

INTERACTIVE CONDUCT OF GAMES IN EDUCATION OF PRESCHOOL CHILDREN

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Abstract

In order to improve the quality of education, the article talks about the skills of using game technologies in the preschool education system.

Keywords: preschool education, education, quality, goal, task, skill, system, technology, pedagogy.

Introduction

The term "interactive" is derived from the English word "interact" (or "interaction"). , means to solve in a debating way, during thinking, together.

Interactive game technology belongs to pedagogical technologies, which can show activity in improving the child's activity. The use of this technology is one way to activate participation in the learning process. Games aimed at the development of the child's thinking will increase the child's creative talent, memory and attention. That is why it is necessary to focus children's needs and aspirations for games on certain educational goals. If the game serves the pedagogical process, then it becomes a means of education and training. Game activity is not a waste of time, but rather the most effective way of teaching.

The game develops social, emotional, creative and physical skills. The game teaches children to communicate with each other, to observe certain rules and regulations, to be able to manage themselves, to be cooperative, to consider the opinions of others, to take into account their wishes, to pay attention to the given task. teaches to perform. Games have a positive effect on the effectiveness of teaching if they are organized with attention to their rules, taking into account the above-mentioned points.

Interactive game features:

- ✓ it has a clear purpose. In other words, the pedagogue uses the game appropriately in training.
- ✓ it has clear rules.
- ✓ the players have freedom of choice, they can influence the conduct of the game at their own discretion
- ✓ the participants of the game can learn something through the game.
- ✓ it is interesting and therefore attracts children to itself, motivates them to act quickly.



In preschool pedagogy, the theory of home is considered a social activity and appears in the process of historical development of labor. The game always reflects life. Therefore, its content changes in social reality. Play is a purposeful process. Educational activity develops on the basis of the game process. The more a child plays at a young age, the better it will be at school and later on at work.

The main issues of game theory are as follows:

1. The essence and specific features of the game;
2. The role of the game in a child's life and upbringing.
3. The essence and specific features of the game.

The game is a process aimed at acting in object-subject and social reality and understanding it. It is a social reality according to its origin, direction and content. Play is a bright form of child activity. Its uniqueness is the presence of the goal, reasons, planned actions of the means of implementation, and the presence of the result. Among the features, the uniqueness of the reasons is the main one. During the game, the child's mental cognitive process, will, emotions, needs and interests, impressionability - his whole personality is formed.

The child does not depend on practical needs in the game. In this, he comes from his immediate needs and interests. Children's games are distinguished by their variety. The game is divided into creative and regular games according to its content and organization, the level of impact on children, the types and origin of objects.

Creative houses are a set of independent, creative, self-invented games for children. In this, children reflect their impressions, their understanding of life and their relationship to it.

Games are divided into the following categories: creative; dramatized; construction; games with natural materials.

The uniqueness of the game content is one of its most important features. The researches of pedagogues and psychologists show that the social life of adults serves as the content of creative games with its colorful manifestations. They explained that play is a type of activity that children learn from the social life of adults.

The closeness of the game to art makes it possible to use creative games in aesthetic education. Feelings related to creativity in children's play are close to aesthetic feelings. In the game, a child's great experience of movement is formed.

Favorable conditions are created for the development and improvement of various actions, the child enters the role, consciously expresses the specific characteristics of the roles he is portraying in order to perform the actions related to his role. In the change of the theme of children's games, there is a transition from household games to work, production games to creative games, and then to games depicting various events and phenomena of social life. The content of the game also develops.

In the life of adult children, various social relations and behaviors begin to be reflected among the activities. The expansion of the scope of the theme of the games leads to a deepening of their content, a change in the form and structure of the game.

Children, like adults, are always busy with certain activities. While adults are busy with the production of socially useful things that are needed for other people, the main goal of children's activities is based on learning. Preschool children's activities can include games, drawing,



making something out of plasticine or clay, applique, construction, and so on. Children usually engage in certain activities with assignments and suggestions from their parents. Only in some cases, children themselves independently perform this or that activity. In both cases, children's activities will have a certain result. Activity products are studied based on the results of children's activities. Often, the product of children's activities is studied based on their drawings, objects made of clay or plasticine. According to the psychology of children, it is important to send them to a preschool educational institution and form their future field based on their current abilities. Today, interactive technology and methods are being introduced into the educational system in this field.

There is no doubt that interactive learning is an interesting, creative, promising direction of pedagogy. It helps to realize all the possibilities of preschool children, taking into account their psychological capabilities. The use of interactive technologies allows to enrich the knowledge and presentation of children in the world around the world, encourages children to actively interact with the system of social relations about relationships with peers and adults. Several educational models differ in the field of pedagogy:

- 1) Passive - the child works as an "object" of the lesson (listening and watching)
- 2) active - the child works as a "subject" of training (independent work, creative tasks)
- 3) Interactive - interaction between the child and the teacher.

