

THE PARTICULARITIES OF ENGLISH TEACHING AT PRESCHOOL EDUCATION ESTABLISHMENT

Moydinova Elmira Kamariddinovna*

*Student,

Uzbek State World Languages University,

Tashkent, UZBEKISTAN

Email id: mirlife645@gmail.com

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ABSTRACT

This article discusses the place and value of innovative technologies in education, an essence of the organization of non-standard lessons based on the modern approach to an education system. In addition, the influences of didactic games in the case studies efficiency of training material by children adaptation is provided.

KEYWORDS: *Children, Didactic Games, Non-Tradition, Subject Games, Interactive Games, Logic Thinking, Development, Activity.*

INTRODUCTION

Nowadays, when the system of teaching and learning foreign languages is improving in Uzbekistan, the development and implementation of technologies for effective organization of teaching foreign languages based on modern technologies and with the participation of interactive methods in the educational process are one of the urgent issues.

Since games are an integral part of a child's life, their purposeful use will not fail to be effective. D.B. Elkonin describes games as "arithmetic of social relations" and managed to reveal their pedagogical essence in detail, that didactic games acquire social significance by their nature.

Because games serve to clearly embody social situations in society and the life of adults in the eyes of a child by their essence. Games are a specific form of activity, and as a form of development of children's mental states and cognitive skills, they appear at a certain stage of their lives. It has a special pedagogical value as the main, unique form of inviting children to communicate. Because in the process of the game, the problems related to interpersonal relations are solved, the experience of mutual relations characteristic of people is mastered.

D.B. Elkonin, based on the interdependence of the content of the rules of the action game, divides them into four groups:

1. Imitation of action: imitative procedural games;
 2. Dramatized games with a specific plot;
 3. Simple games with a plot;
 4. Sports games consisting of exercises aimed at a specific goal[1].
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A factor that motivates a child to play is his perception of the existence and interpersonal relations of adults and his desire to test them in his personal activities. It is a passion to communicate directly with peers playing as a team. At the same time, the use of English expressions during the game, using it during communication, gives children pleasure.

METHODS&RESULTS

For Uzbek-speaking children, English can be learned through play without difficulty. As mentioned above, during the game, new words and phrases in English are learned faster and easier, that is, in the child's imagination, the characteristic of when and in what situation to use these phrases is formed. Didactic games, consisting of various tasks, not only gradually develop children's English speaking skills, but also form the ability to freely exchange ideas with their English-speaking friends in the future.

Kindergarten children should not be limited to only one or two games, otherwise they will get bored, so it is necessary to change the type of game often. At the same time, it is important to conduct special exercises in English that children enjoy. For example, one of the exercises for tired eyes is called "*Finding a butterfly with the eyes*", which is not only useful for children's eye muscle activity, but also helps them learn English in a cheerful mood.

We raise the eyes, lower them, look left and right!

Look at the ceiling,

Look at the floor,

Look at the window,

Look at the door.

Next game is called: "*We are together!*"

Aim: to activate the communication skills of kindergarten children. Who are you? – I am father/mother/sister/brother.

Handout: picture cards with names and family members (decorated with various flowers).

Cards are distributed to each child. Under the sounds of music, children show cards to each other for a certain period of time. Then when the music ends, the children have to find pictures of their family members.

It is not possible to show cards a second time, only should be asked *Who are you?* and the answer will be as follows: *I am father Azizov/I am son Saidov*, etc. The group members who correctly find all the family members will win.

Game "*Hunter and Shepherd*":

Aim: to teach the names of wild and domestic animals in English

Handout: cards with pictures of different animals.

Two children are selected from the group and appointed as hunters and shepherds. Cards with animals are distributed to the rest of the participants. Under the guidance of the teacher, the children bring the image of the hunter to the hunter, the image of the wild animal to the

shepherd, and the image of the domestic animal. The winner is the group member who can quickly identify the animals in English and pronounce them correctly.

“*Interview*” game:

Aim: to form the ability to give information about oneself and enter into a free conversation;

Used device: microphone.

First of all, the role of the reporter is played by the educator, that is, the pedagogue, and then the children. The presenter asks the following questions: What is your name? How old are you? Where are you from? and so on.

“*Tasting*” game:

Aim: to increase children’s vocabulary

It is recommended to use real fruits and vegetables in this game, because children can try to eat them during the game. Children sit in a circle. The teacher cuts all the fruits and vegetables into four corners and puts them in a special container. Then the children are asked to take turns, and the one who gets the most out of them tries to say the name of the fruit and vegetable in English. If the children can pronounce the word correctly, the word is repeated together and reinforced. For example: children who correctly guess the word “banana or apple” will be given a whole banana or apple. The game continues like this.

This game is useful for children not only because of its fun or rich in vitamins, but it also develops their English speech and is of great help in increasing their vocabulary.

