

DIDACTIC GAMES AS A MEANS OF LEARNING PRESCHOOL CHILDREN LEARN ENGLISH.

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Annotation: The research paper discusses the game as a method of teaching English lessons to preschoolers. As a result, it is concluded that the game has universality, which allows it to be adapted to different goals and tasks. Game equipment performs many functions during the child's development, facilitates the learning process, helps to learn the material that grows every year, and easily develops the necessary competencies.

Key words- methodology, pedagogy, didactic games, teaching a foreign language, teaching children, preschoolers, activities, actions.

Аннотация: В статье рассматривается игра как метод обучения дошкольников английскому языку. В результате делается вывод об универсальности игры, что позволяет адаптировать ее к разным целям и задачам. Игровое оборудование выполняет множество функций в процессе развития ребенка, облегчает процесс обучения, помогает усваивать материал, который растет с каждым годом, легко развивает необходимые компетенции.

Ключевые слова: -методика, педагогика, дидактические игры, обучение иностранному языку, обучение детей, дошкольники, деятельность, действия.

Annotatsiya: Tadqiqot maqolasida o'yin maktabgacha yoshdagi bolalarga ingliz tili darslarini o'rgatish usuli sifatida muhokama qilinadi. Natijada, o'yin universallikka ega, bu uni turli maqsadlar va vazifalarga moslashtirishga imkon beradi degan xulosaga keladi. O'yin jihozlari bolaning rivojlanishi davrida ko'plab www.pedaqoqlar.uz

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funksiyalarni bajaradi, o'quv jarayonini osonlashtiradi, har yili o'sib borayotgan materialni o'rganishga yordam beradi va kerakli kompetensiyalarni osongina rivojlantiradi.

Kalit so'zlar - metodologiya, pedagogika, didaktik o'yinlar, chet tilini o'rgatish, bolalarni, maktabgacha yoshdagi bolalarni o'rgatish, faoliyat, harakatlar.

As we all know, the foundations of knowledge, skills and practical skills necessary for further education are created in the preschool education system. At this stage, children's moral qualities are formed, children's independent acquisition of knowledge, interest in learning, and creative research are awakened. Among other methods and methods used in the lesson, one of the most effective ways to develop interest in science is a game. Even K. D. Ushinsky advised to include moments of play in the serious work of students in order to make the educational process productive. At the same time, with the help of the game, interest in foreign languages develops and the first meeting with the foreign world of another country takes place. It's no secret that the game makes it easier to focus the students' attention and engage them in active work. All this depends on the psychological characteristics of the child's body. The game makes the process of revising vocabulary and grammar structures interesting for students. The use of educational games makes it possible to develop creative abilities in performing tasks, active thinking, and the development of abilities characteristic of the child's nature. Now the concept of early learning a foreign language is considered as a component of education not only at school, but also at a preschool institution, since the study of foreign language speech at an early age is especially effective. It is well known that preschool age is that period of human life when the basic qualities of a person are formed; the foundations of physical, emotional, and mental development are laid. A foreign language at an early stage is considered as a means of shaping the child's intellect and developing

his abilities; as a means of awareness of one's own "I" and self-expression; as a means of social interaction through which the child masters the social world.

It opens the child to the prospect of learning a new world with its own values: nature, environment, identity. All this contributes to the formation of a holistic picture of the world in preschoolers to the education of tolerance towards others⁴ to the instillation of interest in learning a foreign language as a vital means of communication. The possibility of relying on gaming activity makes it possible to provide natural motivation for speech in a foreign language, to make even the most elementary statements interesting and meaningful. The more the child immerses himself in the atmosphere of the game, following clear rules and improvising on the go, the more successful the learning is. The game in teaching English does not oppose learning activities, but is organically connected with it. Therefore, the game methodology, namely the use of didactic games, determines the basic principle of teaching preschoolers a foreign language, since it is the didactic game that contains both the learning form and the game activity of preschoolers at the same time. Two tasks - didactic and game - reflect the relationship between learning and play. The use of didactic games in pedagogical activity is determined by the fact that their content is based on strictly scientific knowledge and children, thus, learn the culture of scientific work. Unlike the direct setting of a didactic task in the classroom, in a didactic game it is carried out through a game task, determines the game actions, becomes the task of the child himself, arouses the desire and need to solve it, and activates the game actions. Let us give an example of a seminar - a workshop for parents on the topic "The use of didactic games in teaching children English." Nowadays, knowledge of English is no longer a whim or a hobby, but often a necessity. No one doubts the need to know foreign languages. This is an important condition for the development of successful socio-economic, diplomatic and intercultural relations, it is a means and method of understanding the world, as well as an important tool for the harmonious development of the individual.

Teaching children English can be carried out not only in preschool institutions, but also in family settings. To do this, it is not necessary to have a pedagogical education, it is enough to know how to organize and conduct didactic games with children at home. Of particular importance in learning is the didactic game. It contains both a learning task and a game activity, which allows you to lay the foundations of learning activities: the ability to set a goal and act in accordance with it; acquire knowledge and acquire new knowledge. Didactic game develops attention, thinking, creativity; frees children from the fear of speaking a foreign language. Such a serious obstacle as a "language barrier" becomes easily overcome as soon as the children get into the situation of the game, they are involved in a common creative search. Therefore, the importance of using didactic games in teaching English is especially great not only in the classroom, but also at home, while walking and relaxing. A variety of games helps to create favorable conditions for the assimilation of new knowledge: "One and many" to consolidate the count to 10 and the formation of the plural of nouns; "Vegetable Lotto" for the activation of vocabulary on the topic "Vegetables"; "Funny animals" during which the grammatical construction "I am a ..." is worked out; "Fold the toy" to reinforce vocabulary; "Plant a butterfly on a flower", during which the skill of using flower names in speech is consolidated; "The season", during which ideas about seasonal changes and natural phenomena are fixed, and many others.

The didactic game helps to maintain the high activity of each child, while taking into account the individual characteristics of children.

Some tips for using didactic games:

*Too excitable, mobile children often offer board-printed games: "Lotto", "Mosaic", "Cut Pictures", "Cubes" and others. Engage children with a slow reaction in games that require a quick response, solving a game problem: "Who will call faster?", "Add a word", "Answer quickly".

* With children of 6 years of age, play board games more often: to generalize the classification of objects, during which they will learn not only to speak English, but also to think. (“Collect a picture”, “Pick a couple”, “Merry Domino”, “Magic Arrow” and many others).

*To relieve fatigue, use games with movements. Games such as Fun Carousel, Throw the Ball and Say the Word, Edible/Inedible, Mice Dance, Apples on the Floor, Charlie, What Can You Do? and others - help to increase the attention and performance of preschoolers and repeat the studied material in a fun, relaxed way.

For example, ball games (both one child and several children participate at the same time)

The main thing to remember is that the main pedagogical value of the game is the education of the will, the ability to overcome the bitterness of defeat, the desire to play until victory. In short, these didactic games are not only interesting for children, but they are also the basis for them to acquire knowledge in the way of purposeful education, that is, to learn English. This process makes it possible for children to learn the topics easily and quickly. In conclusion, we can say that the game is a traditional, recognized method of education and training. It is a tool that is far from forcing children to learn and can make children interested in learning. The game responds to the child's natural needs and desires, and therefore, with its help, he learns with pleasure. The game is an activity in which the child learns the whole system of human relations, first emotionally, and then mentally. They have a complex effect on the intellectual, emotional, volitional, communicative and other aspects of a growing person.

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