

**MAKTABGACHA TA'LIM TASHKILOTLARIDA O'YIN ASOSIDA
MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYASI**

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Annotatsiya: Maqolada maktabgacha ta'lim tashkilotlarida o'yin texnologisi orqali mashg'ulotlarni intensivlashtirish, mashg'ulotlarda tarbiyalanuvchilarga yangi bilimlar berishning zamonaviy innovatsion yo'llari, texnologiyalari va metodlari tahlil qilingan.

Kalit so'zlar: Pedagogika, texnologiya, o'yin, mashg'ulot, o'yin texnologiyasi, psixologik yondoshuv.

**TECHNOLOGY OF ORGANIZING GAME-BASED LESSONS IN PRE-SCHOOL
EDUCATIONAL ORGANIZATIONS**

Annatation: The article analyzes the modern innovative ways, technologies and methods of intensification of training in preschool educational organizations through game technology, providing new knowledge to students during training.

Key words: Pedagogy, technology, game, training, game technology, psychological approach.

Since the beginning of the winds of independence in our country, it is possible to observe the harmony of spiritual-educational, moral and educational work on the basis of all economic and political processes. From this point of view, the interpretation of concepts such as national peace, development of the Motherland, and the perfect person in the fields related to science, education, culture and art cover important creative and organizational processes in which education, especially preschool great responsibility is placed on the masters of the field of education. Special knowledge, skills, skills and work are required to develop a child's spiritual maturity, impart knowledge related to pre-school education, call them to live cleanly and honestly, and have strong faith.

Currently, the use of modern methods of education is of great importance in improving the quality and efficiency of the educational process in the preschool educational organization. In order to do this, first of all, the pedagogues-educators themselves must have thoroughly mastered the advanced pedagogical and information-communication technologies. For this purpose, these issues are studied directly with educators of the preschool education organization during the educational process. In particular, this issue is relevant in the pedagogical council, practical and theoretical seminar sessions, as well as in the process of giving advice. There are many types and directions of modern pedagogical technologies, among which in preschool educational organizations there is more child-oriented education, didactic games, interactive exercises, creating problem situations, designing methods, etc. is used. Among them, the use of advanced pedagogical technologies and interactive methods that correspond to the goals and tasks defined as one of the modern approaches to the organization and holding of pedagogical councils and other events in the preschool education organization is also important.

The game is the main activity of preschool children, through which the child is formed as a person. The game determines the extent to which children's future educational and work activities, attitudes towards people are formed. A child's cognitive activity develops on the basis of game activity, the better the child plays, the better he studies at school.

Psychologists consider play to be the leading activity during kindergarten age. In the game, all aspects of the child's personality are formed by interacting with each other. By watching a child playing, you can learn about his interests, perceptions of the environment, and his attitude towards adults and friends.

The game plays an important role in the system of physical education of children, in the educational work of pre-school educational institutions, moral, labor and aesthetic education.

In the game, the demands and needs of a young organism are satisfied, vital activity increases, unity, freshness, and cheerfulness are cultivated. Therefore, it is advisable to properly plan each game and training.

When planning game training, it would always be appropriate to determine the goal and the expected results of the training. After that, it is determined which game, task or exercise will be used to achieve the goal. For this, it is necessary to take into account the following:

- interdependence and sequence of selected data;
- striving from simple to complex;
- paying attention to diversity (combining speech activity with different actions, quiet games with dynamic games);
- organization of training for groups or small groups. The teacher should decide when to work with a large group and when to work with a small group (group of 6-8 children);
- determining the time limits of activities (at what time you will work with children and for how long).

Only when children have the opportunity to express their opinions during the training, their interest in the training and mutual confidence will increase.

Group training plans can be changed at the beginning of training and during training.

There are a number of principles of games and training, the main of which are as follows:

The principle of free participation in the game - if the game is interesting and gives a cheerful mood, every child will try to participate in this game. If for some reason the child refuses to participate in the game, another game can be offered that he can play. Children should be given the opportunity to leave the game and return to it.

The principle of mutual respect is similar to the rule in relationships, that is, each participant of the game has the right to freely express his opinion, the right to choose, everyone's opinion is heard.

Understanding the rules of the game - before starting the training, children are introduced to the goals and rules of the game. If some of the children do not understand these things, the rules of the game are explained again.

Reflection - feedback is important to reinforce the knowledge and skills learned. At the end of the game, the leader makes a conclusion with the children. Children are asked what they liked most, what they didn't know and what they learned.