Through the game, children quickly remember the names of objects in English. Through such games, kindergarten children can remember words without difficulty or boring repetition and memorization, and at the same time, they expand their thinking and strengthen their independent decision-making skills in problem situations.

It is worth noting that each game has its own rules, which encourages the child to sharpen his brain and overcome the difficulties with patience and a smile. It is important that the pedagogue, who leads the children during the game, does not spare the children a warm smile, supports them, and encourages them with small gifts. For example, paper stars, emoticons, hearts, colored flags and similar small incentives will raise the mood of children, encourage them to participate more actively in the game, and give freedom among peers to insecure and shy children.

Innovations in games are reflected in its rules. With the help of these rules, children perceive the reality of the plot of the game. In most games, reality is represented in the form of specific comments or items. According to A.M. Leontev, children perceive the wider reality only with the help of games. Children feel free to play [3].

For students, games are the sphere of their creativity, the process of social and creative self-expression. In addition, games are a means of information transfer. During the game, children manage to learn a lot of information about reality. In addition, games are a means for children to cooperate with their peers and strengthen friendship. Because the events in the society, the environment of solidarity and cooperation, the special aspects of human life, the social experience of the people, the culture of the past, present and future, the repetition of social experiences, and the environment of mutual understanding are manifested in the games.

DISCUSSION

As we can see from Figure 1, it should be noticed that 3-4 years old children at experiment group passed experiments. Because they studied 2% more information than 5-6 years old children from experiment group. Thus opinion of I.L Sholpo and Z.Ya Futerman about unacceptance of language teaching to 3-4 years old children denied by our investigation. Investigation results showed that teaching 3-4 years old children to foreign language is acceptable and positive. According to results above gaining results compare before and after experimental work with tutors shown at the table: there are given accepted results of №2 group (3-4 years old) and №4 group (5-6 years old) monitored groups before experiments №3 (3-4years old) and №5(5-6years old) experiment groups before experiments. №2,№4,№3,№5 groups results after experiments. Gaining degree after experiments shows rise. (Figure 1: Diagnostic of results.)

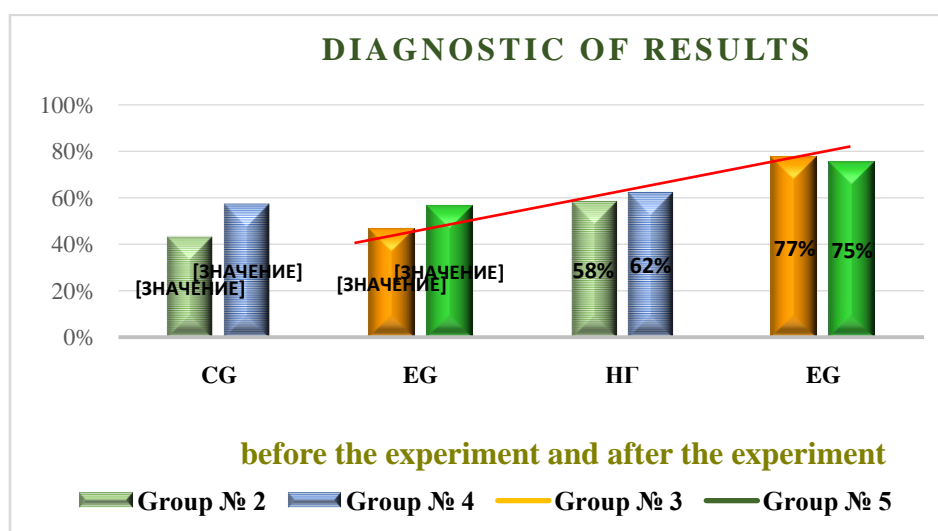


Figure 1: Diagnostic of results

CONCLUSIONS AND RECOMMENDATIONS

Therefore, the role of English language in the all-round development of the young generation in our country is incomparable. In addition, taking into account the age and psychological characteristics of children in the teaching of English, preparing modern didactic developments based on pedagogical technologies that help to fully satisfy their interest in learning English, and using various interactive game methods to implement them. the teaching problem finds a practical solution.

In addition,

- in the process of raising the qualifications and retraining of preschool teachers, pedagogues should pay special attention to the improvement of the system and technology of practical exercises that expand the social imagination of kindergarten students in learning English on the basis of special programs;
- it is appropriate to create scientific-methodical manuals for teaching children English through games by scientists in pre-school educational institutions;

- based on the age characteristics of the children of preschool educational institutions, it is necessary to create more scenarios of role-playing games prepared for them and introduce them regularly;

- it is desirable to organize a room of didactic materials and tools necessary for working on modern innovative technologies.

It should be taken into consideration that didactical games and Information technology can be an effective instructional tool to motivate children to learn English, explore ideas, concepts, and questions in all areas of the program.

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