

ORGANIZATION OF THE GAME PROCESS OF LEARNING IN THE PRESCHOOL EDUCATION SYSTEM

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ABSTRACT:

The article analyzes the organization of game learning in the preschool education system. Research methodology - analysis of scientific literature on a given problem, as well as practical national experience.

KEY WORDS: gameplay, learning, preschool education, preschool education, education.

Introduction:

Game is one of the main activities for a preschool child. In the course of the game process, the pupil of the child receives skills and abilities, learns the world around him.

- The importance of play is determined not by the amount of time spent playing it, but by the satisfaction of the child's basic needs.
- In play activities, other activities originate.
- Game is a potent stimulus for mental development.

All theoretical areas of pedagogy unanimously recognize the importance of play for young children. [1]

MATERIALS AND METHODS:

Analysis, observation, data collection, induction and deduction, as well as functional-structural and systems approaches, were used as research methods.

Discussion:

The world around us is changing rapidly, followed by educational technologies. Preschool education is the first stage of the country's educational system. All these conditions are necessary for the development of the

educational environment and the formation of the child's personality. [2]

Requirements for a kindergarten teacher:

- comply with the requirements of the law on education,
- Work in a team of like-minded teachers,
- Correlate your activities with changes in the education system,
- Competently work with pupils,
- Development of an educational plan,
- Training of pupils in the system,
- Taking into account the age characteristics of the child,
- Building relationships with parents,
- Carry out tasks set by kindergarten management.

Legal documents define the tasks of our preschool education system. The main requirement is to improve the process of upbringing and education. To solve the primary goal, subtasks are distinguished:

- Improving the theoretical training of the teaching staff,
- Mastering theoretical concepts in practice,
- Development and implementation of modern didactic material,
- Creation of a subject-spatial environment in an educational institution.

A training project is being developed to implement the tasks fully. At any stage of its implementation, it is possible to conduct reflection and evaluate the success of the activity. [3]

Development environment organization plan:

- Analysis of indoor conditions for groups.

- Monitoring the level of knowledge of teachers for further training.
- Conducting training activities for the teaching staff.
- Purchase of modern toys and teaching aids.
- Involvement of parents in the arrangement of the learning environment of the group.

Despite the fact that children are constantly in play activities, for more effective learning, play areas should be separated. Teachers note that zoning of the game material is essential. Moving from one section to another focuses children's attention on the essence of learning.

The game should not only arouse interest but also emotionally capture the child.

The new information should be embedded in a familiar game situation.

Playfully mastering new information:

- Determination of the goal of the game,
- Choice of means for the implementation of tasks,
- increasing the percentage of independent actions in the game.

Game methods of pedagogical work:

- Facilities,
- Forms,
- Technology,
- Lessons.

In the literature, there are often methods of pedagogical work for junior schoolchildren with a prefix - "game", which means the adaptation of methods, their integration into the game process. Game becomes not just a separate element of children's activity, but a means of learning. There are differences between the game and game methods in teaching:

1. Real game is a free activity of a child, which is carried out without coercion and external control. Adults do not interfere with the game, cannot prohibit it or interrupt it. Activity is help on request, participation as a player, observation.

2. Game is a form of child's independence. The child is unable to direct the game learning. The result of the child's activity allows you to evaluate the work of consciousness and psyche. [4]

Elements of the game in the learning process allow you to activate the child's mental activity, master complex material, and solve an educational problem.

Game can become an indicator of a child's knowledge and skills. In the process of testing knowledge, you can use the elements of the game. The environment will not be like an exam; the child will feel relaxed and show better results.

Game has a beneficial effect on relationships in the children's team. Peers can actively communicate, experience situations, and achieve common goals. The child learns to be part of a team, to perform everyday tasks and not to forget about their own interests. Game situations leave a mark on the child's mind. [5]

Game is a part of the development:

- Physical,
- Psychological,
- Aesthetic,
- Moral.

Game is an active activity that increases vitality and satisfies the needs of the child.

Game is an emotional uplift, while pleasure is brought not by the result and assessment of the activity, but by its process. The child receives positive emotions from the definition of roles, rules of behavior and from their precise implementation.

The most important condition for conducting a game together with a teacher is his playing competence. This is the ability of an adult to lead the game and become part of the gameplay.

- An adult, that is, an educator must be creative, with a developed creative imagination. This is the ability to come up with a new plot, take a

fresh look at the situation, give new meanings to familiar objects, and not think in stereotypes.

