



## IMPROVING THE METHODOLOGY OF TEACHING ENGLISH TO PRESCHOOL CHILDREN THROUGH DIDACTIC GAMES (ON THE EXAMPLE OF PREPARATORY GROUPS)

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### ABSTRACT

In the last few years, learning a foreign language has become a necessity, not a way of self-improvement. Foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschools.

### KEYWORDS

Teaching English, preschool children, didactic games, preparatory groups, method.

### INTRODUCTION

Preschool age is especially convenient for starting to learn a foreign language: children of this age are

characterized by sensitivity to language phenomena, they are interested in understanding their speech



experiences, the "secrets" of language. They easily and firmly remember the small size of the language material and reproduce it well. With age, these favorable factors lose their force.

There is another reason why young people prefer to learn a foreign language. The younger the child, the less vocabulary there is in the local language, but at the same time his speech needs are less: in a small child the areas of communication are less than in adults, he still has to solve complex communication problems it's not. This means that when he learns a foreign language, he does not feel such a big difference between the possibilities in the mother and foreign languages, and his sense of success is brighter than in older children<sup>1</sup>.

The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable learning. Until recently, teaching methods were aimed at children of school age, now parents are trying to start learning a foreign language as early as possible. The main objectives of teaching a foreign language to preschool children:

- Formation of basic communication skills in children in a foreign language;
- The ability to use a foreign language to achieve their goals, to express their thoughts and feelings in the context of life communication;
- Create a positive attitude to further learning of foreign languages;

<sup>1</sup> Astafieva M.D. Holidays for kids learning English. - M.: Mosaic synthesis, 2019.

- To arouse interest in the life and culture of other countries.

### MAIN PART

The following are examples of a number of didactic games aimed at teaching English in preschool groups.

#### 1. "Fun exercise"<sup>2</sup>

Instruction: "I name the commands in English and you follow them. But there is one condition: if I politely ask you to give an order, for example, "Please run, "then you do it, if I say" please " If I don't tell you, you won't do anything. Be careful! "

#### 2. Game (to strengthen the structure of "I can .....")

The landlord counts to five: "One, two, three, four, five!" Then he said, "Stop!" During the calculation, the children move arbitrarily and shout "Stop!" freeze After that, the host "revives" the players. He approaches each child in turn and asks, "What can you do?" The child "dies" and responds: "I can run" - describes the desired action.

#### 3. "Cheerful account"

The ball is counted in a circle: one! Two! Three! Four! Five! Bye Bye! A player with a ball in his hand will be disqualified. The game continues until one of all the players is left. Which one will win.

<sup>2</sup> Galskova N.D. Nikitenko Z.N. Theory and practice of teaching foreign languages. primary school: methodical manual.-M.: Airis-press, 2014.



#### 4. "Who are you?"

Players think about the profession. The coach throws the ball to each player and asks, "Are you a cook?" He asks. If a player is asked about this profession, he answers: "Yes", if not, "No".

#### 5. "Corridor"

Ask the children to split into pairs, join their hands, stand in pairs, and form a "corridor" by raising their joint hands high above their heads.

The host has to go down the aisle and choose one of the players in any pair, ask him who he is (who are you?) And what is his name (what is your name?).

The child must answer: "I am a girl / boy. My name is... ..). Then the rider says: "Come here!" ("Come here!") - and takes it from the player's hand. responds: "With joy!" ("Bajonidil!"). After that, the new pair walks along the "line" and stands behind the rest of the players.

#### 6. "Small ring"

The presenter hides the coin between his palms. The children form a semicircle and tie their palms together. The presenter approaches each player and separates his palms from each other: "Please!" The player must answer: "Thank you!" Passing them all, he quietly hands one of the children a coin, and the beginner asks, "Little ring!

Come here!" The game continues: now the driver is running in a semicircle with a coin in his palm.

#### 7. "Broken Phone"

The children sit in a semicircle. Sitting on the sidelines, the presenter speaks an English word (on a past or learned topic). The word is passed on to a friend's ear. If the last player said the word suggested by the starter, then the phone was not broken.

#### 8. "Read the lips"

The facilitator pronounces English words silently. Players must recognize the word by the movement of the beginner's lips.

#### 9. "No eating"

The facilitator calls out the word in English and throws the ball to the child. If the child means something that can be saved, the child should catch the ball. If the word means an inedible object, you don't have to catch the ball.

#### 10. "Who's in the bag?"

The host puts the toys in a bag. He then brings it to each player. The child puts his hand in the bag and guesses by touch what object it is. He says, "It's ..." Then he takes it out of the bag and everyone looks to see if it's named correctly.

#### 11. "What is missing?" ("What is missing?")



The presenter arranges the toys. "Close your eyes!" He asks the children to remember their names. closed eyes. Then he removes one of the toys and says, "Open your eyes!" asks the children to open their eyes and guess which toy is missing<sup>3</sup>.

12. "Jmurki".

The children stand in a circle. The leader's eyes are blindfolded. One of the players goes out or hides. The presenter opened his eyes and asked, "Look at us and tell us who escaped?" ... Presenter: "Light".

13. Role-playing game "In the shop".

Children are divided into seller and buyer roles. The seller distributes the food and greets the customers.

- What would you like?
- I would like to .....
- Here you are.
- Thank you.
- With pleasure.

14. "Traffic lights"

The leader and the children stand opposite each other at a distance. The presenter names the color in English.

In children's clothing, the facilitator should find the color indicated, point to that color, and go to the presenter.

Anyone who doesn't have the right color should count one, two, three! Run in the opposite direction. If the leader catches one of the children, the captured child becomes the leader.

15. "Echo"

Turning to the side, the teacher pronounces the past words in a clear whisper. The children, like an echo, repeat each word after the teacher.

16. "English-Uzbek"

If the teacher says an English word, the children will clap.

If it is Uzbek, it will not be applauded. (It is advisable to play the game at an early stage of learning English).

17. Create an animal game

At the teacher's signal, all the children scatter around the classroom. At the signal: "Make an animal!" (applause) All players stop where the team is holding and think of the pose of the animals.

<sup>3</sup> Guseva L.P. We play, we teach, we learn - we want to know English. - Rostov n / a: Phoenix, 2019 y.



The teacher approaches the children and asks, "Who are you?" The child replies, "I am a cat."

18. Game to strengthen structures: "Cold (hot, hot)". (Cold, hot, hot)

The presenter is invited to turn away or walk out the door for a short time. At this point, the players hide something in the room that they had previously shown to the presenter. When an item is hidden, the presenter enters (rotates) and begins searching for it. Players tell the presenter in English: whether it is far or close to what is hidden. In this case, the phrase "cold (hot, hot)"<sup>4</sup>.

## CONCLUSION

Preschoolers learn from the world around them and from communication. School children are already learning from books

Kindergarten children need to be taught in a live game where everyone is taught: the teacher, the toys, the songs, and the children's community itself.

Kindergarten should be encouraged more by avoiding long lessons and praising children. School-age children have already been able to endure 45 minutes, and the main encouragement for them is the grades

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