Playing with Social Roles in Online Sessions for Preschoolers

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Educational isolation, as a consequence of the global pandemic, has become an obstacle for guiding activity of pre-school age for a period of over one year. Online education did not include collective playing activity; actually, simultaneous modality of sessions was not at all applied in many public and private pre-school institutions in Latin America. The goal of the article is to show a unique experience of organizing collective sessions of playing with social roles by a preschool institution in Mexico. The results show the necessity of modification of some of the elements of the structure of playing activity, such as the means and the orientation of the activity. A broad variety of means at concrete, perceptive and verbal level were used for online playing. The part of orientation of action was separated from the part of realization of playing to guarantee the process of collective playing. The favorable and negative aspects of organization of online playing activity with social roles are discussed. The conclusions claim for the necessity of profound analysis of online modality of education for psychological development together with urgent re-conceptualization of the content of pre-school period as a period of affective communication and preparation for studying at school.

Keywords: playing activity, online education, preschool development, cultural development, effects of pandemic.

> "The playing activity is the source of and the mean of satisfaction of cognitive necessity of preschool child".
> *Bezrukih, Dubrovinskaya & Farber, 2005*

Introduction

According to cultural historical psychology, preschool age is an essential period for development of child's personality [1; 2]. The central line of development is the line of affective communication and social relations, while the accessory line is the line of operational practical and intellectual development [3]. Concrete direct relations with the mates of the same psychological age emerge at the end of this period. According to Vigotsky, the main qualitative consequence of positive development at preschool age culminates in acquisition of reflected emotional experience of a child, which was determine by Vigotsky with Russian word "perezhivaniye" [4].

From education point of view, preschool age should be understood as the period of development of communication with the children of same psychological age. Communication process doesn't happen spontaneously but should be introduced by adults in correspondent social situations of development. It is well known that the term of social situation of development was introduced by Vigotsky [4] and is related to particular kind of relation conformed between the child and society. In our opinion, it's possible to understand the term of social situation of development in a more concrete way, as particular forms of activities directed to the child from the adults. This term should differ from the term "guiding activity of psychological age" [3; 5], which it the kind of own activity of the child, which guarantee his or her psychological development by acquisition of new psychological formations at the end of the age [6].

As for preschool age, playing activity is considered as guiding activity of psychological age. This activity is a cultural determined activity and cannot be understood

as a "natural expression of child's inner world" or as a necessary biological stage of development [3]. Playing activity is a manifestation of cultural historical achievement of development of human society. In this activity, the children may openly practice social communication with the help of different symbolic actions of representation of collective and individual actions and situations of joint narration [7; 8; 9].

Guiding activity of the age is closely connected to the social situation of development of the same age. Social situation of development of preschool children should include organization of space and time of the children, allowing them to take part in collective playing with social roles and rules. As each cultural activity, playing activity needs proper spatial and temporal organization and become an integral part of child's day-to-day life. This aspect is not clearly understood by preschool educators or psychologists, so that in very few pre-school institutions such kind of collective activities really take place [10].

Psychologists have to admit that different historical and social circumstances may produce obstacles for conformation of optimal social situations of development. Social situations of development might be disturbed not only by mistakes of concrete adults or concrete school institutions, but also because of negative global social events. A clear example of such negative social event is happening at the present day in the whole world. This situation is global crisis of public health together with global crisis of educations system.

Since the year of 2020, sudden health crisis covered the entire world. Generalized Pandemic caused by virus COVID-19 obliged the whole society to take decisions of isolation of individuals from participation in public activities. Education system was included into this decision. The relatively new modality of online education was obligatory implied for all levels of education. In some special occasions, this modality of education has become the only kind of accessible educational activity for children and students at primary school, college, and university levels. This occurred in many countries of Latina America.

In the case of Mexico, online education was implied for all educational levels, starting from preschool education up to post graduated education, which started on March 23, 2020. Till the present moment, this situation continues in the whole country, with exceptions of some states, where permitted traditional way of education in limited conditions for preschoolers and for primary school was permitted by local authorities, starting from April 2021. Similar situation takes place in other countries of Latin America.

Such difficult non-expectable condition of education became an obstacle for proper organization of life and activities for all children, but especially for preschool children. Social situation of development, correspondent for this psychological age, changed into drastic obstacle for children's development. Cultural situations, which guarantee emotional involvement of children in playing activity were suddenly interrupted. Playing activity, which involves collective communication and emotional exchange between children and adults is absence

for most children in Mexico and other Latin American countries. Joint collective activity of playing social roles became a rare and even impossible activity in all contexts of social life during the pandemic.

