

Organization of didactic games for preschoolers

Shonazarovna Dilbar Eshova, Khamidovna Iroda Rajabova
Bukhara State University Department of Preschool Education, Uzbekistan

Abstract: *Didactic games are one of the means of upbringing and teaching preschool children. N.K.Krupskaya made an enormous contribution to the development of the Soviet theory of the game. She attached great importance to play as one of the means of communist education and the formation of the personality of Soviet children: "Play for them is study, play for them is work, play for them is a serious form of upbringing. A game for preschoolers is a way of learning about the environment.*

Keywords: *Speech development, speech, word, vocabulary, senior preschool children, didactic games*

Introduction. Didactic games contribute to mental and speech development. It is very important to be able to organize them correctly. After all, the organization of classes for preschoolers is of great importance, since children are all different. Someone is faster, someone is slower, each has its own level of development. Therefore, an individual approach to each child is so important.

Before offering didactic games to preschoolers, the teacher needs to prepare handouts, think over the course of classes, ensure the safety of their conduct, and learn the necessary text (poems, songs).

Before the start of the game, the educator should organize the children into small groups based on their learning ability, temperament and age. It is best if there are 3 to 5 preschoolers in each group. So the teacher will be able to pay more attention to each of them.

It is important for children that they are addressed during the game by their name, so they better perceive the teacher's speech.

Learning happens gradually. The teacher must constantly monitor the activities of children, help, guide them, while explaining certain points of the game. If the child performs well the assigned task, praise, poorly encourage and help in a timely manner, but remember that together the child must learn to be independent. It is important to remember that older children need less help from a caregiver.

If the preschooler refuses to play, then you must first do what corresponds to the conditions of the game with him, and then ask him to do it yourself.

So he will quickly understand what is required of him, and continue to play with greater interest. But it must be remembered that children who do not like the game should be able to refuse it. The educator should offer them an alternative activity. In order for didactic games conducted with children to give positive results, the teacher must have all the necessary knowledge and skills that are used in the classroom process.

Didactic games. The originality of didactic games. Didactic play is at the same time a form of learning that is most typical for young children. Its origins are in folk pedagogy, which has created many educational games based on the combination of playing with a song, with movements. In nursery rhymes, play songs, in the games "Ladushki", "Magpie - white-sided", in games with fingers, the mother draws the child's attention to the surrounding objects, names them.

The didactic game contains all the structural elements (parts) characteristic of children's play activities: design (task), content, play actions, rules, result.

But they manifest themselves in a slightly different form and are due to the special role of didactic play in the upbringing and teaching of preschool children. The presence of a didactic task emphasizes the educational nature of the game, the orientation of its content towards the development of the cognitive activity of children. In contrast to the direct formulation of the problem in the classroom in the didactic game, it also arises as a game task for the child himself. The importance of didactic play is that it develops the independence and activity of the thinking and speech of children.

For example, in the game "Let's reveal the secret of magic caps" (senior group), the teacher sets the task of teaching children to talk about the subject, to develop their coherent speech. The game task is to find out what is under the cap. In case of a correct decision, the child receives an incentive badge. The teacher, as a participant in the game, raises the first cap and, talking about the toy underneath (for example, a matryoshka), gives a sample description of it. If the playing child finds it difficult to give such a description or indicates few signs, the teacher says:

“And the cap, which Vova raised, said that Vova had not yet said much about the fact that he had hidden the cap”. The game task is sometimes laid down in the name of the game itself: “Let's find out what's in a wonderful bag”, “Who lives in which house”, etc. Interest in it, the desire to fulfill it is activated by game actions. The more diverse and meaningful they are, the more interesting the game itself is for children and the more successfully cognitive and game tasks are solved. Play actions of children need to be taught. Only under this condition does the game acquire a teaching character and becomes meaningful. Learning to play actions is carried out through a trial move in the game, showing the action itself, disclosing an image, etc.

