, there is an imaginary situation, which consists of a plot and roles that children take on. The plots of the games of older pre-schoolers are very diverse.

Depending on this role-playing game is divided into the following types:

- games on everyday topics: games at home, family, birthdays, holidays,
- games on industrial and social topics, reflecting the professional activities of people (games in the hospital, school, kindergarten, factory, shop, post office, library, livestock farm, railway, transport: ship, train, plane, car),
- games for the heroic and patriotic deeds of our people,
- games on the themes of literary characters, cartoons,
- director's games in which the child makes the dolls speak, perform various actions, acting for himself and for the doll.

A role-playing game has its own structure, which includes the following components: game concept, plot or content, game actions, roles, rules that are dictated by the game itself and created by children or adults, all these components are closely interconnected. Game design is a general definition of what and how children will play. The idea of the game is formulated in speech, reflected in the very actions of the game, formalized in the content of the game and is the core of the game.

The main component of the role-playing game is the plot, i.e. a series of events united by motivated connections, usually the plot reveals the content of the game, the nature of those actions and relationships that connect the participants in the events.

The main means of realizing the plot are play actions, for example: a child turns the steering wheel of a car or cooks dinner, etc. The content of role-playing games is the activities and relationships of adults, i.e. is embodied with the help of the role he has taken, so the role

is a means of realizing the plot and the main component of the role-playing game.

Thus, the core of the role-playing game is role-playing, for older preschool children the role is his playing position: he identifies himself with some character in the plot and acts in accordance with the ideas about this character, for example, if the driver is driving a car, if a nurse, then puts a thermometer, enters into various relationships with other players: for instance, examines a patient.

Conclusion. The role-playing game is directly related to the development of the child's intellect, there is a transition from visual-effective thinking to elements of verbal-logical thinking, that is, it is in the game that the child learns to think, find dependencies, classify and systematize material, create new combinations, systems of generalized typical images and phenomena, mentally transform them.

The leading motive of the role-playing game is cognitive interest, manifested in the desire to know the world around. It is in the role-playing game that children's ideas about the surrounding reality, interactions between adults expand. The importance of role-playing in the development of the emotional intelligence of older pre-schoolers is great; the skills of emotional attitude to the world acquired at this age are very strong and acquire the character of an attitude.

From the foregoing, it follows that at senior preschool age, a role-playing game has great opportunities for the development of emotional intelligence, through the role played by the child, there is saturation with a variety of feelings, the ability to understand one's emotions and consciously influence them, the ability to use one's emotions for one's own good and others, the ability to communicate with people around, the ability to understand the emotional state of people around them, to sympathize with them, to regulate the emotions of partners in the game.

A child with low social-emotional competence is at risk of poor peer relationships, behavioural problems, academic failure, or development of physical and mental health problems. In a recent review of studies on social-emotional competence, the development of social, emotional and behavioural skills in

children was associated with higher learning success, improved behaviour, increased engagement, improved learning, greater social cohesion, and improved mental health [22].

Emotional resilience helps children overcome obstacles more easily and take on various challenges without more psychological stress. Moreover, high emotional intelligence means higher levels of empathy, which can lead to less social isolation [23].

Based on the foregoing, it should be noted the importance of the position of the teacher in regulating the process of organizing a role-

playing game, first of all, he should contribute to the establishment of collective interaction between children and peers, teaches them to show sympathy for each other.

Thus, the role-playing game contributes to the development of children's emotional intelligence, teaches the child to understand and control his own and other people's emotions, understand the emotional state of the participants in the game, empathize, and establish friendly relations with partners in the game, teamwork, to comprehend the values of mutual understanding, kindness, acceptance, forgiveness.

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ПРЕЕМСТВЕННОСТЬ В ОБУЧЕНИИ ДИФФЕРЕНЦИАЛЬНОМУ И ИНТЕГРАЛЬНОМУ ИСЧИСЛЕНИЮ

Аннотация

Математический анализ является одним из сложных разделов как в школьном курсе математики, так и в курсе высшей математики в университете. Поэтому применение преемственности в обучении является одним из условий успешного усвоения программы студентами при переходе со школы в вуз.

Авторами статьи изучается вопрос применения инновационных форм и методов подготовки будущих учителей математики к обучению школьников дифференциальному и интегральному исчислениям, что тесно связано с преемственностью в обучении между ступенями образования среднего и высшего образования. В статье показан краткий обзор литературы за последние годы по вопросам обучения