The limitations or total absence of playing activity may have drastic consequences for psychological development. We are convinced that such negative consequences in psychological development will be discovered and reported in psychological literature in a nearest future; psychological science has a real opportunity for assessment of such severe negative consequences. This opinion was expressed in recent publications [11; 12]. It was already noticed, that learning at home conduct to difficulties in self-regulation [13]. The absence of playing activity with social roles and rules, together with limited possibilities of direct interactions with children of same or similar age means the absence of necessary level of development of imagination, of self-reflection, symbolic function, consolidation of broad cognitive motives in child's personality and self-regulation [2; 14; 15]. The authors claim for the necessity of participation of an adult as organizer of playing activity, at least at the stages of initial introduction [15].

All these qualitative features of preschool development are known as new psychological formations of preschool age [4] and conform the basis of preparation for learning at school [16]. Such new psychological formations never appear spontaneously according to chronological age or living in society but might be formed during child's participation in specific activity, useful for acquisitions of these features. The guiding activity of preschool age, the activity of thematic play with social roles is the one activity, which allow to introduce the appropriate level of preparation of children for learning at school [3; 17; 18]. As specialists in developmental psychology and neuropsychology, we should admit that social isolation during pandemic has negative developmental effect and that decision of Secretary of Public Education in Mexico to apply online modality for preschool age was wrong from developmental point of view. At the same time, some examples of original application of programs of preschool education according to cultural historical psychology and activity theory exits in Mexico.

The goal of this article is to show original methodology of organization of online playing activity with social roles. The authors provide the experience of small private educational institution in Mexico, which was able to continue with guiding activity of preschool age, plays with social roles in online modality. The article is of qualitative nature and design and is based on unique pedagogical experience of collective and shared activity between teachers, children, and parents.

Method

The application of original methodology of playing activity with social roles and rules has taken place in a small private educational center in the City of Puebla, Mexico. In this institution, methodology of playing activity has been used for 10 years as basic developmental

activity in daily group sessions with children of three levels of preschool education [9; 19]. The playing activity is understood as essential kind of activity, which helps to guarantee psychological preparation of children to school, from affective and intellectual point of view [16; 20]. Preschool educators were prepared for this activity by taking specialized, 120-hour long courses and master classes to familiarize themselves with the concept of cultural historical development, psychological age, and preschool guidance activity.

Playing activity was organized according to psychological structure of cultural activity, including relation between objective and motive of activity and a variety of means and operations: concrete, perceptive and symbolic materialized and symbolic perceptive; verbal and corporal means. Essential element of the structure of this activity always was orientation (orientation base of action) provided by an adult. The adult was always simultaneously participant and organizer of the playing activity, especially during initial stage of introduction, in groups of children between three and four years old and in cases of children with special developmental need.

At the beginning of social isolation and impossibility to go on with classes off-line, the teachers, academic advisers and directors had to take very quick decision to switch all created methods to work in online modality. The changes were applied in practically a week or even a few days to start the online sessions. The decision of our institution was related to continuation of all kinds of joint collective activities of preschool age such as: formative introduction of drawing and analysis of fairy tales and stories as central activities used in this institution. The situation with collective playing with social roles was the most difficult because of interactive and communicative specificity of this activity and we hoped to return to face-to-face classes modality in September of 2020. The decision of application of online playing with social roles was taken during the August of 2020, because of notification of Secretary of Education about the impossibility of returning to face-to-face classes in autumn 2020. We would like to stress that such activities are unique in Mexico and are only applied in this preschool institution in Puebla (www.colegiokepler.edu.mx).

The sessions of academic discussion about the possibility of realization of these sessions were organized with the teachers immediately after official notification of obligatory online classes on March 23, 2020. It's important to mention that nobody imagined or analyzed the possibility to use this online activity before. In the case of organization of playing with social roles, some necessary modifications for online modality were provided.

