

## EFFECTIVENESS OF USING GAMES DURING TEACHING AND UPBRINGING PRESCHOOL LEARNERS

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### ABSTRACT

The article provides advantages of using games during teaching and upbringing preschool learners. There were given some examples of games and were highlighted the point of view well known scientists on preschool education and was shown an experiment which was done in target kindergarten in order to find out effectiveness. There is also the discussion and result of experiment was given in the article.

**Keywords:** Spiritual education, games, teacher, motivation.

### INTRODUCTION

Our people, who care about the future of their children and life with a sense of responsibility for the future of them always, pay serious attention to the education and upbringing of the younger generation's moral, physical and spiritual development. Qualitative changes and effectiveness in early childhood education are complemented by the roots of much of the history of national pedagogy and the combination of achievements in modern education.

President of the Republic of Uzbekistan Shavkat Mirziyoev in the resolution "On measures to further improve the system of preschool education in 2017-2021" will expand the network of preschool educational institutions, provide qualified pedagogical staff, and prepare children for school education (Shavkat Mirziyoev, 2016) [6]. The focus was to improve the level of training, to radically improve the level of preparation for the educational process, to introduce the modern educational programs and technologies, to create conditions for full intellectual, moral and aesthetic physical development of children. Preschool activities are diverse. Children like games more than anyone else as game is one of the most important and favorite activities for preschool children. From this, it can be said that the use of game technologies in the education of children revives the lessons and enhances children's outlook.

Game technologies are educational games that help to strengthen and expand children's knowledge, integrate and organize them.

The peculiarities of the embedded gaming technology are that the educational issues are based on the game, in accordance with the rules of the game. As a child plays, he does not think about learning something. But during the course of the game something will be learned, enjoyed and moves. The lessons will be incorporated into the training process as an important part of learning. The game increases the child's mental abilities. The child becomes active during the game. Tasks of the game require concentration and understanding of the content of the game.

## LITERATURE REVIEW

Error understandings like “in order to achieve academic progress there is a little bit pressure and the need for today's children to games is increased” was the result of a strong emphasis on "early approaches" in preschools. The main source of early development is game. (Vigotsky, 1976) [5], in fact, Katrin and Allen (1999) argued that perfect child development is performed through game (Katrin and Allen, 1999) [7] The game continues to be the most important mediator in the early learning process, especially on intellectual growth in preschools. In addition, recent scientific studies have confirmed that game learning is often forgotten. The game consists not only of materials and equipment, but also of words and ideas used in the formation of literacy and pluralism. In addition, the game develops creativity by encouraging problem-solving skills. Social, physical and emotional development is also through play. The game explains the overall development (F.N.Vakhabova, Sh.B.Nabihanova, D.Karimova, 2015) [2].

Children integrate what they know in the learning process into all categories" Lawrence Frank's classical ideas have not lost their significance to this day: “The concept of a game that encourages a child to learn about independence, directs it to self-study, and encourages them to actively explore the world guarantees the overall development of the child. It is a translation of our education system, our values, and our commitment to integrate our personality into excellence”. [8]

Games that have been removed in childhood have had a negative effect in recent years. (Suransky 1983) [4]. But there can be another alternative idea like they will discover their new abilities. Teacher who is aware of his or her group status and worldly scientific research has an important role to play. One of the tasks and responsibilities of a teacher is to create meaningful games so that the child can learn something new to compare and reinforce what he has learned. (Al-Arishi, 1994) [1]

As our scientists say, education cannot be imagined without any games. After all, the game is the core of the life of preschool children. Games are widely used to educate preschool children.[3]

## METHODOLOGY

For this study, tasks and pre-post tests have been administered to 40 preschool learners, two groups which were consisted of 20 pupils in each, from the preschool up bringers of Samarkand city Payarik region kindergarten № 39 in 2018. They were chosen at random and were between the ages of 3 and 4. So in order to show the effect of using games during teaching we practiced the games in one group to teach them the themes “Transports” and “The game "Is it eatable?” in order to teach preschool learners to be concentrated, to development of knowledge about the world, increasing and strengthening of vocabulary, sharing fun mood.

