



## GAME TEACHING TECHNIQUES FOR PRESCHOOL CHILDREN

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### Annotation

On the basis of monthly activities, the child develops learning activities. The better a child plays, the better he or she will perform in school. Therefore, we should pay attention to the development of children's monthly activities. The first phase of the lunar activity for first-year children is the introductory month, which is an object-item-month activity.

**Keywords:** Role-playing and subject-role-playing games, creative games, regular games, didactic games, logical thinking.

### Introduction

Its content is complex and delicate movements in the work of the calf. The next stage is the month of reflection. When adults carry out educational work in a certain sequence, children of this age learn the names of things and objects, what they are used for, and begin to apply this new knowledge in a few months. The month of children of this age reflects the subjective activity in terms of content. Another distinctive feature of the children's month is the interconnection of actions, words and images. In the moon, the child lives with the emotions, experiences, actions of the protagonist, which are less reflected. The child never plays silently, even if he plays a little, he talks to the toy, communicates with the hero he is portraying.

The word helps to better reveal the image. Speech is of great importance in the process of the moon. Through speech, children exchange ideas, share less emotions, experiences. Soz helps to establish friendly relations between children, to treat the events and facts of the surrounding life in the same way. The idea, content, moon movements, roles, and moon rules of the moon, which come from the moon created by children or suggested by adults, are the aspects that make up its structure. The idea of the moon is to determine what to play: "shop", "hospital", "pilots", "mother-child" (family), "kindergarten" and so on.

Depending on the content and idea of the month, such children's games can be divided into several specific groups:

- a) Mirrors reflecting everyday life (family, kindergarten, hospital, etc.);





b) Months that reflect the creative labor of people (construction of the subway, labor of farmers, construction of houses, factories, etc.);

d) Months reflecting social events, traditions (holidays, demonstrations, travel, hospitality, etc.)

Goya is the content of the moon, a living tissue that determines its development, the movements of the moon, the diversity and interdependence of children's relationships. The fun of the month and how the children participate in it depends on the content of the month. The role that the child plays in the moon is the main core and structural feature of the moon. That is why these role-playing and subject-role-playing games are called games. Depending on the role the child takes, he or she enters the image and believes in its authenticity.

This means that all types of games are based on children's interest in adult activities, their desire to imitate them. Because these months reflect the labor and family life of people, the heroism of pilots, astronauts, sailors and others. According to the content, nature and organization of the children's month, psychologists divide them into the following categories:

1. Creative games.
2. Regular games.

Creative games are invented by children. It does not have predefined rules. The rules of the month are set by the children themselves during the month. Creative months include drama months, construction months, and games played with natural materials game teaching techniques for preschool children creative games are invented by children. it does not have predefined rules. the rules of the month are set by the children themselves during the month. creative months include drama months, construction months, and games played with natural materials.

The content and rules of the regular months are determined by the adults. Regular games include: didactic games, action games, musical games, fun games. The regular months are just as interesting as the folk months, in that they try to depict the lives of children, their peers, and the labor activities of adults. Regular games are divided into didactic and action games according to their characteristics. Didactic games enhance children's mental abilities, logical thinking of sensory organs, teach children to be attentive and independent, and have a positive effect on the reduction of activity.

Only the didactic moon should shoot in the form of a moon according to its essence and not be like an exercise. Only then didactic games will be fun and it will help to instill in children a sense of joy and happiness. Moving moons are slightly different from other moons. As children perform a variety of moving moon exercises (jumping, running, shooting, passing, throwing), a solid foundation is laid for them to grow up





healthy and strong in the future. This is mainly done in fast-moving, resourceful situations and movements. These months help the senses, vision, respiratory system, and arm and leg muscles to function well and develop normally.

To some extent, the effective development of play activities for mentally retarded children of school age depends on the proper organization of play education. Therefore, the pedagogical staff of special preschool institutions should understand that play activities are an important part of the whole correctional-educational process. Just as there is a set time for play-based activities on a special kindergarten agenda, there should also be time for children to play free games. Even when these requirements are met, children do not play enough. For various reasons, there is no time to play the game, it is likely to be replaced by reading the game, watching slides. It is understandable that such an attitude towards the main activity of the child has a negative impact on his development. Only a clear schedule and a systematic approach to the game will ensure that children with intellectual disabilities will be able to play. According to the program of upbringing and education of mentally retarded children of school age, 2-2.5 hours a day are allocated for playing games on the agenda. During the day we will focus on the organization of children's games.

The next day for students who come to a special kindergarten for a week begins with the same rules as for other children under school age. Children in small groups with insufficient self-care skills spend more time than children in large groups. But it is hygienic in all group activities are completed 20-30 minutes before breakfast. There is even an opportunity for children to play during the time allotted for breakfast. If the children's yard has the necessary equipment for games and activities, then the trip will be much easier. Of course, each group should have a set of toys to play outdoors.

The educator plays different games with the children depending on the season and the weather. In winter, he prefers moving games to keep children cool, and in spring and summer, he organizes various construction games using sand and water in nature. It is possible to organize role-playing games with children or games in which children's physical activity obeys pre-established rules. In some cases, instead of giving children a chance to relax after physical activities to prevent excitement and fatigue, it is better to play didactic games with them.

## References

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