

PLAY IS CHILDREN'S LEADING ACTIVITY

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<i>A B S T R A C T</i>	<i>KEYWORDS</i>
In this article, further improvement of the preschool education system as an important link of the integrated continuous education system, expansion of the network of preschool educational institutions and strengthening of the material and technical base, providing them with qualified pedagogic personnel, children every about the introduction of modern educational programs and technologies that develop intellectually, spiritually, aesthetically and physically into the educational process, and to increase the effectiveness of the lesson by teaching foreign languages to children with play activities in order to radically increase their level of preparation for school stated.	activity, creative games, role-playing; dramatization, construction, lotto, double pictures, dominoes, labyrinth, national games of the people, attention, thinking, perception, mental process, cognitive processes, technology

After our country gained independence, great attention was paid to the development of the education sector, especially the English language. Modern educational technologies play an important role in the development of the English language among students and young people at all stages of the continuous education system. In the political, economic, spiritual and educational development of the independent Republic of Uzbekistan, perfect knowledge of foreign languages has become the priority of our time. Therefore, the need to use modern methods in learning and teaching foreign languages has appeared. Regarding this issue, the first President of the Republic of Uzbekistan, I.A. Karimov, said: "Currently, great importance is attached to learning and teaching foreign languages in our country. This is certainly not in vain. There is no need to overestimate the importance of perfect knowledge of foreign languages for our country, which is striving to take its rightful place in the world community, and for our nation, which is building its great future in solidarity and cooperation with our foreign partners.

It is the eternal dream of our people to raise a person to perfection in all aspects, and our ancestors were constantly looking for ways and rules of how to teach enlightenment, spirituality and culture to the young generation, to lead them to perfection. This caused the emergence of the science of pedagogy. Because the achievement of enlightened and spiritual perfection of a person is carried out under the leadership of the science of pedagogy.

During the past period, on the organization of an effective system of preschool education aimed at bringing the growing generation in our country to a healthy and comprehensively mature adult, introducing effective forms and methods of education and upbringing into the educational process. extensive work has been done.

Favorable conditions created for the development of public-private partnerships in the field of preschool education became a solid foundation for further increasing the number of non-governmental preschool educational institutions and expanding the types of services they provide.

The spiritual development of the society depends on the content, form and essence of the educational work carried out in it. For this reason, there is a need to pedagogically interpret the renewal of education, the step-by-step education system implemented in our republic, to ensure the effective passage of this process. It is known that children spend most of their time playing.

The game is an important means of all-round development of preschool children, it is their main activity. During the game, the child's personality begins to form as a subject of activity. The game has long attracted the attention of famous scientists, pedagogues-psychologists, philosophers, sociologists, ethnographers and cultural figures. If we look at the history of Central Asian culture, a lot of attention is paid to raising children in the family.

Among the famous scholars, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Yusuf Khos Hajib, Ahmed Yugnaki have reflected on the upbringing of children typical of our nation in their works. During the study of folk pedagogy, in the works of scientists on child education and manners, we see that the most effective method of educational work - the form of play - is widely used in raising children.

Past pedagogic scientists P.F. Lesgaft, K.D. Game theory was developed by Ushinsky. The fact that the game appeared on the basis of the labor process and its role in preparing the young generation for work, the importance of the content of the game in the formation of the child's personality was explained by K.D. Ushinsky explained. When researching the origins of art, Russian scholars pay attention to children's games. According to them, in the history of people, games, like art, appeared after the appearance of labor and on its basis. During the work process in society, children play by imitating the work of adults, the same game is considered an important stage in preparing children for work.

P.F. Lesgaft explained that "the child imitates the events around him in his first game, the game reflects social reality." The great psychologist D.V. Elkonin proposes a new idea about the origin of the game. In the early development of the society, a convenient toy was developed for children to participate in the life and work of adults, and for children to work. As a result of the appearance of toy weapons, role-playing games appear. D.V. Elkonin put forward the idea of the need to awaken a desire to work in a child by participating in the work of adults.

In preschool pedagogy, game theory is considered a social activity and appears in the process of historical development of work. The game always reflects life. Therefore, its content changes in social reality.

Play is a purposeful process. Educational activity develops on the basis of the game process. The more a child plays at a young age, the better it will be at school and later on at work.

The game is a process aimed at acting and understanding social reality with a tangible object. It is a social reality according to its origin, direction and content. Play is a bright form of child activity. Its uniqueness is the existence of a goal, reasons, planned actions of means of implementation, and the

existence of a result. Among the features, the uniqueness of the reasons is the main one. During the game, the child's mental cognitive process, will, emotions, needs and interests, impressionability - his whole personality is formed.

In the game, the child comes from his immediate needs and interests. Children's games are distinguished by their variety. The game is divided into creative and regular games according to its content and organization, the level of influence on children, the types and origin of objects.