The main purpose of game technology is to create a complete motivational basis for the formation of activity skills and abilities depending on the conditions of operation of the

preschool educational organization and the level of development of children. High motivation, the child's conscious need to acquire knowledge and skills through his own activity is achieved. In the educational process, using game technologies, the child's goodwill is used a lot. Efforts are made to provide emotional support to the child, to create a happy atmosphere, and to encourage all kinds of fictions and fantasies of the child. Only in this case, the game will be useful for the development of the child and for creating a positive environment of cooperation with adults. In fact, game technologies are used as game minutes. Game moments are very important in the pedagogical process, especially in the period of adaptation of children in a children's institution. Working with four- or five-year-old children is the main task for the educator - to form an emotional connection, develop children's trust in the educator, the ability to see in the educator a kind, always ready to help, interesting partner in the game. Frontal game situations are used so that no child is deprived of attention. These are games like "Round Dance", "Catch". Children's mental processes develop in activities with the help of game technologies. They are: - perception, - attention, - memory, - imagination, - thinking. As a recommendation, the teacher should use the game minutes in the daily free activities of the children, walks, and various games. For example, finger gymnastics and articulation gymnastics in the form of poetry and games, role-playing games, didactic games, open games, games with low mobility, speech games and tasks will develop the child's speech well and prepare him for a successful school. In early childhood, the child learns to be independent not in other activities, but in play, to communicate with peers at will, to choose toys and use various objects, to be logically related to a certain plot. will have the greatest chance of overcoming difficulties. For example: "Who can quickly turn his figure into a toy gate?" In technology, the figures of ball and cube, square and circle are widely used to attract children to an interesting game - competition.

The children conclude that the sharp corners prevent the cube and the square from rotating: "The ball spins, but the cube doesn't." This is corrected by drawing a square and a circle. Such game technologies are aimed at the development of perception. Game development technology B.P. Nikitin defines: "The game activity program consists of a set of educational games with all their diversity, which originate from a common idea and have characteristic features." Game pedagogical technology is the organization of the pedagogical process in the form of various pedagogical games. This is the consistent activity of an educator: choosing, developing, preparing games; involving children in play activities; implementation of the game itself; it is a function of summarizing the results of game activity. Game technologies are closely related to all aspects of kindergarten education and educational work and solving its main tasks. Game technology should be aimed at solving the following problems: the didactic goal is set in the form of a game task for children; the activity is subject to the rules of the game; educational material is used as its tool; The activity includes a competitive element that turns the didactic task into a game; successful performance of the didactic task is related to the result of the game. The game form of the organized educational activity is created with the motivation of the game, which serves as a means of motivating and encouraging children to learn. The game is the brightest form of immersion of a person in the real or (imaginary) reality for the purpose of learning it, self-realization, creativity, activity, independence, self-awareness. The game has the following functions: relieves tension and promotes emotional relaxation; helps to change the child's attitude towards himself and others, to change communication methods, mental well-being. Game technology includes:

Games and exercises that form the ability to distinguish the characteristic features of objects; groups of games for summarizing objects according to certain characteristics; during game groups, preschool children develop the ability to distinguish real events from unreal ones; groups

of games that train self-control, speed of reaction to words, intelligence, etc.; Game activity activates psychological processes of participants - attention, memorization, interest, perception and thinking. During the game, an intellectually passive child freely performs tasks that cannot be completely achieved in normal situations. Psychologists consider preschool play as an activity that determines the mental development of a child, a leading activity, in the process of which mental neoplasms appear. There are many types of educational games. They differ in the following characteristics: according to the type of activity - motor, intellectual, psychological, etc.; according to the nature of the pedagogical process - teaching, control, cognitive, educational, developmental, diagnostic. by the nature of game technique - games with rules; games with rules set during the game; games in which part of the rules are determined by the terms of the game and are set depending on its progress. by content - musical, mathematical, logical, etc.

After the conclusion, the final exercise can be done. For example, children stand in a circle and hold hands. Everyone closes their eyes and thinks about pleasant things. After that, the leader opens his eyes and shakes the hand of the child on his right. This child, in turn, opens his eyes and shakes his neighbor's hand. The exercise continues in this way until all children open their eyes. At the end, all the children can sing a song.

Cooperative games help children get closer to each other, unite, and raise their spirits. It is games that help to gain children's trust and inclination towards the teacher. Below we present some games to your attention.

When guiding the game, determining the purpose and content of the game, coming up with the idea of the game, explaining the rules of the game and the main actions, improving the relationship between children, guiding the game through educational influence. including doing and others.

Games can be played in the group room, hall, playground, forest, field and other places.

This increases the effectiveness of the game, the variety of impressions, and the activity of children. Thus, the didactic game is a means of teaching preschool children and helps to successfully implement it. It should be said that while playing with a child, the game is not only a source of entertainment and joy for the child, but also a tool that serves to develop the child's attention, memory, creative thinking and imagination due to its educational nature. These aspects have an important place in the child's life from now on. During the game, children acquire new knowledge, skills, and develop their abilities. Educators offer children the content and direction of the pre-planned game. These games can be divided into several independent groups.

In short, it is possible to combine games into such separate categories that they are the basis for children's acquisition of knowledge, skills and abilities provided for in educational programs, as well as the acquisition of life skills that are considered a condition for their integration into social life. Ladi

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