



USE OF FOREIGN EXPERIENCE IN THE COMBINATION OF EDUCATION AND PLAY IN THE DEVELOPMENT OF STUDENTS' SPEECH

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Received:	2 th April 2021	The article provides recommendations for improving the speech of pupils of middle and senior groups of the relationship between learning and playing in the classroom, taking into account foreign experience.
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It is well known that in education, there are commonalities and similarities for the education system of all countries, as each nation has its own characteristics. This similarity is reflected in the use of play in education and upbringing.

Just as play is the main form of pre-school education in all countries of the world, in our country it is the "basis for educational activity" at this stage.[1]. While it is also a leader in the primary grades of secondary schools, this type of activity is used in the middle and upper grades of secondary schools as an effective means of inculcating the basics of science in different forms and levels depending on the nature of the topics.

"It's a series of activities to have fun and have fun," he said. Play is a great way to engage children and accelerate their mental and physical development. When education is combined with play, the child enters the world and nature directly "[4, 14]. Just as there is no game without education, there is no education without games. Importantly, as Disterveg Adolf puts it, play "teaches children to find the truth." [3].

In the process of developing the speaking skills of pupils in preschool educational institutions, as well as teaching the Uzbek language in institutions and groups where education in this system is conducted in another language, some of the most effective in the process of teaching fluency in the state language. There are yin forms, some of which we will introduce below. This technology is actively used in the Turkish education system, and we have used it creatively.

The educator should first of all pay attention to the topic of the training, the interests and levels of the children when choosing a game. Pupils get bored of unrelated, uninteresting games. As a result, classes are held only in name.

When lessons and activities are conducted in the form of games, children's opportunities, opportunities and abilities begin to emerge. Even children who have a speech impediment will "forget" these flaws during play. As children's ability to learn both their mother tongue and a second language and to master their speaking skills develops, so does their self-confidence. The importance of working on language and speech skills in this way is as follows:

- develop practical speaking skills;
- the ability to listen, understand and explain;
- vocabulary increases;
- learn to follow orthoepic norms;
- develops the ability to imitate, repeat by hearing or seeing;
- increases the ability to memorize.

Topic: What we know.

Game name: "What's the sign?"

One of the children is chosen for the game, who goes from the classroom to the next room or hallway. The rest of the kids decide on a specific thing (or person) in consultation, and then call their friends. He went in and asked, "What's going on?" (What's the sign?) Friends say one of the signs or characteristics of what is meant. The child being tested is given the opportunity to ask five times and guess two or three times.

For example: an apple with an anonymous name

"What's the sign?" "It looks round."

"What's the sign?" "It smells sweet."

"What else?" "It tastes good."

"What else?" "It's a tiny seed inside."

"What else?" "It's a thin skin."

Those who find it in two or three attempts will be declared "wristbands".

In order to increase children's vocabulary, it is useful to explain some of the words or phrases in the answers. For example, it is possible to use the phrase "fragrant" instead of "sweet smell".

Topic: Organs of the human body.

Game name: "Which member is this?"

The teacher calls one of the children and explains the game: I hold my ear and when I say, "This is my ear," you hold your nose and say, "This is my nose." So, whichever part of the body I touch, you touch the organ closest to that organ and say its name. The game is preceded by a one-on-one tutor. Then the kids join. Play is an effective way for young children in preschools to introduce their body parts to second language groups and, most importantly, to increase children's vocabulary.

Topic: Numbers, numbers.

Game name: "Continue".

A one-digit number is said by the children or the educator. From this number, the children count the next number one by one. When it comes to the last number after three or four digits or its additions, it says "keep going" instead of the next number. You will need to continue counting after the unstoppable number. For example, let's say you have four numbers. The count begins: one, two, three - continue; five, six, seven, eight - continue; nine, ten, eleven, twelve - go on ... The lost child leaves the game. The game can be played as a combination of three, four or six. The number is chosen according to the age, level and level of the group. Through this game, children learn to count and add.

Topic: Giving concepts.

Game name: "Mysterious sentence".

