

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 05 Volume: 85

Published: 30.05.2020 <http://T-Science.org>

QR – Issue



QR – Article



Sayyora Yuldashovna Pulatova

Termez State University
Teacher of Foreign Philology faculty
pulatovasayyora69@mail.ru

Svetlana Sergeevna Gerasimova

Termez State University
Teacher of Foreign Philology faculty

ABOUT THE ROLE OF GAMES IN TEACHING ENGLISH LANGUAGE TO PRESCHOOLERS

Abstract: The article discusses the role of teaching English to children of preschool age, which is the most relevant process at the present stage of development of society. To this end, the main emphasis is on the role of games, which provides an effective incentive for the development of a child in learning a foreign language, since game-based learning has been part of education for decades. From a methodological point of view, the views of methodologists that the game is one of the best ways to develop independence are grounded reasonably. Practically given is a description of games of an interactive nature that motivate the child to successfully master the English language.

Key words: preschool age, program, preparation, communication context, English, educational institution, game, interactivity, names, means of communication, motivation, practice, objects, concepts, prizes, task, picture, productively, interest, admiration, peculiar dance, vocabulary.

Language: English

Citation: Pulatova, S. Y., & Gerasimova, S. S. (2020). About the role of games in teaching English language to preschoolers. *ISJ Theoretical & Applied Science*, 05 (85), 910-912.

Soi: <http://s-o-i.org/1.1/TAS-05-85-172> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.05.85.172>

Scopus ASCC: 3304.

Introduction

UDC 81-13

It is known that, in order to ensure the fulfillment of the tasks defined in the decree of the President of the Republic of Uzbekistan “On measures to further improve the system of studying foreign languages”, purposeful work is being carried out to study foreign languages, in particular, the English language, in the preschool educational institution. For pupils of preschool educational institutions, the program “We are friends with the English language” was developed, which was delivered to all educational institutions [7]. From this point of view, at the present stage, teaching English to children of preschool age requires a lot of work and preparation. Namely, effort is required at any moment and must be maintained for a long period of time.

For example, one of the most suitable ways to master a foreign language can be learning through games and songs, as they provide a context for meaningful communication. It should be noted that game-based learning has been part of education for decades.

Neuroscience has proven that “games are created specifically for the most diverse tasks facing animals and people.” Therefore, the importance and usefulness of games in the study of foreign languages are becoming more and more relevant in the modern world. It should be noted here that the definition of “game” is also a broad concept. We can say that a “game” is an entertainment that simultaneously emphasizes immersion, interactivity and problem solving, and these are just some of them. According to the Merriam Webster Dictionary (2014), a game is “an activity for fun or entertainment” or “income-generating activity”. In particular, games teach

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

children the appropriate social interactions, colors, numbers, strategies, logical thinking skills, vocabulary, thinking strategies and how to follow the rules and procedures [6].

Kevin Yee, the author of interactive techniques, considers interactive methods to be the most effective ones. They involve a collection of more than 100 teaching strategies that aim to engage students in studying process. Most of them encourage the natural acquisition of language, not learning. There is an important distinction between language acquisition and language learning. Children acquire language through a subconscious process during which they do not study grammatical rules. The same as they acquire their first language. Acquiring language, the learner needs a source of natural communication.

The famous teacher and methodologist of the kindergarten, E.I. Tikheeva, believes that the game is one of the best ways to develop children's independence [5].

In a word, games bring great benefits to both teachers and students. In addition to motivating teachers to learn English, games also help children meaningfully learn and practice their language. So, what should we pay attention to successfully form the lexical skills of preschoolers that determine the strategy and tactics of teaching English?

It should be borne in mind that as a result of studying a foreign language in kindergarten, preschool children should be able to: 1) understand orders and requests in a foreign language and short stories on familiar linguistic material on the topics of the program; 2) answer questions and use suggestions related to the games and activities of children; 3) read small rhymes, sing songs, etc.

In addition, preschool children must learn about 200-250 sentences, including 100-150 words; learn 8-10 poems and songs by heart. Based on the following topics: 1) Greetings, acquaintances, wishes; 2) Games (names of some toys, some words denoting actions with toys, sentences that children pronounce during the game); 3) Words (phrases) and sentences related to the daily activities of children; washing, playing, laying the table, cleaning the house; 4) Holidays, the names of some holidays, some proposals related to the preparation of children for the holidays. For example: "show me", "name things", "ask a question, what if", "speak English" [2].

Following the methodologists, it must be emphasized that English is assimilated as a means of communication. Children learn it in the process of interested communication and interaction with each other. At this point, all speech activities (oral activities) of the kids will be aimed at solving communicative problems and implementing specific goals and communication motives. Children of six years of age understand the goals of their speech action, and for what they do it, that is, they have a motive.

So what makes it possible to create communication motivation? Of course, the gaming basis of training. Thus, the inclusion of gaming activities in the process of teaching English (with all psychological features) makes it possible to generate all the conditions of communication, that is, motives, goals and objectives of communication [3].

