

BENEFITS OF USING GAMES

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Abstract: This article examines the role of rally games in enhancing the developmental skills of children and students. Rally games, which involve active participation, movement, and structured problems, help improve cognitive, communicative, and motor skills. The study highlights that integrating rally games into educational and developmental activities increases motivation, encourages teamwork, develops problem-solving skills, and creates an engaging and interactive learning environment. The findings suggest that rally games are an effective tool for promoting students' holistic development and supporting skill acquisition.

Keywords: rally games, skill development, cognitive skills, communicative skills, motor skills, game-based learning, motivation, teamwork, problem-solving, interactive activities, educational games.

In recent years, learning a foreign language has become a necessity rather than just a means of self-development. A foreign language has become an essential component of education not only in schools and universities but also in many supplementary preschool educational institutions. On one hand, the demand for foreign languages in society, and on the other, parents' understanding that language is not only an aspect of modern education but also a foundation for a person's social and financial well-being, have made early language learning particularly popular and relevant.

Twenty years ago, language skills were required only in certain fields, but today, proficiency in at least one foreign language is essential. One of the main challenges in teaching foreign languages is the age of the learner. It is well known that children learn more comfortably. Until recently, teaching methods were aimed primarily at school-age children, but now parents try to start language learning as early as possible¹.

The main goals of teaching foreign languages to preschoolers are:

- to develop basic communication skills in a foreign language;
- to help children use the language to achieve their goals and express thoughts and feelings in real-life communication;
- to foster a positive attitude towards continued language learning;
- to spark interest in the life and culture of other countries.

The primary school age is particularly favorable for developing communicative skills in English lessons. At this age, a love for the subject is closely connected to a sense of psychological comfort, joy, a need, and readiness to communicate—all of which the teacher must foster in the classroom.

¹ Joyce, David A., Paul Eggen, and Don Kauchak. *Teaching Methods: Promoting Student Learning*. 2002.

According to psychologists and teaching methodologists, early childhood is considered the most optimal and favorable time for children to begin learning a foreign language. At this stage, they are constantly making new discoveries and showing keen interest in the world around them. This justifies the rationale for teaching foreign languages in primary school. During this initial stage, the foundations of students' foreign language knowledge, skills, and abilities are laid—foundations that are essential for further development and refinement at the intermediate and advanced stages of language learning. Developing communicative skills in a foreign language takes time, as students must begin interacting with the target language as a means of communication from the very first steps. For young learners, this process is best facilitated through play.

Game-based technologies are one of the unique forms of education that make not only creative and exploratory student activities engaging and enjoyable, but also enliven everyday steps in the learning of academic subjects. Another positive aspect of games is that they help students apply their knowledge in new situations. This hands-on experience enhances retention and brings variety and interest to the educational process.

Game-based technology covers a specific part of the educational process and is unified by a common theme, storyline, or character. It includes a series of games and exercises that help develop skills such as identifying essential characteristics of objects, comparing and contrasting them; categorizing objects by certain criteria; distinguishing real from imaginary phenomena; and improving self-control, quick verbal responses, phonemic awareness, ingenuity, and more. The game's storyline runs parallel to the core content of learning, helping to activate the learning process and facilitate mastery of various educational elements. One of the most effective forms of foreign language instruction for young learners is educational games. Depriving a child of the opportunity to play means depriving them of a vital source of overall development. For children, games are a part of life where they can express imagination, ingenuity, and creativity, and where they make guesses and assumptions based on intuition.

One of the main advantages of using educational platforms and games in preschool education is the opportunity to create an interactive and motivating environment that promotes the active participation of children in the educational process. Educational platforms and games allow children to explore new knowledge on their own, develop creative thinking, logic, imagination and other skills. The use of educational platforms and games in preschool education makes it possible to adapt educational material to the individual needs and capabilities of each child. This is especially important for children with different developmental disabilities, as such platforms allow them to differentiate the material and provide children with additional opportunities for development. Also, the use of educational platforms and games can be a useful support for teachers, helping them to organize the educational process and assess the progress of each child. Platforms and games can offer educators tools to create customized learning plans, track children's progress, and analyze data. However, when using educational platforms and games in preschool education, it is necessary to take into account the age characteristics of children and set tasks for them that correspond to their development. It is also important to ensure a balance between the use of teaching methods so that children receive a comprehensive experience and develop all areas of their personality. In general, the use of educational platforms and games in preschool education has great potential for improving the effectiveness of the educational process and the development of preschool children. But at the same time, it is necessary to take into account the characteristics of each child and create conditions for his individual success and development. At the moment, the use of educational platforms in preschool education has certain features.

Educational platforms significantly expand the opportunities of parents, teachers and specialists in the aspect of early learning, allowing them to fully and successfully realize the development of preschool children's abilities. Unlike conventional technical learning tools, educational platforms allow children to present a large amount of ready-made, strictly selected, appropriately organized

knowledge, but also to develop intellectual and creative abilities, teach them to acquire new knowledge on their own.

The educational value of games was noted as early as by K.D. Ushinsky². The pedagogical phenomenon of student play was explored in the works of A.S. Makarenko, V.A. Sukhomlinsky³, D.B. Elkonin, and others⁴. Ushinsky, J. Sully, and K. Bühler viewed play as an expression of imagination and fantasy, while A.I. Sikorsky and John Dewey associated it with the development of thinking⁵. Summarizing their perspectives, it becomes clear that play is a fusion of specific abilities: perception, memory, thinking, and imagination.

D.B. Elkonin believed that play is social in nature, rich in content, and projected to reflect the adult world. Referring to play as the "arithmetic of social relations," Elkonin interpreted it as an activity that arises at a certain stage of development and serves as a leading form of growth in mental functions and a way for children to understand the adult world.

According to M.F. Stronin, play is a type of activity that occurs in simulated situations aimed at recreating and internalizing societal experience, within which self-regulation of behavior is formed and improved⁶. The psychological mechanisms of play are based on the fundamental personal needs for self-expression, self-assertion, self-determination, self-regulation, and self-realization.

All this gives grounds to introduce educational platforms in the system of preschool education and upbringing. On such platforms, children can engage in interactive games and exercises that foster the development of their logical thinking, conceptual understanding, spatial and temporal awareness, abstract reasoning, and other essential cognitive skills. Additionally, these educational platforms offer opportunities to learn about geometric shapes, colors, sizes, and help children differentiate and categorize objects. They also encourage the solving of logical problems and performing a variety of activities that enhance mathematical thinking. It's important to highlight that these platforms support personalized learning, tailoring content to meet the individual needs and abilities of each child. This adaptability ensures more effective learning, allowing children to progress at their own pace. Therefore, modern educational platforms are valuable tools for developing both mathematical concepts and English language skills in preschool children.

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² Ushinsky, Konstantin Dmitrievich. *Man as a Subject of Education*. Vol. 1, Academy of Pedagogical Sciences of the RSFSR, 1950.

³ Sukhomlinsky, V.A. *My Heart I Give to Children*. Translated by Alan Leslie Cockerill, Progress Publishers, 1987.

⁴ Makarenko, A.S. "Lecture 4: Play." *Lectures to Parents*, Marxists.org, 1933, marxists.org/reference/archive/makarenko/works/lectures/lec04.html.

⁵ Dewey, John. *Democracy and Education*. Macmillan, 1916.

⁶ Stronin, M.F. "Play and Self-Regulation: Lessons from Vygotsky." *ResearchGate*, 2014, researchgate.net/publication/274898497 Play and self-regulation Lessons from Vygotsky.