In didactic games, children are given certain tasks, the solution of which requires concentration, attention, mental effort, the ability to comprehend the rules, the sequence of actions, and overcome difficulties. They contribute to the development of sensations and perceptions in preschoolers, the formation of ideas, the assimilation of knowledge.

These games make it possible to teach children a variety of economical and rational ways of solving certain mental and practical problems. This is their developmental role.

A.V. Zaporozhets, assessing the role of didactic play, writes: "We need to ensure that didactic play is not only a form of mastering individual knowledge and skills, but also contributes to the general development of the child, serves to form his abilities."

Didactic game contributes to the solution of the tasks of moral education, the development of sociability in children. The educator puts children in conditions that require them to be able to play together, regulate their behavior, be fair and honest, compliant and demanding.

References:

1. Turdieva M. J. The essence of organizing the process of preschool education and education on the basis of an individual approach //International Engineering Journal For Research & Development. – 2021. – T. 6. – №. SP. – C. 3-3.

2. Turdieva M. J., Olimov K. T. Game Technologies As An Innovative Type Of Student-Centered Education //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 02. – С. 183-187.
3. Turdieva M. J. The Role of the 'First Step' State Curriculum in the Preschool Education Sistem //INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS. Volime. – Т.
4. Mirzayeva, Shavkatovna Dilfuza. "Innovative approaches to Teaching and Upbringing in Pre-School Institutions." Middle European Scientific Bulletin 10.1 (2021).
5. Nigmatova Mavjuda Mahmudovna. Improving the preschool education system from the perspective of the age values of children. Asian Journal of Multidimensional Research (AJMR). Vol 10, Issue 1, January, 2021. Pp.182-185.
6. Nigmatova Mavjuda Mahmudovna. (2021). Reasons for Personal Change of Modern Preschool Children. Middle European Scientific Bulletin, 10(1). <https://doi.org/10.47494/mesb.2021.10.359>
7. Khodjayeva D.I., Saidova Z.T., Taxis-Relative Time→Evidentiality. Proceedings of International Scientific-Theoretical Webinar. Bukhara, 2020. – P. 38-43.
8. Хасанова Г. К. Цель использования электронных образовательных ресурсов в системе обучения и образования //Научный журнал. – 2019. – №. 6. – С. 84-85.
9. Шарипова, Махбуба Бахшилаевна, and Шахло Шухратовна Муродова. "ХУДОЖЕСТВЕННАЯ ИНТЕРПРЕТАЦИЯ ОБРЯДОВ В ЭПОСЕ «АЛПОМИШ»." *Научный журнал* 9 (54) (2020).
10. Эшова Д. Ш. МЕТОДЫ РАЗВИТИЯ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА //Academy. – 2020. – №. 12 (63).
11. Эшова, Д. Ш. (2020). ПРОБЛЕМЫ ФИЗИЧЕСКОГО ВОСПИТАНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. *Проблемы педагогики*, (6 (51)).
12. Мирзаева Д. Ш., Мухитова Р. С. К., Уйғуновна И. К. Формы сотрудничества с семьями дошкольных образовательных учреждений //Academy. – 2020. – №. 5 (56).
13. Хасанова, Г. К., and Д. Ш. Мирзаева. "Условия успешного воспитания и обучения детей." *Наука и инновации-современные концепции*. 2019.
14. Мирзаева, Д. Ш. "Деятельность учителя по развитию интереса к учению у учащихся начальных классов." *Сборники конференций НИЦ Социосфера*. No. 32. Vedecko vydavatelске centrum Sociosfera-CZ sro, 2017.
15. Ражабова, И. Х. "Методика индивидуализации в преподавании вузах." *Вестник магистратуры* 4-3 (2019): 70.
16. Гафурова Д. Х. РОЛЬ ДЕТСКОЙ ЛИТЕРАТУРЫ В РАЗВИТИИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА //Academy. – 2020. – №. 12 (63).