

FACTORS OF STIMULATING THE PLAYING ACTIVITY OF MODERN PRESCHOOLERS

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The relevance of the research is due to the necessity to identify the factors stimulating the playing activity of elder preschoolers during the period of fading out of interest in role-playing games. The problem was considered in the context of encouraging non-standard playing actions that do not always contribute to the realization of the main goal of the game; providing an emotional atmosphere in playing; stimulating cognitive dissonance as the main factor in children's cognitive activity in playing. A dependence was revealed between the ability of a preschooler to change the course of the game through non-standard playing actions and the ability to apply purposeful actions in different game situations. A step-by-step method of stimulating the playing activity of preschoolers using the **PARLA** method is presented. It was found out that stimulating the activity of preschoolers by making purposeful actions in different playing situations contributes to the acquisition of practical skills in the use of conscious actions.

Key words: goal transformation, cognitive dissonance, PARLA method, K. Ishikawa's diagram, “horizontal” structure of activity.

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INTRODUCTION. The pedagogical practice of working with children of preschool age testifies to the fact that in the process of playing activity, modifications of its main structural elements often occur: transformation of the main goal into intermediate goals, which do not always follow from the main one; spontaneous choice of actions; arbitrary interpretation of mental operations; unpredictable continuation of the game. The course of the game is determined by the playing actions, and, as a rule, the adjustment of the basic structural elements begins with the playing actions. The effectiveness of the game is determined by the cognitive activity of preschoolers who play, who, in the process of playing, are able to transform both the main goal and the content.

Theoretical reinterpretation of the interdependence of the structural and functional elements of the playing activity, in the context of goal-setting and the encouragement of actions that do not proceed from the main goal in the process of the game, from our point of view, can become a supporting factor in stimulating interest in role-playing games for elder preschoolers. An equally important factor in stimulating interest in the game is the presence of an emotional

atmosphere between playing children, which contributes not only to the emotional output of everyone, but also brings motivational satisfaction. So the playing preschooler is not interested in the result of the game, but in the emotional pleasure that he feels in the process of playing.

The theoretical reinterpreting of interdependence of the structural and functional elements of the playing activity requires, first of all, the definition and method of ordering its structural elements. Structural analysis of the activity in psychology is considered in the context of two paradigms. The traditional one is the structural-level paradigm, in which the emphasis is placed on the disclosure of the patterns of its level, that is, hierarchical organization. As the second one, the structural-morphological paradigm is considered, in which the main attention is paid not to the hierarchical ("vertical", subordinate), but to the "horizontal" organization of the structure of the activity [Karpov A. V., 2015]. The horizontal ordering of the structural elements of the playing activity is more consistent with the psychological characteristics of a child's playing activity. The theoretical justification for the research was the results obtained by representatives of the Russian psychological school, according to which, actions that do not proceed from the main goal of the activity lead to confusion of ideas and perceptions, which is clearly recorded by manifestations of cognitive dissonance. The cognitive dissonance stimulates the cognitive activity of the subjects of activity, determining the further course of activity [Karapetyan, Gevorgyan, 2017, Mirzakhanyan, Gevorgyan, Karapetyan, 2019].

So the transformation of the goal of the activity is one of the stimulating factors. The psychological analysis of the features of the playing activity of modern preschoolers made it possible to revise its most important components, not in order to identify the reasons for the decline in interest in traditional games, but from the point of view of the patterns of the genesis of those components that have not lost their relevance for modern preschoolers. In particular, we considered non-standard (voluntary) actions that fundamentally changed the course of the game and assumed the implementation of a completely different goal. In the course of the game, those game situations were encouraged that had almost complete reversibility - "cancelability", that is, subjectively attractive situations that provided a feeling of freedom in choosing actions, content, and rules.

So, the main structural component of the game are the playing actions, thanks to which the child can easily and simply change "his intentions" in the course of the game. It is the situationally chosen playing actions and the variability of intermediate goals that are the key to the development of interest in game activities.

