



FEATURES OF USING THE GAME METHOD IN THE PROCESS OF SOCIAL-PSYCHOLOGICAL TRAINING

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For a long time, play was considered as any activity of a child that does not pursue the goal of obtaining results, carried out for pleasure, "not seriously". In modern psychological and pedagogical science, the terms "play", "play interaction", "play activity" have become quite common scientifically substantiated concepts. Play has ceased to bear the "stigma" of a trifle, fun, entertainment, it is becoming a serious tool of professional activity.

Play as one of the most amazing phenomena of human life has attracted the attention of philosophers and researchers of all times. Plato, for example, put the game of checkers next to the art of counting and geometry. Aristotle saw in play a source of mental balance, harmony of soul and body. In his "Poetics" the philosopher speaks of the benefits of word games and puns for the development of intelligence. The philosopher was one of the first to note the practical significance of play for the psychophysical development of a person. Only at the end of the 19th century did the first scientific theories of play appear [3].

Play becomes the subject of systematic scientific study from various scientific positions: physiological (G. Spencer, M. Lazarus); biogenetic (G.S. Hall, L.E. Appleton); social (K. Gross); biopsychological (W. McDougall, G. Murphy); sociological (K. Rainwater, D. Riesman); psychotherapeutic (Z. Freud, J. Moreno); cultural (J. Huizinga); theories that synthesized several approaches to play as self-expression (J. Piaget). Representatives of the physiological approach developed a view of play as an activity aimed at realizing instincts [4].

According to G. Spencer, a person, due to better adaptability to the surrounding world, has a certain surplus of energy that is not spent on physical existence. If the desire to discharge energy does not find an outlet, then an imitation of this activity arises, from which play in all its forms occurs.

For M. Lazarus, on the contrary, play is a rest and psychological release. The psychologist believed that a person plays not when he has an excess of energy, but



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when he is tired, in order to restore his lost strength. The biogenetic approach, especially popular in the late 19th - early 20th centuries, was based on the idea of the spontaneity of the child's mental development and his independence from education. From this position, the game is an instinct, a kind of residual phenomenon, an atavism in which the child repeats the life activity of his distant ancestors. Representatives of the social approach sought to reveal the social significance of the game. K. Gross put forward a number of provisions that have not lost their relevance today. He pointed out the forward direction of the game, believing that the game is a preparation for life - he is the author of the theory of play as an unintentional self-education of the child. He considered children's play as an important means of forming and training skills necessary for psychophysical and personal development, as well as further activity. He also saw in the game the development of a sense of responsibility for oneself, one's actions and one's group, the development of a noble desire to show one's capabilities in action. K. Gross considered adult play from the point of view of the functions it performs in culture: a) the function of supplementing existence in the physical, intellectual and emotional spheres of the individual; b) the function of liberation and gaining freedom of the individual; c) the function of harmonizing the world and man with the world.

Representatives of the biopsychological approach considered play activity as a process of balancing the organism with the environment. In explaining the motivation of the "play behavior" of the individual, they proceeded from the principle of the internal "constancy" of the human organism, eternally striving for stability and sustainability. In situations when the organism leaves this state of balance, tension arises and, in parallel with this, the motive of play activity is formed with the aim of relieving this tension. Accordingly, play is one of the types of behavior by which the human organism achieves the necessary balance with the outside world [5].

J. Piaget argued that play never disappears completely, but is only one aspect of human activity and is connected with it in the same way as imagination with thinking. According to his point of view, play is a form of creativity, but creativity with a specific purpose, it is a kind of preparation for overcoming the difficulties prepared in the world of reality.



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From a psychotherapeutic position, play is understood as a means that has a strong influence on the development of personality. The main function of play, according to Z. Freud, is the removal of prohibitions, the illusory satisfaction of desires that are not satisfied in reality. Disagreeing with the individualistic approach of Z. Freud, J. L. Moreno suggests treatment in a group with the most active participation of the group, drawing attention to the fact that the cause of neuroses is an internal conflict of a person with a small group in which his life takes place. Using play as a basis, the psychologist creates a new method of group psychotherapy - psychodrama. Moreno interpreted the game as a method of therapy and a means of preventing conflicts, a way of preparing the child's psyche and consciousness for future forms of adult behavior and relationships [2].

The representative of the cultural approach to game interaction J. Huizinga tried to trace the role of the game in all spheres of human activity. For him, the game is a primary life category, not connected with any degree of culture and form of worldview. The game decorates life, complements it, as a result of which it is vital for every person regardless of age and social status [1].

The game in training is a symbolic activity that solves specific applied personal or group training tasks, which models and transforms reality, is distinguished by a high degree of spontaneity and freedom, but takes place within the framework of clearly defined rules, structure and time and under the guidance of the leader - the trainer. Games are universal and are suitable for training of any topic and audience.

Depending on the impact of the game on the dynamics of group development, there are games: for getting to know each other; for group formation; for removing tactile barriers; for attention; for regulating mental and emotional state; for trust; for removing aggression, etc.

In accordance with the structure and substantive goal of the training, there are: a) actualizing, motivating games; b) games for understanding the essence of the task, phenomenon studied in the training; c) games that develop specific skills; d) games that integrate the experience gained in the training.

Depending on the tasks set by the training leader, the same game or game technique can have many variations, both in its content and in its implementation. It is necessary to be creative in any game. For example, you can prepare cards with 2-3



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questions for the training participants in advance, which can be discussed in pairs, in threes or in a group. The wording of the questions will set the required direction for the lesson: humorous questions that regulate the emotional background of the group ("How many legs do centipedes have?"); create conditions for a deeper acquaintance ("What is your favorite movie?"); provide an opportunity to get an emotional cross-section of the group ("What is your mood associated with now?"); set the thematic focus of the lesson ("What do you know about games?"), etc. It is very important for the trainer to see not only the external components, but also the deep psychological mechanisms of the game, and also calculate and foresee its expediency.

There are a number of features that distinguish a game as a specific training method. Firstly, a game in training is an applied method; the primary method here is still training. Therefore, it is not entirely legitimate to try to build into the training scenario, for example, a full-fledged plot-role, business or organizational-activity game. If we encounter these types of games in training, then only in a truncated, compressed version, otherwise it is no longer training. Secondly, a game in training is short and even more limited in time than other types of games. All for the same reason: a game in training solves applied problems - it cannot become the key one and take up the entire training time, much less go beyond it. Thirdly, a game in training is always aimed at solving specific educational, developmental or psychological problems. It always has a result. Fourthly, since training is a group method, a game in training also presupposes a group process. It is rare to play a training game alone. Fifthly, a game in training always presupposes a leader, and often his active position, because he is the organizer of the process [6].

A game is an individual's activity aimed at the conditional modeling of some expanded activity; a type of meaningful unproductive activity, where the motive lies not in its result, but in the process itself; a form of activity in conditional situations, aimed at recreating and assimilating social experience, fixed in socially established ways of implementing objective actions, in the subjects of science and culture. Thus, in a game as a special type of social practice, the norms of human life and activity are reproduced, submission to which ensures the knowledge and assimilation of



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objective and social reality, as well as the intellectual, emotional and moral self-development of the individual.

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