

THE USE OF EDUCATIONAL GAMES AND THEIR IMPORTANCE IN TEACHING ENGLISH TO CHILDREN

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Annotation: *Forms of teaching young children are not about achieving results, but about building knowledge, skills and abilities. This goal defines its main feature. This article discusses the types of educational activities used by preschool children in the process of learning English, their types and effectiveness in children's mental activities.*

Keywords: *educational games, visual aids, didactic games, rule games, board games, child, process, action, activity, preschool education.*

Introduction: While a child's mental development takes place during learning and in passing on to the child the experience left by the previous generation, most of the knowledge and skills he acquires while interacting with adults, following their demands, advice and instructions. Play, drawing, making objects, and daily interactions in a variety of activities also expand a child's knowledge and skills. Education is at the heart of all forms of adult communication with children. But it is also more systematic as the child develops.

Educational games are educational games that are suitable for children of all ages. An important feature of didactic games is that they have rules. There is an integral connection between the purpose of the game, the rules of the game, and the actions of the game. The purpose of the game is to determine the nature of the action. The rules of the game help to solve the game actions, tasks and actions in the game. Educational games give children new knowledge and insights. These games improve the child's overall development, cognitive process, sensory culture,

speech activity, and mental abilities. Following the rules of the game enriches the content of the game.

Main part: Natural objects and objects are widely used in educational games. The child's agenda should include time and space for educational play. These games are played in groups or individually during training and extracurricular activities. This will determine the content and outcome of the game. The following rules must be followed in educational games:

1. Take turns.
2. Answer when asked.
3. Listen to your peers.
4. Do not disturb others during the game.
5. Follow the rules of the game.
6. Acknowledge your mistake.

Educational games should take into account the age and individual characteristics of children. The tempo and rhythm of the game play a big role in the game, a very slow and flat tempo makes the child wait a lot, and a very fast tempo excites the children and leads to various arguments. It is important for adults to evaluate the participants correctly.

There are the following types of educational games:

- a) played with objects and toys;
- b) table-printing;
- d) verbal games.

Games with objects and toys are a type of play that can be played from the earliest age of a child to school age. At the same time, children's imagination and attention are the basis of the game. They get a general idea of the things around them, their quality and benefits. Each object or toy in the game must have its own

appearance, to be able to distinguish the main character of the object. Games like these expand children's knowledge of the shape, size, shape, and quality of things. Board games are a way of playing that allows children to identify their perceptions of the environment, to systematize them, and to develop their thinking (analysis, synthesis, generalization, description).

This type of game includes: a) lotto; b) a pair of pictures; d) dominoes; e) labyrinth.

In addition, the national movement games are associated with sports and the values of our people, which have been developed, improved and respected over the centuries. It is an important factor in the development of children who are physically strong, healthy, courageous, strong, agile and resourceful. The national games of the people combine the past history of the nation, the characteristics, customs and traditions of spiritual and cultural development.

Research and analyze: Research has shown that when children are taught in a systematic way, rather than scattered information, all children develop the necessary interest in mathematics, language, and animate and inanimate phenomena. This knowledge should explain to children that reality is the main link between events in all areas. In mathematics, it is the dependence of a measure on the measurable, the fraction on the whole, the unit on the plural. In the field of language, the structure of a word depends on its meaning, in the field of living nature it depends on the structural features and living conditions of animals and plants, and so on.

The desire to read and constantly acquire new knowledge is a constant and clear interest in children. The ability to read requires, first of all, to understand the task as a task for learning, to be able to distinguish these tasks from practice, from real-life situations. Children are educated in social pre-school classes based on specific programs. The use of games and effective tasks play an important role in such cases. At the same time, children are required to be familiar with the lessons: to develop complete and quality knowledge and skills, to listen to the tutor and to

follow his instructions correctly. Classroom education is an important part of learning the basics. The basic premise of learning is to develop an interest in learning and the ability to learn.

Didactic games. Younger and preschoolers are more likely to accept assignments immediately if the knowledge and skills they are taught are used in play, drawing, or other engaging activities.

Children approaching school age develop the ability to accept homework assignments in a specially organized learning environment without having to associate them with the ability to complete the material they have mastered. There will be an opportunity to learn in a way that will be "useful" in the future.

Discussion: Observations show that didactic games (lottery, the ability to draw different shapes from picture cubes, numbers, mosaics, checkers, puzzles, etc.) are more effective in learning in preschool than the usual method of homework. didactic games often contribute to the development of skills and thinking related to different tasks. In this sense, didactic games are one of the tools to prepare large groups of children for school activities. However, it should be noted that children's learning activities do not directly depend on didactic games. However, while didactic play is predominant in primary and secondary school age, the gap narrows significantly in older kindergarten age. This is an indication that children's ability to accept homework is increasing. This means that children begin to pay attention to how the activities are performed, and they begin to understand the content of the learning tasks.

They consciously try to master these methods. Preschoolers learn to make observations, describe objects, compare and group them, tell stories and pictures, and so on. It is important that the assignments are done correctly and that the requirements set by the teachers are met. In such cases, children often ask teachers to evaluate the correctness of the assignments.

If a teacher organizes children's activities in a consistent manner and puts them in a pedagogically correct way, children's attitudes to learning will change. When children are given a set goal and set to achieve that goal, they begin to take reading seriously without turning it into a game.

Conclusion: *In short, in the process of educating children spiritually, mentally, physically, aesthetically, through educational games, children develop personal qualities such as endurance, patience, speed, agility. The teacher evaluates the children's work, compares other children with the work process and results, helps the child to control his / her actions and assess his / her knowledge and abilities. Children develop self-monitoring and self-assessment skills in relation to the task at hand.*

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