Creative games are independent, creative, self-invented games of children. In this, children reflect their impressions, their understanding of life and their relationship to it. Creative games are divided into the following categories:

- sujetli-role;
- dramatized;
- construction;
- games played with natural materials.

Creative games and their management. Creative games are distinguished from other types of games by the following features:

- Uniqueness of game content.
- Existence of roles.
- Existence of an imaginary situation.

The uniqueness of the game content is one of its most important features. The researches of pedagogues and psychologists show that the social life of an adult with its colorful manifestations serves as the content of role-playing games. They reasoned that play is the type of activity in which children take a sample of the social life of adults.

The variety of subjects and content of creative games creates the need to describe them. The subject as the main component in the system of game activity includes the character, the life situation, the action and the attitude of the characters. The presence of imaginary situations in creative games develops the child's thinking and improves the content of the plot and role-playing game. Creative role-playing games have their own reasons. This is the main reason

— is the desire of children to live a social life together with adults. These reasons change depending on the age of the child and the content of the game. In young children, the main reason is interesting actions performed with objects, as the child grows up, the main reason is to reflect the actions and relationships of adults in the game.

Accordingly, games can be divided into three groups according to their subject and content:

1. Household games (reflecting family, kindergarten and other realities).
2. Games on the theme of work (participation in family and adult work, self-service, etc.)
3. Games on a social theme.

Children choose roles and play. In role-playing games, on the basis of acquiring behaviors and rules, moral rules embodied in the role are also mastered. In the game, a positive attitude to people's life, work, norms and rules of behavior in society is formed. In the same process, the game emerges as a means of forming a culture of behavior.

One of the main means of mental education is the subject game, in which the child reflects the events and phenomena in the environment and recreates them in his imagination. The imaginary situation of the game always affects the development of the child's mental activity.

D.B. Elkonin emphasizes that as a result of the formation of the question of summing up one's own point of view with the point of view of others in relation to the events, actions, and objects depicted in the game, which is played together, a process of knowing occurs that allows to move to the stage of general thinking. past

The closeness of the game to art makes it possible to use role-playing games in aesthetic education. Enriched feelings related to creativity in children's play are close to aesthetic feelings. In the game, the child's great experience of movement is formed. Favorable conditions are created for the development and improvement of various actions, the child enters the role, consciously expresses the specific characteristics of the roles he is portraying in order to perform the actions related to his role.

In the life of two-year-old children, very simple games are played with toys. Children hold these toys in their hands, squeeze them, throw them on the ground, roll the toys, and do not pay attention to what is depicted on the toy. At this age, it is necessary to learn to follow the actions of adults and children around in everyday life, to reflect these actions in their games (for example, feeding a doll, putting it to sleep, etc.). At this age, the item game is carried out in several stages:

1. at the stage, children imitate the actions of adults with toys;
2. they begin to independently perform the actions mastered at the stage, and then transfer these actions to other objects;
3. At the stage, a visual game is created, the content of which is made up of actions performed with conditional weapons.

The child imitates the actions performed with the objects observed in everyday life (reads the newspaper, sweeps the floor, washes the laundry), all this creates conditions for a role-playing game. Children who have reached the age of three should be interested in games by having conversations, observations, reading stories and fairy tales to them, giving advice.

In the game, children should not only imitate the external side of the big work, but also humanize them, imitate their labor-filled relationships, children should be able to play harmoniously, be able to divide roles, be able to achieve the intended goal, cultivate their skills, shyness. and shy children should be encouraged to join the game by offering appropriate roles. Cultivating children's imaginations, making them independently create a new game, choosing the necessary things for this game, building buildings, making some toys by themselves, using the skills they have acquired in art classes in the game. makes him want to sing, sing, read poetry, use his drawings and things he makes.

The emergence of a team game makes it possible to quickly develop and master both its content and structure. In the change of the theme of children's games, there is a transition from household games to games with the theme of labor and production, and then to games depicting various social events and phenomena. The content of the game also develops. In the life of adult children, various social relations and behaviors begin to be reflected along with activities. The expansion of the scope of the games, deepening of their content, changes the form and structure of the game. The preparatory period is divided into the processes of entering the game, discussing the movement in the game, and determining the main ones. These processes help to fully express the content of the game, to agree on the establishment of a warm relationship.

To develop the game, it is necessary to change the content of the requirements for the game. The choice of game situation depends on the skill and interest of the pedagogue leading the game. D.B. Elkonin, D.V. Mendzheritsky, P.E. Samorukova and others studied deeply in their observations. The plot is the main component of the game, it includes the character, the life situation, the action and the

attitude of the characters. Although role-playing games are considered a team game by their content and essence, they should not create the impression that they cannot be played individually. Role-playing games play an important role in the mental, moral, and physical development of a child, and the child's needs and skills are nurtured and formed. Role-playing game management is carried out in the following main stages.