RESEARCH STRUCTURE AND METHODS. In our research, based on the psychological characteristics of children's game, the methodology of "horizontal" organization of the structure of activity was chosen as the initial one [Karpov A. V., 2015; Noskov, Shadrikov, 2017). Stimulation of the playing activity, encouragement during the playing actions not proceeding from the main goal with the maximum emotional return of each participant, was carried out using the **PARLA** method (Problem-Action-Result-Learned-Applied) [[http://www.hr-journal.ru/articles /pp/STAR-Intervju-po-kompetencijam.html](http://www.hr-journal.ru/articles/pp/STAR-Intervju-po-kompetencijam.html) ©HR-Journal.ru], the components of which allow not only to increase the cognitive activity of playing children, but also to direct playing activity to creative path. In the research, **as a sample** to determine the effectiveness of the PARLA method in stimulating the playing activity, elder preschool children

attending basic kindergartens of ASPU after Kh. Abovyan, have been involved. Observations of the role-playing games of children were carried out in the elder groups of kindergartens in Yerevan (about 200 preschoolers). Taking into account the typicality of the plots and the ways of their implementation in role-playing games, the experimental methodology according to the PARLA model was tested with 20 children of elder group of the basic kindergarten N5 in Yerevan. The method of stimulating the playing activity of preschoolers, from our point of view, should promote the activation of such factors as: encouragement of non-standard playing actions that do not always contribute to the implementation of the main goal of the game; providing an emotional atmosphere in the game; stimulation of cognitive dissonance as the main factor of children's cognitive activity in game.

RESEARCH RESULTS AND ANALYSES. In order to stimulate the playing activity in elder preschool children, we used the PARLA /Problem-Action-Result-Learned-Applied/ method, the structure of which allows to direct the playing activity in a creative direction [Dvoryatkina, Karapetyan, 2019). At the center of the method are playing actions, which teach children to apply their own practical experience, realize the direction of playing actions and gradually to substantiate them.

In the research process of the role-playing games, we were interested in the following abilities of older preschoolers: the ability to explain the choice of the content of the game; the presence of invented game actions; the ability to subordinate fictitious game actions with the intended purpose (what is the purpose of the actions?); repetition of purposeful playing actions; awareness of actions. In addition, during the PARLA interview we were also interested in: Are elder preschoolers able to explain their own actions and choices? Does the ability to explain one's own actions influence the choice of new, more expedient actions? What is the direction of the relationship between spontaneous actions and intermediate goal-setting? Whether the awareness of actions is the result of the transformation of the main goal of the playing activity. The PARLA interview was conducted individually with children after each role-playing game for a month, regardless of the number of children in the playing groups, the content and other factors of the effectiveness of the activity. The number of invented actions, intermediate goals, purposeful and conscious actions was recorded.

The indicators of observations and surveys are presented in the following table.

Results for the main components of the PARLA method

Sequential number and age of children playing (10 girls, 10 boys)	The number of invented non-standard actions in the content		The number of intermediate targets		The number of targeted actions to achieve intermediate goals		The number of conscious actions	
	Beginning of month	End of month	Beginning of month	End of month	Beginning of month	End of month	Beginning of month	End of month
1. 5.5 -5years 5 months	2	6	0	3	0	3	0	3
2. 5.8	3	7	1	4	1	4	1	4
3. 5.4	1	3	1	3	0	3	0	2
4. 5.0	1	1	0	1	0	2	0	2
5. 5.10	3	8	2	6	2	8	2	8
6. 5.11	3	8	2	6	2	8	2	8
7. 5.11	4	8	3	7	3	7	4	8
8. 5.4	1	3	1	3	0	2	0	3
9. 5.2	1	3	1	3	1	4	1	4
10. 5.4	1	3	1	3	1	4	1	4
11. 5.5	2	6	1	3	1	3	1	4
12. 5.6	3	6	2	4	2	4	2	4
13. 5.1	1	3	1	3	1	4	1	4
14. 5.5	2	5	2	5	2	5	2	5
15. 5.11	4	8	3	7	3	7	4	8
16. 5.8	3	7	2	6	2	6	3	7
17. 5.4	1	3	1	3	1	4	1	4
18. 5.11	4	8	3	7	3	7	4	8
19. 5.9	3	7	2	6	2	6	2	7
20. 5.3	1	3	1	3	1	4	1	5

The observation results were statistically processed by calculating the Pearson linear correlation coefficient in order to determine the relationship between the above two components in turn. It was necessary to check the direct interdependence of changes in the components of the PARLA method.

