

THE RELEVANCE OF GAME METHODS IN THE PRESCHOOL EDUCATION SYSTEM

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The pedagogical issue of the game has been a very serious one during the recent five decades. Creating and developing electronic games has opened a new space of investigation and formative action, despite the – often justified – prejudices and critiques of many adults (parents, teachers). Game has become so important within formative action that some authors discuss the concept of “Ludic epistemology”, whose role is that of analysing the traditional knowledge theory and identifying the way in which it may be given life in education through games. Any type of game is the expression of the ludic nature of the human being. From entertainment and recreation, to learning and behaviour change, games are necessary and useful. The outcomes of playing games may be intended or unintended. Games meet the fundamental needs of learning by providing us with enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. According to the finality of the game and how it is built, there are educational games (game as play, generally) and didactic games (game as specific function of school learning).

The former has educational finalities, but is practiced non-formally and informally, anywhere and anytime, with or without adult supervision. Educational games are games explicitly designed with an educational purpose, or which have an incidental or secondary educational value, meant to teach people about certain subjects, expand concepts, reinforce development, understand an historical event or culture, or assist learners in acquiring a skill while playing; game types include board (for example, pure strategy and/or rolling dice), card (playing cards) and video games (involving human interaction with a user interface to generate visual feedback on a video device).

The didactic game is specially conceived for the instructive-educational context, integrated and fully exploited inside it, under careful supervision and monitoring of teachers. From the perspective of didactic games, game-based learning (further referred to as GBL) is defined as a type of game play which has defined learning outcomes. Generally, GBL is designed to balance subject matter with game play and the player’s ability to retain and apply the subject matter to the real world. It is approached from various perspectives: educational method, didactic procedure, organization of the teaching-learning activity.

The increasingly relevant transformation of the educational game into the didactic game was achieved at an increasingly fast pace, to the extent in which the modern theories of effective learning have shown that learning is most effective when it is active, experiential, situated, problem-based and provides immediate feedback. Games appeared to offer activities which

have these features. Educational games may allow for multiple classifications, these being closely followed by the systematization of didactic games. In relation to the unprecedented progress of technology, we may draw the distinction between traditional GBL and digital GBL. A didactic game is a multifaceted, complex pedagogical phenomenon: it is both a game method of teaching preschool children, a form of education, and an independent game activity, and a means of comprehensive education of the child's personality. A didactic game as a method of learning is considered to be of two kinds: a game - a didactic or autodidactic activity, a game. In the first case, the leading role belongs to the educator, who uses various playful techniques to increase children's interest in the activity, creates a playful situation, introduces elements of competition, etc. The use of various components of the game activity is combined with questions, instructions, explanations and displays [1]. With the help of games - lessons the tutor not only transfers certain knowledge, forms representations, but also teaches children to play. The basis for children's games is the formulated notions about the construction of a game plot, about various game activities with subjects. It is important that conditions are created to transfer knowledge and ideas into independent, creative games.

A didactic game as a form of teaching children has two components: educational and entertaining. The teacher is both a teacher and a participant in the game. He teaches and plays, while children learn by playing. If the knowledge about the world around them expands and deepens in the classroom, a didactic game offers children tasks in the form of riddles, suggestions and questions. Didactic game as an independent game activity is based on an awareness of this process. Independent game activity is carried out only if children show interest in the game, its rules and actions, if their rules are learned. How long can a child be interested in a game if its rules and content are well known to him/her? Children love games that they know well and play them with pleasure. This can be confirmed by folk games, the rules of which are known to children: "Paints", "Where we have been, we will not say, and what we did, we will show", "On the contrary," and others. In each such game there is an interest in game actions. For example, in the game "Paints" you have to choose a color.

Children usually choose fabulous and favorite colors: gold, silver. Choosing a color, the child comes to the driver and whispers in his ear the name of the paint. "Ride the track on one leg" - says the driver to the one who called the paint, which is not among the players. There's so much fun play to do for children! That's why children always play these games. The teacher takes care of the complexity of the games, expanding their variability. If the children's interest in the game fades (and this is mostly true for board games), you need to come up with more complex rules with them [2].

Preschool children form a moral idea of careful attitude to the surrounding subjects, toys as the products of adult labor, the norms of behavior, the relationship with peers and adults, the positive and negative qualities of personality. The content and rules of the game play a special role in the education of the moral qualities of the child's personality. In work with young

children, the main content of didactic games is the learning of cultural and hygienic skills [2]. The use of didactic games in work with older children solves somewhat different tasks - the education of moral feelings and relationships. Many didactic games form children's respect for the working man, cause interest in the work of adults, the desire to work themselves. For example, in the game "Who built this house" children learn that before building a house architects work on a drawing, etc. Some work skills are acquired by children in the production of material for didactic games. Didactic material must meet hygienic and aesthetic requirements: the toys must be painted with bright colors, artistically designed. Such toys attract attention, cause the desire to play with them. The game creates a positive emotional rise, makes you feel good, and at the same time requires a certain tension of the nervous system. Especially important are games with didactic toys, where the development and strengthening of fine muscles in the hands, and it affects mental development, preparing the hand for writing, to the fine arts, i.e. to study at school.

References

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