- The teacher must partly become a real player. Children are susceptible to emotions, and playfulness can reduce the quality of the gameplay. The teacher must take the game situation seriously without neglect. The teacher in this situation should be open, artistic, and emotional.

- Sensitivity and tact. The teacher must adhere to the general plan and purpose. At the same time, the management of the game can fail if you only take on managerial functions and give instructions.

- Variability of teacher behaviour. As children grow up, the educator can limit themselves to observation from the side and play along with the children. It is worth moving away from the authoritarian and didactic position of the educator, which has been used for a long time in preschool institutions.

Types of gaming activities and their organization:

- Folk, folklore games - a layer of the cultural heritage of our ancestors. Chastooshkas, jokes, proverbs contain age-old knowledge and ideas about life.

- Round dance games are a unique tool for children's learning and interaction. Children learn to feel music and rhythm, interact together. A round dance can fit into a game of any theme. It's crucial to find the right music and rhythm. Children learn to feel involved in a collective cause.

- Finger games. The child's brain activity is associated with fine motor skills. If some function is reduced, then you should pay attention to finger games. No props are required for the event, preparation of the playing space. The game allows all children to be involved in the process

- Modern narrative role-playing games - have serious developmental potential, help the child to better adapt to the environment. Many of

these role-playing games, such as a shop, a beauty salon, a car repair shop, simulate adult behaviour. The child carefully and exceptionally performs tasks, feels more adult. In the course of role-playing games, the concepts of politeness, interaction between people, and professionalism are developed. The child learns to fulfil and accept responsibilities. A small model of behaviour in kindergarten allows the child to become a grateful and considerate person.

- Didactic games - games during which preschoolers, first together with a teacher, and then independently, learn to solve various problems. This type of play activity takes up a significant part of the time of the kids. Didactic games enrich the child's sensory experience, stimulate the development of mental abilities. It is this activity that stimulates the development of skills that will be useful to the child in life. The didactic games that the teacher selects should be appropriate for the age of preschoolers.

Didactic games include board games with cards, loto, dominoes. During the game, children learn to distinguish shapes, colours, and find paired images. In the future, kids will be able to apply knowledge in modelling and drawing classes. After didactic games, the child can distinguish objects by shape, size, structure, proportions.

- Artistic and didactic games allow the child to master complex operations for analysis, synthesis, comparison, generalization. He will improve these functions for a long time in the process of further training. It is vital that the basic concepts are fixed in the mind of the child. In the course of such games, observation, eyes, visual memory, imagination develop. Children learn the concepts of symmetry, structure, design, colour, spatial arrangement. The general development of the child occurs through the development of visual creativity. Board-printed games are linked to a specific age and developmental level of the child. Children from

the same group, but different subgroups, may require different types of material.

- Outdoor games are one of the favourite games for young children. Due to their biological activity and restlessness, children take part in the process with pleasure. It is crucial for the teacher to ensure the safety of the child in a group setting or on a walk. In the course of such activity, kids improve their motor skills, acquire new, more complex ones. Children develop dexterity, accuracy, endurance. The child learns to interact with peers and follow safety rules. To achieve a result, you have to act independently; freedom of action implies responsibility. The result of the activity will depend only on the actions and decisions of the child.

- Theatrical activity is a type of creative activity that broadens the horizons of the child, forges connections in the children's team. Children can try on different roles when preparing a performance. Performances are often part of a children's party. The child learns to stay on stage, gains experience in public speaking, develops speech skills, and trains memory. There are no analogues of such activities in the educational process.

RESULTS:

The result of the research is the study of the organization of the game learning process in preschoolers. It has been determined that play activity is the main form of enhancing the cognitive activity of preschoolers, and, accordingly, has an extremely high value.

CONCLUSION:

Game is the only type of child's activity that involves creative freedom. In Uzbek musical education, the idea of forming a personal musical culture through art pedagogy has gone from accumulating the experience of folk pedagogy and the folklore traditions of musical education of children to developing the basics of musical learning and recognizing the

student's musical culture as an essential landmark in musical pedagogy. [6] With the proper conduct of game training, the teacher enormously increases the effectiveness of his activities. It is thanks to gaming activity that preschoolers have the opportunity to realize their creative and mental abilities, which in the future has an impact on the process of consuming new information and its adaptation.

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