The College attends 26 children from three levels of preschool education, between three and six years old. There are 6 children of first (from three to four years old), 9 children of second (from four to five years old) and 11 children of third (from five to six years old) levels of preschool education. Online playing with social roles takes plays three time per week in session of 40 minutes. All children and the teacher connect by zoom in established time. Sometimes and according to possibility, the children's parents or relatives take part in these sessions. The participation of the parents is not obligatory. In cases of children with developmental difficulties, the parents participate with more frequency. According to each family's possibilities, children use computers, tablets, or mobile phones for classes. There practically no home tasks for preschool children.

The table 1 shows the distribution of children according to three grades of pre-school institution and the quantity of sessions with online playing.

Before starting the online work, the general online meeting with the parents of preschool children was organized, during which basic explanation about the content, schedule and dynamic on the sessions of online playing of social roles. The parents have expressed their agreement to continue with online classes, and to take part in experimental assessment and observation of the sessions by psychologists, neuropsychologists, and post-graduate students from other countries of Latin America.

Procedure of the online sessions

At the beginning of each session, the teacher greets the children and asks them to switch on their cameras and their microphones. In cases of interference, only one child or only the teacher uses their microphones. The children may choose between be seated or be standing in front of the camera. The teacher advises them to be standing, because it's easier to use the objects, toys and symbolic means, to show the gestures and the movements according to each social role of the play. At the same, such active standing position guarantees optimal level of general brain activation during the sessions and even for longer periods during the day. Such activation suffers strongly if the child remains in same corporal

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Distribution of participants

Age	Children with developmental difficulties	Groups	Sessions of online playing September 2020 — June 2021	Duration of sessions
3 — 4	2	First grade: 6, no previous experience of playing with social roles	44	3 times per week for 45 minutes
4 — 5	1	Second grade: 9, one year of previous participation in playing with social roles	44	3 times per week for 45 minutes.
5 — 6	2	Third grade: 11. two years of previous participation in playing with social roles	40	3 times per week for 45 minutes

position for long hour, which became a routine during pandemic.

The changing of corporal positions is very important for all ages, but it's crucial for preschool age, as functional systems appear in the process of continues development. The obligatory social isolation became a real obstacle for corporal and emotional flexibility of preschool children.

After accommodation of standing position, the teacher proposes the children the topic (argument) for the play. If children want and can, they also propose the topic for the play or discuss different possibilities of topics in group. Following decision of the topic or simultaneously, the roles (the characters) of the argument are identified during comments and discussion. The children agree who will represent different concrete roles in the play. The whole session of 45 minutes is required to introduce orientation for realization of the playing with understanding of the topic and distribution of the roles (characters) of all participants.

On the following two sessions, the play is realized with variety of dialogues and actions with the toys, objects, and symbolic means. All these objects are used by each child at home, and the child shows in the camera his or her toys and objects for all participants. The teacher takes part as organizer of the play who proposes and explains everything during the play and, also as a participant of the play. At the end of the second session, the teacher always takes some minutes for reflection in group about all details, procedures, and funny moments in the play.

The types of arguments of role plays, which were used during the period from September 2020 to June 2021 in the first grade of pre-school education were as follows: the hospital, the pizzeria, the ice cream café, car washing, watch repair, bakery, cooking of cakes, hair cutting,

dentist, restaurant, small shop, school, jewelry, concert, vegetable shop.

The arguments of the plays used in second grade were: the hospital, the restaurant, the painters, the explorers, the constructors, the firemen, the costumers, the pizzeria, the show store, lavatory, the concert, the bakery, watch repair, ice cream café, toy store, the circus, hair cutting, dentist clinic, the breaking news, the school, the veterinary clinic, the small shop.

As for the third grade, the arguments were: veterinary clinic, the supermarket, medical consulting, restaurant, reparation of watches, unusual restaurant, the circus, the breaking news, the Zoo, the school, the dry-washing, the airport, the sculptures, the concert, the ice cream caf , the bakery, cooking of cakes, the spa, the toy store, the show store, the constructor burrow, the flower market, the park, ophthalmology clinic, aquarium, explorers, designers of shoes, the jewelry, hair cutting.

The same argument was repeated for several occasions in each grade, so that different participant might represent different social roles for same argument.

Some aspects of procedure might be mentioned for each one of three levels of pre-school education in relation to procedure and the content of online playing social roles.

The following example of playing with social roles is presented below.

