

PLAYING ACTIVITIES IN FOREIGN LANGUAGE LESSONS FOR PRESCHOOLERS

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Abstract: *The article is devoted to the problem of the formation of social competence of junior schoolchildren in foreign language lessons. This article examines the analysis of various approaches to the classification of games, the characteristics of preschoolers, the expediency of using play activity in teaching preschoolers a foreign language, as well as a number of recommendations for organizing play activity in the classroom in junior school.*

Key words: *game, foreign language, children, junior school, ability.*

Currently, the expansion of international contacts has led to an increase in practical interest in foreign languages. Knowledge of foreign languages today is not only a sign of a person's cultural development, but also a condition for his successful activity in various spheres of life. The consequence of this, as a priority goal of teaching foreign languages, is the formation of students' abilities to use a foreign language as an instrument of communication in the dialogue of cultures and civilizations of modern society.

Many methodological schools are looking for effective ways to achieve this goal. From our point of view, one of the most effective means of mastering a foreign language is play activity, especially when it comes to younger students. This is due to the fact that the game performs many functions in the development of a child, makes the educational process interesting and exciting, helps to master the educational material that is increasing every year and forms the necessary competencies.

Junior school is the most crucial period in a person's life. Namely, at the elementary school age that purposeful education and upbringing begins, there is a transition from play to learning. At the same time, the game retains its leading role. Children continue to play until 10-12 years old. Consequently, the ability to rely on play activity allows pupils to provide a natural motivation for speech in a foreign language, make even the most elementary statements interesting and meaningful. Playing in teaching a foreign language does not contradict educational activity, but is organically connected with it and allows you to lay the foundations for the formation of the main components of educational activity: the ability to see the goal and act in accordance with it, the ability to control and evaluate one's own actions and the actions of other children.

Children of junior or primary school age are inquisitive and, upon perception, tend to pay attention to bright, interesting material that evokes an emotional response. However, their attention is not stable. Children do not perceive lengthy (more than 2-5 minutes) monologic explanations of the teacher, so any explanation should be built in a playful way.



The use of playful moments allows you to create conditions for the arbitrary assimilation of all language means (vocabulary and speech patterns) by children in the process of an exciting interaction of children with each other.

From the definition of the concept of game by teachers and psychologists (Elkonin D.B., Ushinsky K.D., etc.), a number of general provisions can be distinguished:

1. Game acts as an independent type of developmental activity for children of different ages.
2. Children's game is the most free form of their activity, which helps to understand and study the world around them, to open up a wide scope for personal creativity, activity and self-expression.
3. Game is the first stage of a child's activity, the initial school of his behavior, which changes its goals as students grow older.
4. Game is the practice of development. Children play because they develop, and they develop because they play.
5. Game is the main sphere of communication for children; in it the experience of human relationships is acquired.

The game is a powerful stimulus to mastering a foreign language and an effective technique in the arsenal of a foreign language teacher. The use of game and the ability to create speech situations make students ready, willing to play and communicate, give students the opportunity not only to express themselves, to act, but also the opportunity to experience and empathize. Playing in the learning process fosters a culture of communication and forms the ability to work in a team. All this determines the functions of the game as a means of psychological, socio-psychological and pedagogical influence on the personality.

The socio-psychological impact of the game reveals itself in overcoming the fear of speaking in a foreign (and native) language and in the formation of a culture of communication, in particular a culture of dialogue.

G.K.Selevko proposes to classify games according to several principles:

1. By the nature of the pedagogical process:

- teaching, training, controlling, generalizing;
- cognitive, educational, developing;
- reproductive, productive, creative;
- communicative, diagnostic, career guidance.

2. By the nature of the game methodology, the typology of which is quite wide, the

most important of the types used are:

- subject; plot; role-playing; business; imitation; dramatization games.

M.F. Stronin distinguishes two types of games:

- 1) preliminary: grammatical, lexical, phonetic and spelling games that contribute to the formation of speech skills;
- 2) creative games, the purpose of which is to further develop speech skills and abilities



Games are also subdivided into:

- 1) communicative: guessing game, pairing, searching, matching, information gathering, role-playing games;
- 2) linguistic: aimed at studying the behavior of a native speaker, their traditions, acquaintance with cultural products, disclosure of cultural values of different peoples.

It should also be in mind that any game in the educational process is a methodological technique related to the group of active methods of teaching practical knowledge of a foreign language. The introduction of this technique into the educational process contributes to the achievement of the goals: teaching dialogical speech and extended monologic utterance, enhancing the speech-thinking activity of schoolchildren, developing their skills and abilities to express thoughts, education and upbringing of students by means of a foreign language.

Another important requirement when conducting various kinds of games is the use of all kinds of visualization. Teachers not forget that when discussing the game played, evaluating the participation of schoolchildren in it, one should show tact, especially when assessing the results of the game. A negative assessment of the activities of its participants will inevitably lead to a decrease in activity.

Summarizing the above, we can offer the following recommendations for conducting games in the lesson:

- clearly develop the rules and criteria for assessing (if necessary) before the game;
- take care of the place and attributes of the game in advance;
- to solve educational tasks in the process of playing and preparing for it;
- voluntariness is the basis of the game;
- set a game plot that motivates all participants to achieve game goals;
- everyone's participation: the team as a whole and each player personally.
- to provide the possibility of independent active action for each player, so that pupil can make decisions, choose options for action, etc.
- the result of the game should be different depending on the efforts of the players;
- there is a risk of failure;
- game tasks should be selected so that their implementation is associated with certain difficulties;
- tasks should be available to each student (taking into account the level of the participants in the game; selection of tasks from easy ones to those that require significant effort);
- the game should not have one single possible way to achieve the goal.

Game activity allows preschoolers to reproduce reality through game models of situations, develops imagination, intelligence. The game forms the ability to communicate with people and influence the surrounding objects of reality. Involving games in the learning process is an effective tool for managing learning activities



(activities for mastering foreign language communication), activating the mental activity of students, making the learning process exciting and interesting

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