

Indonesian Journal of Innovation Studies

Vol. 19 (2022): July 2022

Article type: (Innovation in Social Science)

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ISSN (ONLINE) 2598-9936



INDONESIAN JOURNAL OF INNOVATION STUDIES
PUBLISHED BY
UNIVERSITAS MUHAMMADIYAH SIDOARJO

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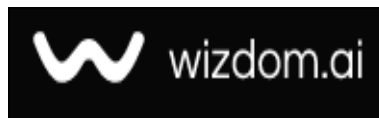
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EDUCATIONAL GAMES IN EDUCATION OF COMMUNICATION CULTURE OF PRE-SCHOOL CHILDREN

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ABSTRACT

The article deals with some issues of teaching children to think independently through didactic games in speech development classes in preschool education, and expresses theoretical views.

Keywords: preschool, interest, need, speech development, exercise, didactic play, individual approach, independent thinking.

INTRODUCTION. In the process of teaching children to think independently, the issue of practically organizing the freedom and independence of each child's thinking, organizing each activity based on cooperative pedagogy, putting an end to the educator's authoritarianism, taking into account children's opinions and wishes in any matter, these views Determining the scientific-theoretical basis and showing the ways of its practical organization is one of the urgent issues awaiting its solution in the organization of activities of preschool educational institutions.

Orienting children to independent thinking during preschool education - individual approach to each child, respecting him as an individual, educating him from a spiritual and moral point of view, providing education in accordance with the interests and needs of the child, at the same time, in which he is independent refers to the goal of forming the first signs of thinking.

One of the main tasks of education in preschool educational institutions is to teach children the language, to develop their speech, to teach them how to speak and behave.

ANALYSIS OF LITERATURE ON THE SUBJECT. Activities of preschool educational institutions, problems of teaching children to think independently Z.Azizova, H.Kasimova, SH.Shodmonova, N.Begmatova, N.Bikbaeva, Z.Ibrohimova, D.Babaeva, M.Umarova, B.Djuraeva, N. Tozhiboeva, G. Nazirova, M. Ismoilova, M. Kadirova, L. Mirjalolova, D. Mirzajonova, M. Nigmatova, M. Rasulova, D. Sobirova, N. Tilyabova, P. Yusupova, F. Kadirova, R. Kadirova, SH. Toshpol'atova, M. A'lamova and other scientists' works [1].

N. Alavutdinova, M. Zayniddinova on the philosophical and pedagogical-psychological issues of improving the system of preschool education in our republic, introducing pedagogical and information communication technologies in education, developing the system of teaching children to speak and think independently . A. Zrojevskaya, N. Mikhailenko, N. Poddyakov and others conducted research.

RESEARCH METHODOLOGY. The main task of the science of speech development methodology is to develop the methods and methods of speech development, their most effective tools on a scientific and pedagogical basis, and to provide them to kindergarten teachers. Educators try to develop the necessary speech skills and abilities in children with the help of the adopted style and methodology. The goal of the speech development methodology is to develop children's oral speech, to form the skills of speech communication with others [2].

ANALYSIS AND RESULTS. In our opinion, children's independent thinking is achieved by raising the level of educators and later teachers. This, in turn, creates a foundation for the development of the nation and the country. The content of professional competence of pedagogues working in preschool educational institutions includes the ability to continuously direct children to independent thinking, to determine and evaluate the level of development of their thinking. Controlling the independence of children's thinking seems to be a pedagogically more complex process.

In order to cultivate any quality in a person, it is necessary to develop other aspects of it. For example, in order to develop a child's interest in games and organizational skills, content-rich games should be created. A well-organized team of children is necessary for the development of children's creative games. The game has a great place in the system of raising children from the physical side, in the work of education and upbringing, and in moral, labor and aesthetic education. In the game, the demands and needs specific to the young organism are satisfied, vital activity increases, endurance, freshness, cheerfulness are cultivated. That is why the game occupies a worthy place in the system of physical education of children.