The content of online the sessions of plays with social roles

Online playing activity might be considered as unique variation of playing activity in traditional conditions, as collective activity. Online playing with social

Example 1

Online play with social roles "The bakery"

roles shares same structure as the structure of cultural activity in general: motive (concretization of necessity of activity), goal (direction of activity), means (verbal and non-verbal means of expression) and external or internal orientation. During organization of online sessions of playing with social roles and rules it was possible to observe all structural elements of playing activity. The surprising fact is that online playing is really a kind of collective and not individual activity of preschool child.

The motive starts as the general need for social communication with the other children and adults. Together with continues participation in the playing with social roles, children might present concrete and special motives for organization of one or another concrete argument with specific characters. Such concretization of the motives appears in the oldest preschool group, while the younger children normally agree to organize the play according to teacher's suggestions. In this case, it's possible to speak about different levels of concretization of children's motive according to their shorter of longer experience of participation in playing activity.

The goal of playing activity is related to understanding of the content of playing imaginary situation: actions of each role of the argument.

The means of this activity are different operations of each participant with concrete objects and symbolic, according to chosen social role inside the argument. Verbal means are the dialogues and short verbal expressions of the children according to the actions of each roles. It's important to stress, that especially the means of the play change strongly during online playing. The children must show all objects in camera, which makes conscious each movement. The children must pay attention to the actions of the other participant and adequate own actions to the actions of the others. In the case of verbal expression, important changes also take place. The children must respect the turns of each affirmation or question or an adult or other participant. They must be very clear with their expressions and must try hardly to hear and to understand the oral speech of everyone in the group. Specific means such as attributes of each social role also became an essential support during social playing in line. It's possible to mention that such attributes are means of orientation at the same time.

The orientation is the form of external presentation of the whole situation with roles and actions to the children. Orientation is an essential element of each activity [21], but it converts in real need of educational work in online modality. It even is possible to say that without orientation of an adult, the online play with social roles will never take place. In the cases of this modality, orientation might be shared between the educator and the parent of each child. The adult organizes the whole activity of the child; the actions of the child become chaotic or lose the sense of the action. Without adult's orientation, the actions of the play disappear. The means of orientation, which are used during online sessions are as followers: attributes of each social role, explanations of the educator and of the parents, questions of the teacher, examples of the parents given as the answers to the educator, showing of the objects and toys useful for the argument of the play. The use of the attributes helps for recognition of each character through the camera during the actions of each participant of the play.

The structure of the playing activity with social roles was showed in our previous publication [9]. In this case, we propose the structure of the playing activity in online sessions with modifications, according to observations. The table 2 shows the structure of online playing activity.

According to the table 2, the most notable changes in the structural content of online playing activity is related to the means and orientation of activity. The whole orientation becomes even more conscious, as the teacher has to achieve active participation of each child through the screen. The children have to recognize every participant of the play, here and understand the questions and expressions and fulfil the actions according to the play. Emotional involvement of each child might be guarantee only by emotional involvement of the adult. This involvement isn't casual and is not the same as in might

Table 2

Structure of playing activity

Structural components of online playing activity	Description of content
Necessity	Broad social communication with adults and other children.
Motive	Representation of imaginary communicative situations.
Objective	Representation of concrete social roles according to established argument.
Means (operations)	Producing and listening to verbal expressions in turns with the help of microphone. Gestures and corporal movements, accessible in camera. Emotional expressions and reactions, accessible in camera and microphone. Using of objects and toys according to the social role. Using of materialized and perceptive (drawn) symbols. according to the rules of acting in the play. Wearing of concrete or symbolic attributes, according to each chosen social role.
Orientation	Dialogical conversation in turns. Presentation of examples of acting with the objects, toys and symbols. Questions about acting of each character. Answers of the adults (teacher and parents). Wearing of the attributes of each social roles.
Result	Procedure of the play with emotional involvement of all children, teacher, and the parent.

be in common day-to-day practical experiences. During online sessions of playing, the children have a chance to be the observers of emotional involvement of the others.

The difficult or even negative aspects of organization of online sessions of playing activity include the absence of direct close corporal contact together with the absence of direct eye contact between all participants and the teacher. The real corporal and eye contact is only possible with the parent, if the one would be present during the playing. Our observations allow to precise the necessity of direct visual contact between participants of playing with social roles, which makes this activity so special for children.

Orientation in online playing activity

The great theorists of cultural historical psychology, as P.Ya. Galperin, D.B. Elkonin or N.F. Talizina couldn't imagine the necessity of organization of online playing with social roles, but their proposals remain useful or even become more useful and more urgent for us in conditions of online work with the children. In these conditions, absence of orientation means absence of the whole process of activity.