*The game "Funny box"*

*Purpose:* To teach preschool learners to be concentrated, to development of knowledge about the world, increasing and strengthening of vocabulary, sharing fun mood.

*Required equipment:* Fun box, sticker with sticker and theme-appropriate drawings.

*The course of the game:* After introducing the pictures the teacher puts the same set of pictures on the two tables and the sticker with the stick. Two children from two teams are invited to take part in the game. The boxes are placed in the middle of the box. When an educator wants to improve or strengthen his or her knowledge of transportation, the word "air transport."

Children take one of the types of air transport, such as airplanes, viral, balloons and attach them to the seal and attach them to the box at defined distance. The child who does the task correctly and accurately will be the winner.

*The game "Is it eatable?"*

*Purpose:* to teach them to make quick decisions, to develop agility, to develop big and small morals, to strengthen theme what is being tough.

*Required equipment:* ball

*The course of the game:* The tutor puts his hand on the kids and calls them "carrots." The ball-boy will make a quick decision and hang the ball if the word "carrot" is something eatable. If the said word cannot be eatable, he will return the ball by hand. They also can use any food or something what is not eatable in order to divide them to eatable and not eatable: an apple, pomegranates, a cake, books, keys, butterflies, a pizza, shoes, trousers, the piano, a car, an iron, soup and etc.

Moreover, to teach them to make quick decisions, to develop agility, to develop big and small morals, to strengthen theme what is being tough. And another group was taught by giving definition and instruction of the objects of target themes.

First, the pretest was administered to all participants. Then, twenty pupils practiced in experimental group and twenty were taught by teacher without using any games. Subsequently all the pupils were given exactly the same test as the post test. The tasks and the tests have been carried out in the exam which is used to after each theme after finishing learning. The post test was applied to the pupils just after they had completed the tasks. This, of course, increases the reliability of the test results since it was held when the effects of the tasks were still fresh.

## RESULTS

In order to compare the results of the same test was given to both groups; we tested them with the same tests. But received results of two groups differed. The group where had been the themes taught by practicing games like "*Funny box*" and "*Is it eatable*" progressed in 19 pupils and another group what had been taught by teacher who had not used any games acquire 12 pupils only.

Groups	Number of pupils	Mean
Experienced group with games	20	19
Non experienced group	20	12

Beside it, preschool learners become more concentrated, educated on the target themes, increased and strengthened on vocabulary, funny, open minded, friendly, critical thinker, active and positive.

## DISCUSSION

The games like "*Funny box*" and "*Is it eatable?*" produce excellent results in the acquisition of both physical and psychological knowledge of children. The child who plays this game also develops the basic qualities of physical activity. She or he learns to be friends with other children and at the same time has some mental function.

Firstly, taking into account the individual-psychological characteristics of preschool children, preschool education with its play-by-play technology has had a positive effect on all aspects of

*physical, ethical, and psychosocial well-being.* They will become much more active, friendly and open-minded. Moreover, they will learn to play in a group with number of children. It has a very positive effect on maturity.

Secondly, based on the above-mentioned games, educational activities with children revealed that 85% of children mastered the topic perfectly. Furthermore they will easily distinguish the thing according to the themes.

Thirdly, the other 15% were found to be moderately proficient. They can achieve good results on mastery and will become easy-going.

As the results show, the effectiveness of the group's educational work can be very low if we do not incorporate them into each game. This may also have a negative impact on the uniformity of the children we prepare for school from their early ages.

## CONCLUSIONS

In conclusion, it is important to note that preschool education with the use of modern embedded game technology is an important source of development of children's outlook. In this regard, it should be noted that the accumulated and scientifically based conclusions on the modernization of higher education in the country, especially in improving the quality of preschool education, are among the factors that contribute to the development of preschool education.

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