1. stage. The main means of studying children's interests and the level of development of themed games are as follows:

- ⇒ observing children's games;
- ⇒ make a description of the main directions of the game development, the theme of the game, the content of the game, the development of the child's game activity, the development of mutual relations in the game;
- ⇒ determining the purpose of leading the game.

2. stage. Influence of adults on game theme and content:

- ⇒ organization of trips and targeted walks on the theme of the game;
- ⇒ conducting interviews;
- ⇒ reading fiction and stories;
- ⇒ show illustrative pictures;
- ⇒ various trainings on the subject;
- ⇒ conducting visual activity training.

3. stage. Preparation for the game (a special place for playing the game, toys and game materials):

- ⇒ selection of ready-made toys;
- ⇒ handmade toys. To organize a play zone for children to do it independently.

4. stage. Teaching children to play (reflecting the game process and other things in the game):

- ⇒ to study the effects of the toy and its substitutes;
- ⇒ teach to reflect imagination in the game;
- ⇒ teaching to use words in the game;
- ⇒ formation of the skills of taking into account actions in the game;
- ⇒ words and actions;
- ⇒ action and game material (words, action and game material are the language of the game).

5. stage. Influencing moral relations in the game, children's team, behavior, culture, formation of game culture in game activities: - awakening children's feelings in relation to a certain game theme;

- ⇒ teach children the elements of game planning in advance;
- ⇒ teaching to rationally distribute roles and toys in the game;
- ⇒ to educate the culture of being able to play harmoniously with peers;
- ⇒ formation of a cohesive team: training skills to play independently and finish the game, resolve disagreements during the game, resolve disputes rationally;
- ⇒ the influence of an adult on the game - giving advice, completing his understanding, providing full support for the game;
- ⇒ assessment of children's play activities, moral attitudes.

Features of staging games. Dramatic games are a type of independent creative play for children, in which works of art and stories are performed by children in roles. These games form children's positive moral qualities, such as will, discipline and the ability to control their own behavior, to consider the actions of others.

In staging games, children get involved in the game process, they clearly demonstrate such positive qualities as heroism, bravery, kindness, enthusiasm, which are directly related to the inner life of the heroes of the story and fairy tales. In this process, children's speech activity, vocabulary, and outlook expand.

The selection of works of art and fairy tales for staging requires adults to take into account the young characteristics, interests, and wishes of children.

When choosing a literary work, the following requirements are set:

- Ideological-spiritual integrity of its content.
- Artistically meaningful.
- The number of participants and roles in the play (the more, the more important the play).
- In addition to good content, it also has many types of actions.
- Be suitable for expressive reading.
- Content should be interesting and connected with life.

Children like to act out folk tales. For example, "Turnip", "Zumrad va Kimmat", "Bogursoq" and others. Children feel the need to stage other folk tales in different ways through puppet, shadow, and table theater.

In order to remember the work of art, re-reading it, showing scenes, showing pictures, and didactic games are used. In order for pretend play to be fun and last for a long time, the necessary equipment must be prepared and it must be properly supervised. Adults take on the role of game directors and take into account children's actions, abilities, and aspirations.

Children who actively participated in the game are specially encouraged, and they decide which works should be staged in the future. The role of games played with construction materials is great in improving children's creative abilities.

From pedagogues Z.V. Lishtvan, V.G. In her research, Nechayeva highlighted the unique aspects and importance of construction games. Construction games require the child to describe the image of an object in spatial terms. In the course of the game, the size, size, and compatibility of any material or object, the skill of spatial planning is formed and developed.

Construction games form children's observation skills, teach them to place objects in space. These games will be held in the following stages:

1. stage. To study the level of children's construction skills and interest. Determining the purpose of leading construction games.
2. stage. Organization of tours, excursions, purpose-built tours to construction facilities and buildings. Familiarization with the work of builders and buildings in big cities and the capital through various pictures, paintings, works of art, conversation.
3. stage.
 - Creating conditions for children's games. Adequate preparation of construction materials (for group and individual activities).
 - Building materials can be of different sizes and sizes.
 - Storage of building materials and working tools in the group and on the ground floor.

- Correct and convenient storage of building materials. 5. Placement of toys and materials in the construction corner.

- Availability of handmade toys from waste materials.
- Albums depicting our country and its capital, various vehicles.
- Observing the construction of buildings and structures with children.

4. stage. Teaching children to build and build their skills. The following methods are used for this:

- Let my adult explain and show.
- Let the adult show a construction and analyze each part.
- Show a finished building structure as a sample.
- Introduction to some important parts of construction and their features.
- Involvement in the continuation of the unfinished construction object.
- Independent construction of buildings based on the given topic.
- Children's creative voluntary construction.
- Analysis of finished construction.