Orientation, as essential part of each activity, includes specific elements (Galperin, 1998): presentation of the global situation, consideration of meaningful elements of the situation, possibility of planning of the steps for fulfillment of the action, possibility for realization of reflexive control of the action in case of difficulties. In our previous publication, we have exposed proposal for analysis of the content of orientation for playing activity (Solovieva & Quintanar, 2019). According to our experience of organizing of online playing activity with social roles, it's possible to precise the content of orientation for this kind of collective activity.

In online sessions, the whole process of orientation has become very long, and the whole session of approximately 45 minutes was used to provide expanded orientation for the topic. Such situation never happened while organizing face-to-face sessions of playing with social roles, according to our previous experience [8]. In all year of our practice, the part of orientation was the initial part of each session of playing, after which the procedure of fulfilment of the playing takes plays. The sessions were concluded by the part of collective reflection about behavior of each participant during the playing and the planning of the next possible session.

This modification of the process of orientation was necessary for teachers and children to achieve the understanding, initiative, and emotional involvement of children for participation in online social play. The table 3 shows possible content of each element of orientation within playing activity.

According to the content of table 3, it's possible to notice important differences in orientation during organization of online play in comparison with organization of play face-to-face. One of the differences is the constant combination of different means for orientation: images, objects, videos, explanations. The second difference is inclusion of attributes of social roles as one of the most important aspects of general orientation. The attributes allowed the children to recognize and remember each role of the game and to organize own behavior according to the roles. The third difference in the content of orientation is double participation of adult as a narrator and as an organizer of the play during the whole procedure. Verbal narration, together with questions and answers were obligatory conditions for fulfilment of the play. It's probably that such narrative participation of an adult allowed to establish a kind of relation with the understanding of play activity as drama or narration [1; 15]. This experience has convinced us once again that no kind of proper narration or self-realization would appear simultaneously from the child's nature, but the whole process of organization of playing activity may support development of imagination and creativity at preschool age [22; 23; 24; 25].

In general, we stress that the part of orientation became obligatory reference for all teachers at the college and helped them to understand better the importance of adult's participation in the children's activity. The whole activity remained as collective activity, including the part of orientation. This orientation allows the child to achieve own imagination as essential element of playing activity [26].

During playing online activity line, orientation remains as an open and flexible element of activity. At the same time, orientation becomes more dependent from

T a b l e 3

Orientation in online playing activity

Elements of content of general orientation	Observed of orientation in online playing
Presentation of the global situation.	Presentation of example of social situation with roles with the help of explanation, power point presentation, showing of objects, toys, pictures, photograph.
Consideration of meaningful elements of the situation.	Presentation of each social role with broad possible actions, possible usage of objects, symbolic means, curtesy phrases and dialogues of the roles. The use of videos, presentation, explanations, photographs, objects and toys.
Possibility of planning of the steps for fulfillment of the action.	Agreement of participation of each child, election of the roles with election of each concrete attributes of social character (role).
Possibility for realization of reflexive control of the action in case of difficulties.	Inclusion of constant replicas, questions, and answers with verbal characterization of the whole imaginary situation of the play, constant narration of the adult as reflection of each event of the play.

the adult's participation, professional knowledge, emotional involvement and understanding of the elements of plays with social roles and rules.

The table 4 includes modifications of the components of orientation during online play sessions.

Such kind of broad orientation, as shown in the table 4 allows children to imagine and to understand what may happen during the play. According to orientation, the child can start to have reflection of how he or she may play collectively. The children can imagine how to play, whom to play with, what to use, what to show and what to say, how to show and how to say, so that everybody may see and hear clearly. We may say that reflection starts in the very beginning together with orientation. Adult's constant narration of all details and actions converts in important mean of orientation.

The level of narration appears as the latest stage of playing activity, after experience of social plays [14] with variety of external means and corporal and visual direct contact. We may suppose that the absence of this possibility of direct exchange of corporal and visual contacts becomes an obstacle for profound development of children's dialogues. The only possibility to avoid this is to include the adult's narration in all moments of the play. Narration of an adult helps to achieve advanced level of dialogues of the children during the play, which takes place in the children of the third grade. In this case, the situation is inverted in comparison with face-to-face playing with social roles. We propose to consider means of communication, which should be included in organization of playing with social roles in online sessions. The table 5 resumes this means.