In particular, we calculated:

1. dependence between fictitious non-standard actions in the content and the formation of intermediate goals **r (1,2)**;
2. the interdependence of intermediate goals and targeted actions to achieve these goals **r (2,3)**;
3. connection of purposeful actions to achieve intermediate goals with the use of deliberate actions **r (3,4)**.

Indicators of dependent relationships by the Pearson linear correlation coefficient are presented in sequential order:

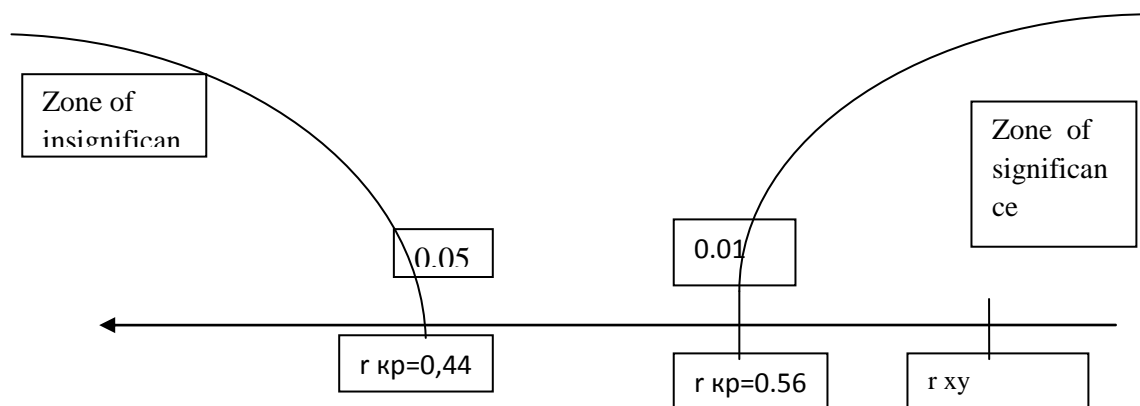
Indicators of dependent relationships by the Pearson linear correlation coefficient are presented in sequential order: $r(1,2) = 0.89$, $r(2,3) = 0.34$, $r(3,4) = 0.91$

Since in our case $k = 20-2$, then in the table of critical values of Pearson's correlation in the corresponding line (18) we select the critical value ($r_{cr.}$) and determine the level of significance (P) - see <https://statpsy.ru/pearson/tablica-pirsona>

0.44 for $P \leq 0.05$

0.56 for $P \leq 0.01$

We make the corresponding axis of significance:



The axis clearly shows that two values of the calculated correlation coefficient ($r(1,2)$ and $r(3,4)$) are in **the zone of significance**, which indicates that fictional non-standard actions in the content contributing to the formation of intermediate goals, and purposeful actions to achieve intermediate goals are educational in nature - the meaning of purposeful actions is gradually realized, which is manifested in the desire of children to apply them. However, the parameter $r(2,3)$ turned out to be in **the zone of insignificance**, which indicates that the presence of intermediate goals does not always lead to targeted actions to achieve the above mentioned goals, although it was theoretically assumed that there is a linear relationship between all the above mentioned parameters.

Based on the fact that the interdependence of intermediate goals and purposeful actions is in the zone of insignificance, we concluded that the insufficient use by children of their own practical experience gained in the process of playing, in fact, requires clarification of the causality of this fact, since the meaning of using the PARLA method with the aim of enhancing the playing activity of elder preschoolers, it is precisely in the actualization of purposeful and conscious actions. Taking into account the importance of the formation in children the ability to play the game up to the end, the development of the ability to predict possible outcomes as a result of conscious purposeful actions, in the application of the PARLA method, we especially emphasized the third stage, which allows us to move step by step towards the result of the game and argumentation of the playing actions.