Famous pedagogue and doctor Ye.A. Arkin did not call the game "spiritual vitamin" for nothing [3]. While playing, the child learns to use his knowledge and to be able to use it in different situations. In creative games, children's fantasy and emotions can be sensed through regular, developing, moving games, which allow the child to regularly practice his sensory development, thinking and speech, involuntary attention, and various movements. Each such game has a certain didactic purpose and is aimed at the general development of the child. It is important that education is in the form of a game, and it corresponds to the age characteristics of the child. An interesting game increases the child's mental activity, in the game the child can solve a more complex problem than in training. This is not to say that education should be entirely in the form of games. Education requires the use of various methods and methods. The game is one of the forms of education, and it gives a good result only when it is combined with another method. Experiences during the game leave a deep impression on the child's mind, therefore, the game helps to cultivate good feelings, lofty dreams and aspirations, and healthy interests in the child. Through active games, children's mood rises, they get physical exercise, and their creative abilities develop. But only if these games are organized correctly, the educator will achieve both educational and educational goals.

The cooperative activity of students in the process of understanding and mastering the educational material means that each of them contributes their own personal share, exchange of knowledge, ideas, methods of activity. It is a way of self-expression and improvement of a person. It forms the basis of the life of preschool children. In the game, all aspects of the person are used. The child moves, speaks, perceives, thinks, during the game, the child's imagination and memory work actively, the qualities of impressionability and will are manifested. Through interactive games during classes, the child: understands the world, can solve real problems when faced with them, can communicate with peers and adults, learns to understand cultural concepts.

One of the duties and responsibilities of an educator is to organize meaningful games for the child to learn new things in order to compare and consolidate what he has learned. The game is an independent activity of children, in which the psyche of the child is manifested, the game is a means of all-round education of children, the game is a method and method of providing education to children [4].

CONCLUSIONS AND SUGGESTIONS. In order to improve the effectiveness of

teaching based on the use of interactive educational technologies, the individual is at the center of education and to ensure that young people get independent education, well-prepared for educational institutions, in addition to solid acquisition of knowledge in their field, all we need teachers who know innovative technologies and interactive methods, apply them in their practical activities and know them. For this, all science teachers should know innovative technologies and interactive methods. Therefore, the practical importance of increasing the effectiveness of teaching based on the use of interactive educational technologies is high and plays an important role in the development of education. Every teacher should be able to use pedagogically innovative, informational, problem-based learning, interactive and distance learning technologies in the educational process, as well as use game technologies of practical importance that increase the activity of students. For example: "Brainstorming", "Networks" ("Cluster"), "Boomerang", "Resume" and others. All pedagogues-teachers should be able to show signs of effective use of the following interactive educational technologies in the educational process:

formation of pedagogical skills that ensure the effectiveness of the teaching process;

formation of a new professional mindset aimed at understanding socio-economic, political, humanitarian knowledge;

mastering the system of pedagogical knowledge as the methodological basis of the teacher's activity;

mastering the teaching technology as a method system that is closer to the professional activities of teachers.

The practical importance of increasing the effectiveness of teaching based on the use of interactive education is that in practical training, students perform practical work based on creative assignments, cases, educational projects, and situational issues related to technological processes within the educational modules. [5]. Practical training is conducted based on modern educational methods and innovative technologies. In addition, it is recommended to independently use educational and scientific literature, electronic educational resources, handouts.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. In conclusion, innovative activity is an activity aimed at solving a number of problems that arose as a result of the incompatibility of traditional standards with new social requirements or the conflict of the emerging norm of practice with the emerging norm. It is organized at the expense of organizational-technological, methodical and creative readiness of a person, in particular, a pedagogue, to organize an innovative process. The educational system or process is regularly developed by allowing pedagogical innovations to consistently introduce innovations into pedagogical activities. The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, urges forward, encourages creativity, and guarantees the quality of the educational process.

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[ISSN 2598-9936 \(online\)](https://doi.org/10.24054/ijis.v19i1.12345), <https://ijis.umsida.ac.id>, published by [Universitas Muhammadiyah Sidoarjo](http://www.umsida.ac.id)

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Article type: (Innovation in Social Science)

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