The children in the group are divided into several equal groups. He calls the child in front of each group to the tutor and says a sentence without telling the others. At the teacher's signal, the children in front of you slowly say the sentence to the others. When it is time for the last children to say the same sentence, they will read it aloud. The emphasis is on speed: a small group of children who say the wrong thing before the other lines win. The purpose of the game is to strengthen the memory of students, the words they memorize, to develop their speech.

Subject: Circle.

Game name: "I will not eat".

- All students in the group take a doita in pairs in their seats. One of these pairs starts the game as follows:
- "On the way home from kindergarten, I found candy on the way (another food could be used instead of candy)." I went in front, then to the right, then to the back, then to the left, and finally I put it in Elyor's mouth. " The partner sitting next to Elyor immediately responds:

- I won't eat.

- The game manager (educator or one of the children) asks:

- "Then what are you going to do?"

"I went behind, I went in front, I went to the right, then to the left, and finally to Rustam's mouth," he said.

This time Rustam's couple will continue. The game continues like this. A child who fails to protect his or her partner will be disqualified.

Through this game, children learn the difference between front, back, right, left, side, learn new words, and develop the ability to respond.

Subject: Name of profession.

Game name: "Think".

One of the children in the group is chosen as the player. He is given the name of a profession, a trade, or a plant or animal without being heard. The condition is that the plant and the animal must have a certain profession. The child in the game asks any group member who knows the hidden word to identify a plant or animal related to the chosen profession or occupation, to think about the answers he or she receives, and to find his or her name. For example, if the word "home" is selected, "What does it look like?", "Is it alive or dead?", "High or low?", "Who looks at it?" such questions may be asked. Through this game, children gain an understanding of the realities of a profession, occupation or occupation, and increase vocabulary.

Topic: Words with opposite meanings.

Game name: "Reverse meaning of the word".

The game belongs to the MTT pre-school groups. Its purpose is to increase children's language skills. There are two groups in the class. Each group assigns a word to the reserve from the top five and from the top three. Words should be considered as antonyms. The first group tells the other the word they have chosen. Any child from the other group can be selected to answer. The child must immediately find the opposite meaning of the word spoken by the other party. If he finds it, he gets one point, if he doesn't find it, the group that asked him gives the answer and they get one point. Children in groups are allowed to respond once during a conversation. If there is inconsistency in the words spoken, the reserve words will be used. In this game, children are asked to understand the meaning of words and their opposite pairs

Topic: Animals.**Game name: "I know from imitation".**

One player will be selected from the group. It comes out and his eyes widen. He asks the boy who came to him, "Tell me what the horse does," and the boy says, "The horse howls." The child in the game has to say who the imitator is in the voice of his partner. He asks another to say, "Say what the rooster says," or to imitate, "Speak like a sheep." If a player does not recognize his child when he imitates three times, he is changed to another, and if he recognizes, the child who imitates becomes the next player.

Subject: Word.**The name of the game: "Dad went to the market."**

Any child can start the game. SHE IS:

"My father went to the market, bought an apple and gave it to Ahmad," he said.

Ahmad stands up and continues:

"My father went to the market, bought a pomegranate, and gave the apple to Daniel." Ahmad chose the word "pomegranate" because "apple" ends with the letter "A". The donor should stand up and name the fruit, item, or vegetable that begins with the letter "r." A participant who can't find a word for the finished letter or thinks for a long time leaves the game. That's why children are constantly trying to increase their vocabulary so that they don't miss out on the game.

These didactic games are useful as a learning tool for a number of tasks. Including:

- Educational: developing children's general reading skills, developing their speaking skills, listening comprehension skills;
- developmental: development of oral speech, logical thinking, ability to understand the environment;
- Motivational: to encourage children to learn, to draw independent conclusions;
- Educational: responsibility for oneself and the group, formation of a culture of communication.

In preschool education, didactic games are conducted in the following main areas: first, the didactic goal is set for children in the form of tasks; second, educational activities are subject to the rules of the game; third, learning materials are used as a means of playing the game; fourth, a competitive component is introduced into the educational process that turns the didactic task into a game; fifth, the successful completion of the educational task set for children also depends on the outcome of the game.

In practice, the results of such training confirm the opinion of one of the Methodist scholars: "Play is not a fiction created by children, but the imagination of children is a phenomenon that arises and develops during the game." [2;29].

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