The effectiveness of the playing activity was assessed by us according to the degree of independence when justifying our own conscious actions. The step-by-step stimulation of the playing activity of elder preschoolers by PARLA method indicated positive changes in all its main

components. Observations of children at the end of the month made it possible to record an increased interest in role-playing games and a significant increase in the level of the playing activity. From our point of view, the cognitive dissonance arising as a result of the transformation of the main goal of the game does not hinder the game, but has a positive effect, since emotional and internal cognitive discomfort mobilizes the playing children, contributing, as a rule, to an interesting resolution of the further course of the game.

However, since preschool children are naturally more interested not in the final result, but in the process of the game, the need for purposeful application of the practical experience of the playing activity is mechanically transferred to the background. The main motivation of elder preschoolers to the game continues to be required for permanent transformation of the goal of activity with the possibility of playing out different scenario options “here and now”.

CONCLUSIONS

Stimulating the activity of preschoolers using purposeful actions can contribute not only to an interesting continuation of the game, but also to the acquisition of practical skills in application of conscious actions. Statistical analysis of the linear correlation between the components of the PARLA method proves its effectiveness in stimulating the interest of elder preschoolers in role-playing games. The above mentioned results allows us to reliably state that the use of the PARLA method components has a positive effect on the level of development of all diagnosed game indicators.

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ԱՄՓՈՓՈՒՄ

ԺԱՄԱՆԱԿԱԿԻՑ ՆԱԽԱԴՊՐՈՑԱԿԱՆՆԵՐԻ ԽԱՂԱՅԻՆ ԳՈՐԾՈՒՆԵՈՒԹՅԱՆ ԽԹԱՆՄԱՆ ԳՈՐԾՈՆՆԵՐԸ

ԿԱՐԱՊԵՏՅԱՆ Վ.Ս., ԴԱԼԼԱՔՅԱՆ Ա.Մ., ԿՈԲԻԼԻՆՅԱՆՍԿԱՅԱ Ի.Վ.

Հոդվածում ներկայացված են ավագ նախադպրոցականների խաղային ակտիվության խթանման գործոնները՝ դերային խաղերի նկատմամբ հետաքրքրության նվազման պայմաններում: Մշակված է **PARLA** մեթոդի փուլայնությամբ իրականացվող, ավագ նախադպրոցականի խաղային ակտիվության խթանման մեթոդիկա, որն ենթադրում է. ա/այլընտրանքային /անսովոր, ոչ միշտ սյուժեից բխող/ խաղային գործողությունների խրախուսում, բ/հուզական փոխազդեցության մթնոլորտի ապահովում, գ/ կոգնիտիվ դիսոնանսի դրսևորումների արձանագրում:

Հիմնաբառեր: փոխակերպման նպատակներ, կոնգնիտիվ դիսոնանս, PARLA մեթոդ, Կ.Իշիկավիի դիագրամ, գործունեության «հորիզոնական» կառուցվածքը:

РЕЗЮМЕ

ФАКТОРЫ СТИМУЛИРОВАНИЯ ИГРОВОЙ АКТИВНОСТИ СОВРЕМЕННЫХ ДОШКОЛЬНИКОВ

КАРАПЕТЯН В. С., ДАЛЛАКЯН А. М., КОБЫЛЯНСКАЯ И. В.

В статье представлены факторы, стимулирующие игровую активность старших дошкольников в условиях снижения интереса к ролевым играм. Разработан метод развития игровой деятельности старших дошкольников, поэтапно реализуемый методом ПАРЛА, который предполагает: а) поощрение альтернативных (необычных, не всегда сюжетных) игровых действий, б) обеспечение атмосферы эмоционального взаимодействия, в) фиксация проявлений когнитивного диссонанса.

Ключевые слова: трансформация цели, когнитивный диссонанс, метод ПАРЛА, диаграмма К. Исикавы, «горизонтальная» структура деятельности.

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