



GAME TECHNOLOGY IN PRESCHOOL AND PRIMARY EDUCATION

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Annotation

At present, pedagogical technologies and interactive methods are widely used in the preschool education system. One of the most pressing issues facing the science of pedagogy is to convey the essence, basic principles, laws of these technologies, ways of their effective use to educators and teachers.

Keywords: education, innovation, educational technology, pedagogy.

Introduction

The concept of educational technology is a tool for achieving educational goals, ie the gradual implementation of a pre-designed educational process on the basis of an integrated system and the system of methods, techniques and tools to achieve this goal, the management of the educational process.

The central problem of pedagogical technology is to ensure the achievement of educational goals through the development of the child's personality. The principles of pedagogical technology are: guaranteed end result, effectiveness of education, the presence of feedback, a clear formulation of educational goals. Game technology also differs from the game method in that it has a clear purpose, a logical sequence and interdependence of the processes to be performed, and a guarantee of achieving predetermined results. LS Vygotsky describes play as a child's inner social world, a means of mastering social orders.

Any game performs certain functions:

- Charm;
- Communicative;
- Realize their potential;
- Diagnosis;
- Communication between game participants;
- Socialization _

It is known that games have the following four main features: - free developmental activity, ie the child chooses the game, in which he actively participates. In this, the game process is important, not the end result in the first place; - creative character, ie there are great opportunities for children to create during the game; - emotional impact - the child wants to play a central role in the game, strives to win, which helps





to increase the activity of the child; - basic and additional rules determine the content of the game, its logical sequence.

Literature Analysis and Methodology

The structure of the game includes such components as goal, planning, goal achievement, analysis of results. The main feature of the game is its creativity. It manifests itself in the form of mutual struggle, competition, rivalry. The results of the research show that theoretically the game can be considered as an activity, process and teaching method. The game as an activity involves goal setting, planning and implementation, analysis of the results, in which the person fully realizes his potential as a subject. Motivation of play activities stems from the competitive conditions of the game character, the ability of the individual to express himself, to meet the needs of the realization of their potential.

As a process, the game structure includes:

- roles taken to play;
- Play actions that are a means of performing these roles;
- Substituting real things for conditionals;
- Real interactions of game participants;
- Conditionally created subject (content) in the game.

In any technology, including game technology, the learning objective must be clearly defined. This is the core of the technology. For the goal to be set correctly, the educator needs to know what he or she wants to teach the child. It is advisable to set one goal in one session. For example, to introduce children to the number 3 or to give them an idea about the seasons, and so on

Results

Play technologies (especially for kindergarten children) can also achieve developmental goals (developing a child's cognition, memory, attention, thinking). In this case, the final result will be more important during the game. The child begins to master pedagogical performance games from the age of three. At this age, the child begins to get acquainted with the relationships between people, begins to distinguish between internal and external aspects of events, begins to feel the inner experiences. Reacts to them. At the preschool age, children begin to prepare for socially valuable and socially valued activities as they master play activities.

There are the following types of pedagogical games used in preschool education:

1. Children's mood enhancer.
2. A collaborator.





3. Encouraging children to express themselves.
and intellectual problems that build self-confidence in children.
5. Describing (diagnostics) of behavioral limitations in preschool children. 6. Giving positive corrections to the personal structure of children.
7. Shaping inter-ethnic tolerance.
8. Games that shape social and team relationships in children.

Discussion

Pedagogical games can be classified as follows. Depending on the type of activity: social intellectual, labor, social and psychological games. Depending on the nature of pedagogical processes: educational, developmental, productive, creative, psychotechnical games. Depending on the methods of games: subject, subject, artistic role, imaginative and dramatic games. Subject-based games: mathematical, biological, ecological, musical, technical, physical education, economic saving and business, entrepreneurship development games.

In terms of game tools: games with game tools (ball, pyramid, cube, etc.) and games without game tools on the table, indoor and outdoor games, technical tools such as computer and television games. In preschool education, games emerge as an educational method in the process of assimilating the experience gained by older adults into younger ones. Depending on the methods of play, subject, subject-oriented, dramatic games are widely used, based on the tasks of preschool education. will have the following specific character. First, developmental pedagogical games consist of a set of special tasks. Second, the tasks in the game activities are carried out in colored cubes, bricks, squares, plasticine, cardboard, various ornaments, pictures and silent objects in the assembly-mechanical complexes. Third, in order to ensure that tasks are completed independently, it is important to ensure that they are completed in a timely and quality manner. The use of interactive games in preschools leads to positive results. In the process of these games, the child changes from a passive object to an active subject. The main task of the educator is to organize the game, to create conditions for children's creativity. Interactive method: 1. Education as an integral part of pedagogical technology is a holistic process that reflects the general essence of education. 2. The social need for optimization, which improves the educational process. 3. Education of didactic and educational nature is the organization of the educational process in an effective way. 4. It serves as a guide, that is, the development of the individual serves to form the upbringing, 5. It is a unique, rigorous process, which does not require norms, in relation to the application of a particular character in the educational process.





Interactive methods, in turn, are characterized by the formation of the following psychological features in preschool children,

That is;

- ♣ Thinking: - Logical thinking develops on the basis of a visual, descriptive process.
- ♣ Speech : - has a certain effect on the development of internal speech.
- ♣ of voluntary cognition ;
- ♣ Physiological sensitivity: - individually most, in the case of low levels.
- ♣ Object of knowledge : - Cause between object and events - consequential connection.
- ♣ Method of learning : - independent activity, communication with adults and peers.
- ♣ Conditions for successful mastering : - breadth of personal outlook, knowledge in each job.
- ♣ Conditions for communication : - personal communication outside the situation.
- ♣ Relationships with peers : - A source of emotional support.
- ♣ Emotions : - High level of emotion.

Play activity : - is formed in accordance with the role. In the process of interactive games, the child learns to express their independent ideas, to listen to others, in other words, through interactive games in the future everyone positive qualities are formed that are the basis for the child.

In order to play interactive games effectively, you need to pay attention to the following rules:

1. To determine the extent to which children understand the rules and content of the game before the lesson.
2. Take into account the age characteristics of children and their relationship to each other.

and psychological characteristics of each child.

4. Use materials that are interesting to children during the game.
5. Look for styles that attract attention and attention.
6. Distribute the roham to the children correctly.
7. Know what purpose the game can be used for.
8. Gain an idea of the main stages of the game and predict the outcome. Properly organized play from the pedagogical point of view, along with the formation of the child's moral and volitional characteristics, arouses in him an interest in learning, in discovering the secrets of the world around him. Therefore, the widespread use of game technology in preschool education.

The concept of game technology is an integral part of pedagogical technology. Game technology differs from the traditional tahim game method in its clear purpose, logical



sequence and interdependence of the processes to be performed, with the guarantee of achieving predetermined results.

Conclusion

In conclusion, it should be noted that the targeted use of pedagogical technology and interactive methods in the educational process, the optimization of intellectual abilities of preschool children, forms of education, the development of children's independent activity and the effectiveness of education will bring.

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