



FORMING SOCIAL ADAPTATION THROUGH PLAY ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This article investigates the issue of forming social adaptation in preschool-age children through play activities. During the study, the roles of various forms of play activities — plot-role, didactic, active, and theatrical games — in developing children's social competence were analyzed. The article reveals the psychological and pedagogical mechanisms of play activities based on the theoretical views of leading scholars such as L.S. Vygotsky, D.B. Elkonin, and A.N. Leontyev. Based on empirical research results, pedagogical conditions and methods for effectively implementing social adaptation in preschool educational organizations are recommended.

Introduction. The social adaptation of preschool-age children is one of the most pressing issues in modern pedagogy. It is during this period that a child develops as an active member of society, acquires the principles of social relationships, and develops personal qualities. The Resolution No. PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019, "On the Approval of the Concept for the Development of the Preschool Education System until 2030," identifies the comprehensive development and social integration of preschool-age children as one of its priority tasks. [1]

Social adaptation is the process by which an individual forms behavioral skills in accordance with the demands of the social environment, adapts to societal norms, and carries out their activities in socially acceptable ways. [2] This process is particularly important during preschool age, as this stage lays the foundation for the child's future life.

According to L.S. Vygotsky, the founder of Soviet psychology, the environment is the source of the development of higher psychic functions. The role of the environment in development changes as a child grows older. Therefore, the environment must be perceived as relative, not absolute. Innate forms of behavior are not inherent in humans. The psychic development of a person proceeds through the mastery of historically developed types and methods of activity. [3] According to his cultural-historical theory, higher psychic functions first manifest in social form (interpsychic) and then in individual form (intrapsychic). Play activity serves precisely as the transitional mechanism between these two forms.

Research objectives and tasks.

Research objective: To identify the mechanisms and pedagogical conditions for forming social adaptation through play activities in preschool educational organizations.

Research tasks:

- to theoretically substantiate the relationship between social adaptation and play activity;
- to classify types of play that ensure social adaptation of preschool-age children and to identify their pedagogical potential;
- to develop a methodology for developing social skills through play activity;
- to verify the practical effectiveness of the research through pedagogical experiment.

Research methods.

The following methods were applied in the study: theoretical methods (analysis of scientific-pedagogical literature, comparison, generalization, synthesis); empirical methods (pedagogical observation, interview, questionnaire, diagnostics, pedagogical experiment); mathematical-statistical methods (quantitative analysis of data, calculation of average indicators, determination of percentage ratios).

Mechanisms of social adaptation through play. Children observe adults' behaviors in play, imitate them, and then reproduce them independently.

By playing different social roles (mother, doctor, driver), a child understands and internalizes the social content of those roles.

Cooperation and communication mechanism. As shown in M.I. Lisina's research, communication between children is an important factor in their personal development. [4] Joint play compels children to reach agreements, negotiate, understand each other, and take into account the interests of the group.

Rule internalization mechanism. As D.B. Elkonin emphasized, play is a school of voluntary behavior. A child will not stand at attention with some lapses for two seconds, but if it is introduced in the context of a game the goal is already achieved. [5] Through following rules, a child masters voluntary behavior and develops the capacity to control their own actions.

Types of play activities and their role in social adaptation.**1. Plot-Role Play**

Plot-role plays are considered the leading activity of preschool-age children and the primary means of social adaptation. According to research by N.Ya. Mikhailenko and N.A. Korotkova, in plot-role plays, children internalize social roles and model the adult world. [6]

The significance of plot-role plays in the social adaptation process is as follows: by playing various social roles (mother, father, doctor, seller), a child understands the social functions of those roles; during play, they acquire skills of communicating with peers, reaching agreements, and resolving conflicts; they develop empathy — the ability to understand the feelings of others; they prepare for real life by modeling social situations. [7]

2. Didactic Games

Comenius emphasized that "didactics is not only about teaching, but also about upbringing." In this work, the scholar discusses important issues of educational theory: the

content of education, the principles of visual learning, sequencing, and the class-lesson system. [8]

Through didactic games, children acquire the following social skills: waiting one's turn and respecting others; correctly accepting victory and defeat, emotional stability; following game rules, discipline; cooperating with peers and achieving common goals.

3. Active (Physical) Games

A.M. Gorky rightly said: "Play is the way children get to know the world they live in and which they are called to change." Indeed, play at every age stage is an activity aimed at allowing a child to comprehensively learn about the surrounding life and the various relationships among people. [9]

In active games, the following social qualities are formed: collective actions — acting together, achieving a common goal; fairness and honesty — not breaking rules, acknowledging others' achievements; helping and supporting team members; self-regulation — controlling emotions, correctly accepting defeat.

4. Theatrical Games and Dramatization

The forms of theatrical play activities are diverse: puppet theatre in all its varieties. Theatrical play activities help artistically educate and aesthetically develop children, enrich them with new impressions, consolidate and activate previously acquired knowledge, develop initiative, speech, and artistic taste. [10]

Through theatrical games: children feel various characters and social positions; empathy and social understanding develop; speech and expressive means are enriched; the ability to analyze and comprehend social situations is formed; experience in collective creativity is gained.

Conclusions and recommendations.

Based on the conducted theoretical and practical research, the following conclusions were drawn:

1. Play activity is the most effective and natural means of forming social adaptation in preschool-age children. Through play, children acquire social experience in an interesting and meaningful setting.

2. Various types of play (plot-role, didactic, active, theatrical) serve to develop different aspects of social adaptation and ensure a comprehensive approach.

3. Social adaptation is realized in play activity through several mechanisms — imitation, role-playing, cooperation, and internalization of rules.

4. The effectiveness of forming social adaptation through play activity depends on pedagogical conditions: a developmental environment, educator leadership, cooperation with parents, and an individual approach.

Practical Recommendations:

— Create and regularly update a developmental play environment in preschool educational organizations;

— Organize special trainings and seminars for educators on play technologies and forming social adaptation;

— Introduce a system for regularly diagnosing children's level of social adaptation;

- Conduct consultations and seminars for parents on developing social skills through family play activities;
- Plan and organize play activities taking into account the individual characteristics of each child;
- Include special sections on forming social adaptation through play in preschool education programs.

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