Now, let's look at examples of games of an interactive nature for children, while not forgetting the motivation in the process of learning English. For this purpose, it will be most effective to listen to songs with movements or cartoons that help children to memorize words and phrases very productively. In this regard, it would be good if each phrase was illustrated with a picture in which the meaning of the phrase was clear, since at this stage it is extremely important that the English words are connected directly with the objects, actions and concepts of these words. Following this method from our own experienced practice we taught children English using pictures and songs, as it was very funny for children and most of all trying, they liked to receive small prizes for each performance tasks.

Thus, we taught them to sing English songs with movements and from time to time they all learned new words together, associating them with objects or phenomena that they mean. For example, we studied the song "Rain, Rain" trying to find the right movement for each word, and in the end we did it, a dance that simplifies the task for the children, making the song more interesting and fascinating.

Following the opinion of G. Altybaeva that after systematic teaching of children English in plants and animals, it contributes to the representation of them in the language being studied. In this regard, for the development of mental abilities and skills in children, a kind of exercise can be planned. According to this, we considered it necessary to come up with a game for children related to the animal world, which is called "I will find." So the rule of the game is that the subject cannot be named, it must be shown accurately and correctly using imitation. During the game, the children alternately choose one of the animal images (picture) and show everyone with movement or voice, the rest will find the name of this animal in English (cat, wolf, fox) [1].

Another example of speech activity in which there is a game motive and its purpose: "An evil wizard enchanted our animals, pets, birds, etc. To bewitch (motivation), you need to say what color is your dog, fish, turtle (target)." As we see here, the communicative task is common to all; the speech pattern is also common: My dog is black, and each child has a communicative intention:

My cat is white.

My fish is red.

My fox is orange.

Such a game situation and speech task are offered to children in their native language, since

Impact Factor:

ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHII (Russia) = 0.126	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

expressing them in a foreign language makes it difficult to make children want to communicate and interact. And the game as the main method of training allows you to organize skills in using communication tools without repeating what you have learned, that is, present all exercises as communicative [3].

Of the above, it can be emphasized that, of course, learning English through games is of great interest to children. It would be advisable to introduce lessons with games related to body parts. For example, one of the exciting games is a game that is based on parts of the human body. Using the song "Head, shoulders, knees and toes" we learned a peculiar dance, the movements of which corresponded to the words of the song. To begin with, we learned the pronunciation of parts of the body, then used these words of the song, while dancing and pointing to parts

of our bodies. This method greatly facilitated the task of studying body parts in English.

To summarize, we can say that without games a child's life is impossible. Also without games, classes in a foreign language in kindergarten are not presented. Every minute, the teacher should maintain interest in children, cause joy, excitement, admiration with the help of outdoor games, and the use of interactive games in all English lessons helps to create a creative, active person who can change into a changing world. By playing games, children learn, because without a language it is impossible to develop or expand their vocabulary. We must bear in mind that in this changing world, learning foreign languages, especially English, is of great importance to our children.

References:

1. Altybaeva, G.M. (2008). *Obuchenie anglijskomu jazyku detjam doshkol'nogo vozrasta*. Materialy nauchno-prakticheskoj konferencii. (p.21). Termez.
2. Ahmedova, H.T. (2008). *Obuchenie anglijskomu jazyku detjam doshkol'nogo vozrasta*. Materialy nauchno-prakticheskoj konferencii. (p.50). Termez.
3. Yee, K. (2000). *Language Teaching Methods*. Internet sources.
4. (n.d.). Retrieved from www.tirp.org/project/phase/111/2p/htm.
5. Pulatova, S.Jy., & Sajdullaeva, G. H. (2017). *Tehnologija obuchenija leksiki anglijskogo jazyka v doshkol'nyh uchrezhdenijah*. Sbornik statej nauchno-prakticheskoj konferencii v sisteme ministerstva. (p.82). Termez.
6. Pulatova, S.Jy., & Hodzhaeva, N.T. (2015). *ENGLISH. Maktabgacha ta#lim muassasalarida ingliz tilini #rgatish by#jicha #kuv-uslubij k#llanma*. (p.56). Toshkent: "Tafakkur" nashrijoti.
7. Tiheeva, E.I. (1981). *Razvitie rechi detej (rannego i doshkol'nogo vozrasta)*. Posobie dlja vospitatelej det.sada /Pod red. F.A. Sohina, 5-e izd. (p.159). Moscow: Prosveshhenie.
8. (n.d.). *Jelektronnaja Internet-biblioteka po vsem oblastjam znaniy*. Rezhim dostupa: Retrieved from <https://ru.m.wikipedia.org/wiki/Merriam-Webster>.
9. (n.d.). Retrieved from <https://moluch.ru/archive/185/47417/>.
10. Farxodjonqizi, F. N., & Dilshodjonugli, N. S. (2020). Innovative processes and trends in the educational process in Uzbekistan. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(4), 621-626.
11. Ergashev, I., & Farxodjonova, N. (2020). Integration of national culture in the process of globalization. *Journal of Critical Reviews*, 7(2), 477-479.