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## Research Article

# THE ROLE OF THE GAME IN TEACHING PRESCHOOLERS ENGLISH

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## ABSTRACT

Early learning of a foreign language creates excellent opportunities to arouse interest in the linguistic and cultural diversity of the world, respect for the languages and cultures of other peoples, promotes the development of communicative and speech tact.

## KEYWORDS

learning, education, play, pre-schooler, role, foreign language.

## INTRODUCTION

A foreign language in kindergarten is a special subject. How to teach a child to understand that a foreign language is not only and not so much the memorization of new words for already familiar objects of the surrounding world, as the ability to see these objects in a new way, to identify new essential features in them.

Each lesson immerses the child into the world of an unfamiliar culture, when he learns with the

help of a teacher to understand that words and expressions of a foreign language reflect a different social reality. Only then does the world of another – "alien" culture gradually begin to "come to life", becomes its own; only then will the idea be formed: the language is closely connected with the culture, the history of the country.

Literature analysis From the very first days of learning a foreign language, it is necessary to



show each child the importance and value of another, "alien" "language as a treasure trove of knowledge about other people and their culture" (A.A.Leontiev.), the child, first of all, should be interested in the world of children of the country of the language being studied. That is why the facts and phenomena of the children's culture of the country of the language being studied should be the focus of attention in foreign language classes. The bridge over which the shortest path of comprehension of a "foreign" language passes is a game. [1]

Traditional children's games make the lesson meaningful, interesting, emotionally meaningful for the child. But, most importantly, the child gets acquainted not only with a new game and rules – he learns from his own experience the world of children of another country. According to researchers, in foreign language classes, a teacher should not only inform children about the facts and phenomena of culture, but also organize their "living" in another world. The undoubted value of traditional games, game rules and poems is that the same words or whole phrases are repeated in them. The technique of "repetition" is always significant for a child, because it gives him the opportunity to learn lexical and grammatical material, as if by the way.

In the classroom, games are played that are accessible to children in psychological, linguistic and socio-cultural terms. First of all, those with whom they are already familiar are desirable. The teacher draws attention to this fact: "What kind of game does it remind you of?". Emphasizes: "Children living in other countries are the same as

us, and they play similar games" (finger games – "finger games", games accompanied by clapping – "clapping games", mobile games – with a jump rope "jump – roping", catch-up "chasing games", games with ball – "ball games".[2]

**Methodology** Finger games are of the greatest interest to preschoolers – they are counting books, riddles, poems- dialogues. Before playing finger games in class, the teacher tells the story of the fingers, each of which, as it turns out, has a name; draws attention: these games are played by children in those countries where English is spoken - in England, America, Canada, Australia. In the classroom, during the game, children master the names of fingers adopted in English, learn to pronounce English sounds. First, the teacher introduces the rule of the game: he calls and shows the corresponding finger, the children repeat his movements, call the fingers. Then, to check how the material is assimilated, he calls the words randomly. The purpose of the lesson will be achieved if children learn by ear and understand the words[3].

Mental education in the game is closely related to moral education. The solution of a didactic task always serves as an exercise of will. The implementation of the rules of the game requires endurance, self-control, discipline from children. Many games have "forbidding" rules that restrict the actions and words of the players. In the game "What is missing?" it is required to close your eyes and not open them until a signal is given. In the game "Simon says", children imitate the corresponding movements on the words without pronouncing the words. Conscientious



implementation of the rules teaches honesty, fairness. The game is based on the knowledge already available to children, and often in one game they can use the knowledge and ideas gained in classes on different "topics". For example, in the game "What is this?" we have to remember animals, vegetables, fruits, clothes, etc.

Some didactic games have a plot, require playing roles. So, in the game "The Shop" there is a seller and a buyer.

From didactic games with a plot, it is necessary to distinguish staging games - showing small scenes with the help of toys, in which children are given a didactic task: to guess from which fairy tale an episode is shown and continue the fairy tale; to notice the changes that have occurred on the stage - to play correctly ("The little mouse and the little cat").

Depending on the material, didactic games can be divided into three types:

- games with objects;
- board-printed games;
- word games.

The result of Playing with objects is most accessible to children. These games serve to learn new vocabulary. In the younger preschool age, many games with toys are accompanied by movements, which corresponds to the peculiarities of perception and thinking of the child. For example, in the game "Colors" children learn to correctly name and show colors, find objects in the room corresponding to colors.[3] Printed board games, as well as games

with objects, are based on the principle of visibility, but in these games children are given not the object itself, but its image. The content of such games is diverse. They are used in the classroom both to introduce new vocabulary and to repeat the material covered. Pictures introduce children to individual subjects on the topics of "Animals", "Birds", "Vegetables", "Fruits" with their qualities and properties. Word games teach children to express independent judgments, to notice logical errors. Word games are held mainly in older groups and are very important for preparing children for school ("About myself", "My toys", "My pet"). They develop the ability to listen carefully, quickly find the right answer to a question.[4]

## CONCLUSION

Without a game, a child's life is impossible. Also, foreign language classes in kindergarten are not presented without a game. The teacher should keep the children interested every minute of the lesson, cause joy, delight, admiration through outdoor games, toys, didactic games. The game allows you to optimize the process of memorizing educational material, creates a genuine communication situation, promotes the development of children's communicative competence.[5] After all, while playing, children learn to solve elementary communicative tasks and master new words and grammatical structures unnoticed by themselves, through various types of play activities in the language, the child develops, is brought up, learns the world and himself, i.e., masters all the spiritual wealth



that the process of foreign language education can give the child.

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