METHODOLOGY OF ORGANIZING INTERACTIVE GAMES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Tilavova Nargiza Turabovna
Karshi State University

A B S T R A C T	**K E Y W O R D S**
In our republic, a number of tasks related to the education of the mature generation are being implemented, and this process is preparing the ground for the education of young people with all-round developed intellectual potential. Formation of a mature generation is carried out first in the family, and then in the preschool educational organization. By the decision of the President of the Republic of Uzbekistan dated December 29, 2016 «On measures to further improve the preschool education system in 2017-2021» The program for 2021» was approved, and among the main objectives and directions of this program are to improve the quality of preschool education, to radically improve the quality of children's preparation for school in preschool educational institutions, to introduce the educational process widely used in world practice. tasks of introducing modern educational programs and technologies are defined.	

Introduction

The evidence presented above is the implementation of innovative technologies in the educational process of preschool educational organizations, the use of interactive games and multimedia tools during training, the formation of computer literacy of students, teaching them to use a computer in an elementary way, and school education. shows that preparation for liming is one of the urgent tasks. In a number of regulatory documents adopted in our republic, it is noted that the use of new innovative technologies, including multimedia technology, in the field of education is an urgent issue. Currently, multimedia-based electronic textbooks, manuals and various electronic didactic tools are being created and used in the field of education. However, preschool educational organizations have insufficiently developed opportunities to use multimedia technology in the educational process and, on this basis, to implement innovative methods in the course of training. Finding, developing and implementing innovative technologies in preschool education, which is the first type of continuous education system, is an urgent task today. Educational multimedia technology is one of the innovative technologies of preschool educational organizations intended for use in the educational process. Multimedia technology is one of the rapidly developing directions of modern information technology and consists of the following components: text, table, graphics, music, decoration, animation, audio, video. According to the author, the method of using interactive games, multimedia technology and tools in education was called the «multimedia attack» method.

Educational multimedia technology has its own style, just as each pedagogical, educational and other technology has its own style. The «multimedia attack» method is intended for use in the educational process, and when using this method, the teacher first prepares a multimedia interactive software product related to the studied material. If the child's brain is exposed to the educational material in the form of text, audio, video, graphics, music and animation at the same time, the acceptance and retention of the material increases. This is the main content of the «multimedia attack» method. «Multimedia attack» method is used in the training part of teaching new material. The advantage of the «multimedia attack» method is as follows:

– a multimedia didactic tool has an attractive, impressive, dynamic (dynamic state) effect;

– both hemispheres of the child's brain work simultaneously as a result of the presentation of educational material in a multimedia format;

– as a result of multimedia attack, children's attention stabilizes, their thinking increases, and educational materials are more accepted;

– the activities of children in groups increase;

– a certain amount of time is saved due to the multimedia didactic tool interactive software product, the opportunity to provide additional information to the child is created due to the saved time. In our opinion, multimedia technology for preschool children differs from traditional technologies in the following ways:

– psychological aspects of children;

– children's age (6-7 years old);

– duration of computer training (15 minutes);

– suitability of the material for children (in the form of multimedia);

– size of the material (for 30 minutes);

– the level of complexity of the material (simple materials are chosen for children);

– their activity levels.

In the variant of multimedia computer technology created for preschool children, the technological approach is as follows: in order to facilitate and facilitate the mastering of the studied material by the pupil of preschool educational organizations, the material is divided into interrelated parts, fragments, and then In order to obtain the intended result, it is envisaged that the actions will be carried out in sequence and the planned work will be completed. Most importantly, the material studied in this technology is presented on the basis of multimedia. As a result of such a «multimedia attack» on the child's brain, the child's mastery level increases and the training efficiency increases. As a result of computer processing (technological process) of the above multimedia components, their placement in one package (disk) reflects the content of multimedia technology. In educational multimedia technology, the educational process is carried out on the basis of the «multimedia attack» method, that is, in this process, the brains of students of preschool educational organizations are influenced by at least three multimedia elements - audio, video and animation. consists of being done. Accordingly, we can consider educational multimedia technology as an innovative technology intended for use in the educational process of preschool educational organizations.