It should also be noted that the main tasks of such training and education are:

- Development of children's initiative and mutual independence;
- Forming the ability to learn and independently produce information;
- Integration with children;
- Communication between children and adults;
- Active involvement of the child in society.

The introduction of interactive technologies for working with preschool children is a gradual process, which, of course, is carried out taking into account the age characteristics of preschool children. Today, several interactive technological activities are used in preschool educational institutions in our country [5-8]. For example: "Working in small groups (Troika)" application of this work technology allows working on the basis of all children. Children learn to evaluate their independent work, not only their own work, but also that of their friends, to communicate and help each other. "Chain" The basis of this technology is the search for a coherent solution of each participant for one task. The presence of a common goal and the environment of mutual assistance provide opportunities for inclusion, task solving, and the ability of children to work in a team. "Knowledge tree" develops communication skills in children, develops the ability to negotiate and take responsibility for solving tasks.

Interactive training is one of the types of active learning method. Interactive learning interaction is not only between the teacher and the preschooler, in this case all the many listeners work together (or work in groups). Interactive learning methods are always interaction, collaboration, search, communication, play between people or human and information environment. Using active and interactive learning methods in lessons, the teacher increases the amount of materials read by students up to 90 percent. It is mainly used for interactive technologies and educational methods in preschool educational institutions. For



preschoolers, play is the main activity, and through it you can teach everything that is necessary at the age of the child.

At this point, we will also look at the experience of the developed countries of the world. For example:

1. Reggio Emilia method. Self-management is a characteristic of this method. Her philosophy is that a child's personality emerges at a young age as they grow up, and they have many ways to express themselves and their ideas. These methods of self-expression can range from sculpture to painting. Since allowing children to express themselves is the main component of this method, students in these preschools are given a say in the scope of their knowledge. They are allowed to move, observe, touch and explore their relationships with other children in the class.

2. The Waldorf method. The focus of the Waldorf style is not strictly academics. Instead, it strives to develop well-rounded children who can find meaning in their lives. This discipline encourages children to become independent thinkers. Thus, this method includes many subjects in their curriculum, such as art, music, emotional, physical and academic education. Reading is introduced later, and Waldorf schools don't use books until children are 79 and don't introduce computers until middle school.

3. Play-Way method. Children love to play and this preschool uses play as a way of learning. They learn structured activities through play. Thus, it can be integrated with other methods as well as in classrooms. Because the focus is on fun and play, children often enjoy the preschool style.

4. Bank street method. The goal of this method is to encourage children to be lifelong learners. Instead of just memorizing facts, children are given other ways to learn, such as puzzles, field trips, and blocks. It is non-competitive in the classroom, encouraging children to learn at their own pace and through interactions with their peers. The game is one of the main elements that we use for learning.

5. Immersion in the language. Some people think that learning languages is easier when you are young. Learning a second language can advance a child's career or preserve your family's cultural background and connections. Immigrant preschools exist to help with this goal. They can help introduce children to languages they don't speak at home or reinforce parents' efforts to teach them another language. You can choose to be partially or fully immersed. Partly, about half of the time of preschool age is spent on language learning.

Some preschools emphasize helping children develop STEM (Science, Technology, Engineering, and Math) skills [15]. Rather than requiring students to memorize facts, STEM-based programs strive to create independent thinkers. The student learns about solving problems, asking questions, conducting experiments, and making observations. While it's obviously not nearly as engaging as the STEM work done in elementary and middle schools, the theory is that it gives kids a good head start.

But there is another side to the matter. Many parents do not understand the benefits of preschool education. It's important for teachers to demonstrate the importance of the preschool program and explain how everything they do in the classroom is preparing their child for kindergarten and beyond. Preschool education is an important time in a child's life not only because it is a



great opportunity for communication in life, but also because it creates the foundation for becoming a well-rounded student and person throughout his life. Preschool strategies should include language, science, and math at the experience level of three- and four-year-olds. No matter what type or style of preschool you choose, your child should feel comfortable with it because they will be spending a lot of time with their caregivers. You don't want them to feel pressured or restricted in pre-school – this can lead them to believe that they don't like school at all, which can cause problems for the rest of their academic career [17]. A positive attitude toward learning because they find it fun is key to unlocking their overall happiness and long-term success. No matter which method you choose, they will learn something, and every lesson is important to their development.

CONCLUSION

After all, interactive technologies allow to successfully solve problems: establishing free communication with adults and children; development of all components of children's oral speech; to contribute to the practical skills of students of speech standards. In conclusion, there are other different styles taught by different institutes of the world. Despite the fact that they are different in terms of approach, it is not always possible to separate these methods into specific teaching methods [18]. Many times, different approaches may be appropriate to some degree, depending on the needs of different children. However, what these different methods reflect is the effort made by the institution to meet the child's needs. These methods also reflect the need for the child to be actively connected with the preschool.

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