

# PROBLEMS OF USING GAME EDUCATIONAL TECHNOLOGIES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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**Abstract:** Innovative technologies in the preschool education system are used primarily to solve pressing issues, improve the quality of services provided, meet the growing demands of parents, as well as increase the competitiveness of preschool organizations. This article analyzes the relevance of the use of game technology in preschool education organizations.

**Keywords:** Game technology, didactic games, games monitoring card used in educational activities.

## Introduction

The relevance of the use of gaming technologies in preschool education lies in the fact that in the scientific literature today more and more attention is paid to the use of innovative technologies to improve the efficiency of the educational process, but not all practitioners can use them correctly in the educational process. A study of children's development shows that mental processes develop more effectively in play mode than other types of activities, so reliance on play is the most important way to engage learners in educational activities.

The concept of "game pedagogical technologies" includes a very wide range of methods and techniques of organizing the pedagogical process in the form of various pedagogical games [2]. That is, it is significant to achieve a clearly defined educational goal and an appropriate pedagogical outcome, which in turn are justified and described.

In groups in the Preschool Organization, the form and technique of play are chosen according to educational requirements and situations. This approach encourages students to increase their learning outcomes.

Implementation of game techniques and situations in educational activities is carried out in the following main areas:

1. The didactic goal for children is given in the form of a play task.
2. The educational goal is subject to the rules of the game.
3. In the game, children learn new information freely.

It should be noted that in preschool age a child has a great opportunity in the process of play. Unlike other activities, they objectively adopt rules such as being independent in the game process, communicating with peers at will, choosing toys and using different tools, overcoming certain difficulties that are logically related to the playground, and willingly following its rules.

For example, in the game "Magic Bag" the properties and qualities of objects are identified, concretized and enriched. Students' intuition, imagination and knowledge are standardized. As part of the "Golden Autumn" theme, children are introduced to fruits and vegetables, their models are put in a bag, and children divided into two groups take them



blindfolded, respectively, to find out what they are, what they taste and shape, what color, grow in a melon or tree. The educator asks the children guiding questions in the process. Along with the fun of the process, children learn new knowledge through play.

## The Main Findings and Results

It is significant to emphasize the importance of the game “Continue” in educational activities on speech development. According to the rules of the game, the educator reads a fairy tale or story to the children and stops when they reach a certain place. Each child is listened to as they complete a piece of art. In doing so, children develop speech, enrich it with new words, try to remember the sequence of events, and try to construct a work structure. These same educational tasks not only develop students’ speech, but also their attention, memory, and decision-making skills in random situations.

The knowledge and skills gained through game-based learning are retained longer than information gained from other learning methods. The effective process of education is evidenced by the result achieved, for which it is very important to create game-based and well-developed methodologies that fully cover the educational tasks. In this process, it is important that the scientific assumptions of the researchers and the practical process are carried out in harmony with reality.

Game-based learning doesn’t just mean acting on a topic. On the contrary, all types of educational games require pedagogical creativity. In this regard, we analyze three approaches to incorporating educational games into the learning process:

1. According to the first approach, games are designed and created according to the needs of the pupils.
2. In the second case, the educator-pedagogue provides for the design of games on the knowledge, skills and abilities acquired by the pupils.
3. The third is to include flexible games in the curriculum, which aims to create an environment for effective learning.

In all three cases, games can be adapted to individualize teaching to help children become more confident and independent thinkers.

Changes in the environment of social life and the educational process, and most importantly the use of electronic means by preschool children, took place during the pandemic. In other words, children of preschool age are also more interested in learning information from mobile devices. Therefore, we emphasize the need to create gaming technology in the form of mobile applications. It should be noted that the skills of active use of such applications using multimedia resources in the group of preschool education are formed in educators. At the same time, the content and structure of mobile applications should be developed in accordance with the educational goals and needs of children, and pre-tests with them should be conducted in different groups. In practice, more research is needed to understand the impact of mobile apps on young children and to create mobile apps designed to suit their age and developmental abilities. Evidence suggests that educational mobile apps have been found to be important in supporting children not only in playing the game effectively, but also in making the most of it in terms of learning.

Given this need, we emphasize the need to create educational multimedia resources in each of the areas of study. Indeed, such resources can not only ensure the effectiveness of the educational process in preschool education, but also be an integrated solution to the problem of continuity in education. The reason is that multimedia resources in the field of science have been created in the primary grades of secondary schools.



Here we classify the functions of multimedia educational games:

In the game we need to emphasize the function of the *child's self-awareness*. The game, on the one hand, allows the child to build and test a project to overcome specific life challenges in practice, on the other hand, to identify ways to achieve the goal.

The *communicative function* of the game is that children interact and communicate in an interconnected way.

The *diagnostic function* of the game allows the educator to diagnose different conditions of the child (intellectual, creative, emotional, etc.). At the same time, the game is a “field of self-expression” in which the child tests his strengths and abilities in free movements, shows himself and proves himself.

The *therapeutic function* of the game is to use the game as a means of overcoming the various difficulties that arise as a result of the child's behavior, behavior, learning. The effectiveness of play therapy is determined by the new social interaction practices that the child receives through role-playing. It is the practice of a new real relationship in which role-playing introduces the child into a relationship of freedom and cooperation, not forcing it with both adults and peers, which ultimately leads to a therapeutic effect.

*Developmental function* - there are positive changes, additions to the composition of the child's personal indicators. In the game, this process happens naturally, in an interesting way.

*The fun function of the game* is probably one of its main functions. This is because the active development of cognition in preschool children in situations that provide entertainment and well-being has been proven many times in scientific research.

When using game technology in educational activities, in contrast to the traditional classes, it is possible to observe that the pupils become more active, easily learn new information, and start looking for solutions to problematic situations. Also, the children THOUGHT in the process, ANALYZED the situation, consciously expressed their PERSONAL OPINION on the material.

## Conclusion

In short, the golden rule of modern education - the content of person-centered education is enriched and developed on the basis of game technology. Preschool children are distinguished by the brightness and speed of perception, easy access to images. Pupils are easily involved in any activity, especially play.

In this regard, the importance of games used in the educational process in the ranking of countries in the world in terms of education (Germany, Australia, New Zealand, Denmark) [5] has a wide place in the education system and their importance is highly valued. This is due to the fact that in the education system of these countries, special emphasis is placed on teaching methods, creating freedom for the student.

Game-based innovations have become an integral part of modern education. It is not enough to have basic reading and writing skills to be a well-integrated member of modern society.

Innovative teaching methods allow students to explore new ways to work towards achieving goals and objectives in an interactive way.

It is no coincidence that play activities are at the heart of the goals aimed at activating and modernizing the educational process. The reason is that person-centered education and the freedoms granted to children are not just a waste of time, but a means of providing them with educational materials through didactic games free from pressure and strong control.



In this case, it is significant that the pedagogue of the preschool organization correctly understands the functions and classification of games, the optimal use of technology in the process.

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