According to the table 5, we show that different levels of means of orientation and communication must be used to achieve the process of online play. The platform is used and manipulated by the teacher. Actions with concrete objects and toys are shared between adult and the children. The adults (teacher and parents) show the possible actions, so that the children may reproduce and modify these actions creatively according to each particular social role in the argument. The adult (teacher) narrates all the events, which happen in the play, asks, and answers the questions, so that children may reproduce and change expressions and achieve the short or long dialogues according to the role in the argument.

Discussion

The presented experience shows the possibility of organization of playing games with social roles in online sessions. All participants of online playing, the teachers, children, and parents were able to take in this activity in our institution. Our article has presented some new considerations about the elements of the structure of online playing with social roles. The main differences concern the elements of the means and orientation of playing activity. The absence of direct corporal and visual contact was established as dominant difficulties and negative aspects of online sessions for preschool children. The part of the orientation of activity has become an independent session of each play argument, as it was necessary to attract the children to the topic of the play, explain the content with clear explanation and presentation of verbal and non-verbal actions of each character. The part of orientation included active participation of parents of some of the children, especially in cases of children with developmental difficulties and neurological syndromes.

The main developmental achievements were noticed in the third grade of preschool education, as the children were able to take part in organized dialogues and independent decisions about the arguments, roles, actions and means of each play. All these children had experience of playing activity face-to-face before pandemic in the same school. The small children from the first and second grade showed yet dependent fulfilment of the content of plays. All children have demonstrated high level of emotional in-

Table 4

Components of orientation for online play

Elements of content of orientation in playing activity	Options and possibilities of content of online orientation
Examples of imaginary social situation.	Detailed explanation and presentation by different means (objects, toys, actions, images, videos, narration) of the argument of the play.
Possible social roles with actions, objects, and symbolic means.	Suggestions, offers and propositions of adult related to characters, what they usually do and don't do, and how and by what mean they might do it. Presentations and examples by diverse means.
Agreement of participation.	Collective and reflexive consideration of various possibilities and options for the process of the play for the next session.
Inclusion of reflection during and after the process of the game.	Constant narration of the adult with questions, answers and description of all events, actions, and comments of the play future (during planning of future play and during realization of the play).

Table 5

Means of communication in online playing

Use of platform	Actions with objects and toys	Verbal expression
Visual representation of actions and movements of adults and of all participants of the play, images, photographs, videos.	Concreate level, using of object and toys by adult and of the children simultaneously.	Narration of the adult, description, questions and answers of the teacher, parents with involvement of the children.

volvement and positive general attitude towards playing activity. We would like to stress that it was unique opportunity for them to stay communicated to each other during obligatory educational isolation. All parents have expressed their agreement and proper understanding of the importance of playing activity, provided by the college.

The positive effect of online play with social roles was that this activity gave opportunity for guided and orientation emotional communication for children. Negative situation of online playing was also observed in our study as the absence of direct eye and corporal contact between children and adults, situation, which was noticed in a recent publication [13]. Preschool age is the age of communication in groups guided by adults, which require constant interchanges of corporal position, gestures, eyes contact, movements, and actions with objects between all participants of playing activity. Direct eye contact is considered as one of powerful means for psychological development [27]. Playing activity should not only include established rules, but also flexibility with possibility of creation of new rule and own variants of plays. "This guarantees development of creative capabilities of the child and formation of own programs of behavior and self-regulation of attention" [28, p. 175].

At the same time, this was unique experience of online playing sessions in Mexico. The general position adopted by public and private preschool institutions were suspension of simultaneous collective online classes. The teacher, following indications of educational administration, preferred to send tasks by videos, whatsapp or phone calls to parents. The common work consisted only in obligatory monotonous fulfilment of home tasks, which children had to fulfil with the help of the parents. Frequently these tasks were to makes patrons of lines in the notebooks, copying of graphic simple given designs, letters, numbers, which had to be sent punctually in specific days and hours pointed by the teacher. The other option of homework was realization of constructions of models, preparing of meals or home tasks. Very usual task was of watching of video with explanations of social behavior during pandemic, such as washing of hands, respecting of the distance avoiding of touching hands and external objects, wearing of sanitary masks properly and so on. It's even possible to say that any kind of computer tasks was advised as the only useful was of teaching during pandemic in many countries with no kind of analysis pf psychological content of the tasks. Such analysis was substituted by analyses of usage of technological complex and simple means [29; 30]. Kim [13] proposed the usage of videos as useful strategy during pandemic for preschool education. At the same time, it's known that not all kinds of computer tasks are useful for psychological development and for physiological activation [13]. Previous studies have shown that not all kinds of computer or video games are favorable for cooperation between adult and child [32]. In our proposal, the children have an opportunity not only to see the objects on the screen, but also to use them haptically. Even more, the children can see as the others (adult and children) use the objects simultaneously. Such situation of online playing avoids the difficulty of recognition of an object