5. stage. Organization of children's creative construction games. In the process of playing, forming moral qualities in mutual relations, the culture of being able to play, as well as guiding playing with sand, water in summer, and snow in winter.

Playing with sand. Sand is the most convenient means of play for children. The sand is kept wet in special boxes. Hygienic requirements for sand storage:

- a) the sand must be cleaned of various stones and bottles;
- b) sand is stored only in a wetter state;
- c) should not endanger children's health.

Flags and toys should be prepared for small children to play with sand.

Water games. These games can be played from a young age. Bathing a doll in the water, playing with toys, and older children can bathe in the water. Games played with snow make children happy. For this, a wooden shovel and a sled loaded with a box for transporting snow are necessary. With the help of adults, they make different shapes, Santa Claus, Snow Maiden, and animals from piles of snow. Didactic games, as an educational game, are among the games that match the age characteristics of children. An important feature of didactic games is the presence of rules.

In the game, there is an integral connection between the intention of the game, the rules of the game, and the actions of the game. The intention of the game determines the nature of the game actions. The rules of the game help to decide the actions of the game, the task and the implementation of actions in the game.

Children are given new knowledge and concepts through didactic games. In these games, the child's all-round development, cognitive process, sensory culture, speech activity, and mental abilities are improved. Adhering to the rules of the game and following them will enrich the content of the game. Didactic games widely use natural objects and objects. Time and space for didactic games should be allocated in the child's agenda. Such games are played in groups or individually during training and outside the game. The content and result of the game are carefully determined. The following rules should be followed in didactic games:

- ⇒ Taking turns to influence.
- ⇒ Answer when asked.
- ⇒ Being able to listen to the opinion of his comrades.

- ⇒ Do not disturb others during the game.
- ⇒ Fulfilling the rules of the game.
- ⇒ Admit your mistake.
- ⇒ It is necessary to take into account the age and individual characteristics of children in didactic games.

The pace and rhythm of the game plays a big role in the game, a very slow and even pace makes the child wait a lot, and a very fast pace excites the children and leads to various arguments. Correct assessment of game participants by adults is important. There are the following types of didactic games:

- ⇒ played with objects and toys;
- ⇒ table-printing;
- ⇒ verbal puns.

Games with objects and toys are a type of game played from the first age of the child until reaching school age. Children's imaginations and attention form the basis of the game. They develop a general understanding of the surrounding things and objects, their quality, and useful aspects. Each object or toy used in the game should have its own appearance, and should allow distinguishing the main sign of the object. Such games expand children's knowledge about the shape, size, sign, and quality of things. Board-printing games are a method of play that allows children to identify, organize, and develop their thinking (analysis, synthesis, generalization, description) of their imaginations about the environment. This game type:

- ⇒ lotto;
- ⇒ pair of pictures;
- ⇒ domino;
- ⇒ includes a maze.

Verbal word games are held with older preschoolers. They teach the child to be able to hear, to find an answer immediately, to express his thoughts quickly and clearly. According to researchers, such games are of great importance in the mental development of a child. The presence of didactic goals and game materials is of great importance in the above-mentioned types of games.

The basis of rule-based games is the system of actions aimed at the physical development of the child. Mainly, actions such as walking, running, jumping, crawling, throwing, and crawling determine the content of the game. According to the origin of action games:

- national games of the people;
- authorship is divided into game types.

In both types of games, the main criterion is the rules of the game. Active games educate children with such noble qualities as accuracy, expressiveness, quickness, dexterity, fearlessness, courage. Most action games are suitable for team play, which builds the ability to move in an organized manner. Correctly assigning roles to children during regular action games, monitoring the game process, leading it, encouraging good actions at the right time increases the prestige of the game. A cheerful mood and positive emotions arise during the game. The plot of the game for young children will have an open character. For example, "Chase the ball!", "Catch the ball!". For older children, the goal of the game, the rules and the organization of the game become more complicated.

Rules-based games are first learned in physical education training. Then it should be replayed in other processes. The "Bolajon" program includes series of national action games held in different age groups.

Further improvement of the preschool education system as an important link of the integrated continuous education system, expansion of the network of preschool educational institutions and strengthening of the material and technical base, providing them with qualified pedagogic personnel, providing children with all-round intellectual , to introduce modern educational programs and technologies that develop spiritually, aesthetically and physically into the educational process, to radically increase their level of preparation for school, to further increase the effectiveness of lessons by teaching children foreign languages with game activities, we are pedagogues depends. If we teach foreign languages to children of preschool and elementary age using interactive methods, action games, didactic games, and modern technologies, we can make the child interested and concentrate. At the same time, it is advisable for the pedagogue to be in constant contact with the parents.

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