Multimedia didactic tools are aimed at developing the pupil's thinking, increasing his mental activity, stabilizing his attention, and activating his perceptions. Children should be taught to enjoy the beauty of nature, to keep the surroundings clean and tidy, not to harm animals and birds, not to destroy flowers

and grass, not to break tree branches, not to destroy bird's nests and ants' nests. . Paying attention to updating the content, form, tools and methods of education in recent years, searching for innovations related to preschool education, introducing it into the educational process and the pedagogical activities of educators is of great importance. In particular, the implementation of advanced pedagogical technologies in the pedagogical process, the introduction of innovations, the use of modern methods, and the equipping of teachers and educators with skills and qualifications are carried out as part of the tasks set before the professional development system. There is an important issue that needs to be implemented in the field of pedagogy, and that is to ensure that educators organize the pedagogical process in a methodical way, based on modern methods, purposefully, systematically and by being able to predict the results. It should be recognized that interactive game methods are currently a priority aspect of educational reforms and their role in solving pedagogical problems, as well as important factors ensuring the effectiveness of education. An important aspect of the theory of pedagogical technology is determined by the ability of each pedagogue to effectively use interactive methods in the educational process in order to increase educational activity, taking into account the unique characteristics of learners of different ages. Currently, as world psychologists have noted, «indigo» children perceive events happening in the world faster than adults. Therefore, today's educators face a number of urgent tasks. One of them is the use of interactive methods in the educational process. «What interactive game methods can Preschool education organization educators use?» a legitimate question arises. «...We demand that the pedagogue give our children modern education. But in order to provide modern knowledge, first of all, the coach must have such knowledge» Teaching educators to use interactive methods rationally, according to goals and conditions, based on didactic principles, is one of the important issues of modern pedagogy today. Educators of Preschool education organization have been applying modern methods to their activities by studying scientific articles, brochures and local best practices related to preschool education. Sometimes, they use interactive methods without fully understanding their essence and purpose. Therefore, if an interactive learning environment is created in the process of professional development, and educators become its direct participants, that is, if they master each interactive method directly by themselves, adapt these methods to preschool education and put them into practice. so easy and convenient. Interactive methods such as «Brainstorming», «Role house», «Working in small groups», «Debate», «Walk to the gallery», «Cluster», «Boomerang», «Energizers» can be used in preschool educational organizations. It is advisable for the teacher to use the brainstorming method at the beginning and at the end of the educational activity in order to clarify the understanding of the children on the subject and to strengthen the acquired knowledge. «Working in small groups» is based on children's interaction and exchange of ideas. In this case, a given topic is developed based on analysis and verification in the group. In «Rolly Houses» children are given a problem situation. Children use this method to recreate real life situations. In the debate method, children are given a topic the day before. Children find answers to questions by asking their parents, and the answers to the given questions are conducted on the basis of «discussion». Currently, although there are clear concepts and ideas about pedagogical technology, pedagogues of preschool educational organizations have problems such as not being able to distinguish technology from methodology. However, there are significant differences between them, theoretical information about them is given below. Pedagogical technology is a process that guarantees teaching a child to be independent, learn, and think. Methodology is a set of teaching methods and ways that are convenient for a certain person, a

pedagogue, depending on the knowledge, skills, abilities, personal qualities, and temperament of the pedagogue. It is divided into separate methods. The science of pedagogy studies the laws of teaching certain academic subjects. For example, methods of languages, methods of arithmetic, etc. It is necessary to understand the difference between methodology and pedagogical technology and be able to effectively use both in practice. The differences between them are listed in Table 1. The concept of «pedagogical technology» refers to pedagogical technologies at the private level, corresponding to the concept of teaching methods of private subjects and local levels. In technologies, more procedural, quantitative, and calculation components are represented, while in methods, the goal, content, quality, and variant guiding aspects are represented more. Technology differs from methods by its reproducibility, stability of results, lack of many «ifs» (if the teacher is talented, if the children are talented, if there are good parents...) is different. That is, the technology differs from a very individual method in that it can be restored and used by all specialists who have the appropriate training. In conclusion, it can be said that various comments on the effectiveness and quality of education can be the basis for us to think again. The use of modern interactive game technologies is a modern requirement, and it is advisable to use it regularly. Of course, all of the above will not happen by itself. At the root of these works and achievements is deep research and hard work. These are said not for gratitude, but for the purpose of correct assessment of the situation.

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