and actions (visual-haptic discrepancy) with the object as a result of constant online learning process, which was pointed out in a recent study [33].

Not all kinds of online tasks might be considered as appropriate for preschool children have nothing to do with psychological development. The tasks are based on constant repetition of same copy or same video. The authors of recent publications claim that online teaching requires different methods and different strategies [13], but it's still not clear, which are these method and strategies.

In Mexico, as in many other countries, the parents were declared as responsible agents of their children education with having no kind of experience or knowledge of how to guide them. The parents were always responsible for their children's tasks, as the teachers have openly expressed in the interviews about their practice during the last year [34]. Most of the teachers of normal and special education in Mexico, in the states of Puebla and Tlaxcala, who took part in the interviews have answered that education of children during pandemic should be provided by the parents at home. Very few teachers have expressed necessity of changes in existing methodology and have said that the only difficulty during the pandemic are difficulties with internet connection and economic difficulties of parents, both very true for the context of leaving in Latin America. At the same time, most of assessed parents and children have answered that they eager to return to school and to take part in collective activities with their teachers and mates. Most of preschool children in Mexico remained at home for more than a year practically without any kind of participation in collective activities, which guarantee their psychological development and preparation for school learning. They never met their friends or teachers. Even the possibilities of going out for shopping very limited during pandemic. Very few families were able to include the children into outdoors significant activities such as visiting museums, parks, or natural places. Cultural centers such as museums, theaters and cinemas are closed in most regions of the country.

There is no possibility for psychological preschool positive development without participation in playing activity permanently. As expressed in the epigraph for the article, the playing activity is the source and mean of psychological development, so that "perezhivaniye" or emotional involvement of preschool child should be shared with adult's orientation. Online classes with the absence of playing activity don't satisfy this developmental necessity. The authors of the article hope that the article will help educators and psychologists to appreciate once again the great importance of playing activity for child's psychological development. We also hope that educational administrative decisions will consider the urgent changing to face-to-face modality for preschoolers.

Conclusions

Online playing with social roles in simultaneous interactive sessions is the only option of realization of collective playing activity as guiding activity of preschool age.

Specific modifications in the structure of playing activity were proposed and used in online sessions. Such modifications concern the means and orientation o activity.

Adult's constant narration becomes important mean of orientation for online play sessions.

Online playing activity offers unique opportunity for sharing of affective communication between preschool children and help to guaranty optimal physical and brain activation in day-to-day life during educational isolation caused by pandemic.

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Социальная ролевая игра на онлайн-сессиях для дошкольников

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Образовательная изоляция, как следствие глобальной пандемии, стала препятствием для руководства деятельностью детей дошкольного возраста на протяжении периода продолжительностью более года. Обязательное онлайн-обучение не включало коллективную игровую деятельность. Фактически, формат параллельных сессий (занятий) не применялся во многих государственных и частных дошкольных учреждениях Латинской Америки. Цель статьи — показать уникальный опыт организации дошкольным учреждением Мексики коллективных игровых занятий с использованием социальных ролей. Полученные в исследовании результаты свидетельствуют о необходимости модификации некоторых элементов структуры игровой деятельности, в частности, таких как средства и направленность деятельности. Для онлайн-игры использовались самые разные средства на конкретном, перцептивном и вербальном уровнях. Часть направленности действия была отделена от части реализации игры, чтобы гарантировать процесс коллективной игры. В работе обсуждаются положительные и отрицательные стороны организации сетевой игровой деятельности с социальными ролями. В заключении сделан вывод о необходимости глубокого анализа формата он-лайн обучения в контексте дошкольного детства.

Ключевые слова: игровая деятельность, онлайн-образование, дошкольное развитие, культурное развитие, последствия пандемии.

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