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Paper Authors
**Malohat Akilovna Esonova**

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# METHODS OF CONDUCTING COMPUTER DEVELOPMENTAL GAMES IN PRESCHOOL EDUCATION

**Malohat Akilovna Esonova**

Kokand State Pedagogical Institute Kokand, Uzbekistan

**Abstract.** Computer games have a dynamic (live) psychological effect on young children. In the process of didactic games, mental cognitive processes improve, that is, children begin to perceive the number, size, shape, size, color of objects. The psychological effects of computer games are especially noticeable for passive learners.

**Keywords.** Computer games, computer developmental games, passive learners, preschool education, pedagogical aspect, multimedia technology, educational games.

## I. Introduction.

There are several pedagogical and psychological aspects of educational, developmental computer games used in preschool education:

Pedagogical aspects. One of the pedagogical aspects of computer didactic games is their educational value. The pupil participates in the game at the same time during the game and receives a certain level of training. In some games, knowledge is demonstrated through exercises. For example, in a stacking game, first, the child finds out what shape will be formed by stacking the shapes on the game task, and second, the number of shapes on the educator's task. Listing, what the shapes look like and saying their names, distinguishing colors (educational aspect). In addition, the trainee uses the "mouse" to develop computer skills and increase computer literacy [1].

This means that computer didactic games are directly related to education and help to carry out the educational process. Technological processes using computer-based educational and developmental games are schematically described as follows:

As can be seen from the diagram, the educator first selects the object (type and

direction) of the game, and then determines the rules, conditions and tasks of the game. The next step is to determine the content and

purpose of the game, as well as the educational and developmental aspects. After that, the game will be held, the results will be analyzed and the winners will be determined. Computer games and exercises are usually supervised by a tutor.

This means that educational games in the computer and its memory together are the main didactic tool of multimedia technology (computer education) in games. In addition to computer memory games, additional didactic games can be developed. This is done using special software (Power Point and Macromedia Flash).

Another pedagogical aspect of computer-based educational and developmental games is that students are required to continue the game every 15 minutes, after a period of relaxation. Once children learn to use a computer, they can use such games independently [1].

Psychological aspects. Different groups of kinder garden's children may have different perceptions of computers and computer games. For example, a small group of children may perceive personal computers and their devices as expensive and large toys. Its "mouse" can be compared to a real mouse, and the monitor screen to a TV screen. From a psychological point of view, multimedia images on a computer (monitor) screen create emotions in young children. Because young children are so interested in different objects, devices, and

vehicle models, the psychological impact of a computer is stronger than that of an object.

Computer games have a dynamic (live) psychological effect on young children. In the process of didactic games, mental cognitive processes improve, that is, children begin to perceive the number, size, shape, size, color of objects. The psychological effects of computer games are especially noticeable for passive learners. After the first successful game, they become more active and begin to complete the task independently [2].

Preliminary research has shown that computer games in preschool education need to start simple, and then games need to become more complex as students' skills and interests increase. In this way, gifted children will be able to work (play) independently on the computer. For example, the game "Traffic light-labyrinth" is designed for preschool children and is a kind of ordinary computer games. The rabbit's ability to bypass many obstacles (hunter, wolf, river, people, etc.) and go to his game is a complex computer labyrinth game.

Computer games are an effective way to engage children in learning material and game content.

According to psychologist N.Boymurodov [2], in the successful mastering of the material, first of all, the power of attention is determined, the fact that some students lag behind their peers is not due to weakness of mind or memory, but lack of attention . And computer games are constantly attracting the attention of all children. N. Boymurodov writes about the perception of young children: "Play dominates in the life of a preschool child, and play develops a child's perception, because the child pays more attention to the object associated with the game gives and reflects the life around him. Play, drawing, and the like develop a child's ability to observe. "

In fact, in computer games, students' perceptions and observation skills begin to develop. There are several types of cognition, of which motion is also found in computer games and is more common in militant games. In this case, on the computer screen you can see the movement of the bullet, the impact of the target, the explosion. Racing games are also a form of cognitive activity.

Computer-aided learning and developmental games also involve cognitive movement. For example, in the games "stacking shapes", "fill in the blanks", "traffic light-maze" objects move on the computer screen.

One of the most active forms of cognition is observation. Pupils watch computer games on the monitor screen. But the game is played by hand, that is, using a "mouse" and a keyboard.

Young children are interested in the environment, events and happenings, things and objects. They like to hold, feel, move and move everything. Computer games increase the curiosity of students. As a result, their mental development takes shape. [3]

Multimedia computer games increase the interest of students in the following ways:

1) the game object displayed on the screen has an animation effect and they are constantly moving and polishing; 2) in sound; 3) in music; 4) in animation; 5) in multification.

These "computer" psychological and pedagogical influences during play not only increase the curiosity of young children, but also increase their desire to learn.

How to play computer games

In computer-based education, too, the method of direct dialogue is used in the process of teaching new materials to preschool education children, using demonstrative and practical methods of pedagogy.

The computer-based direct dialogue method, which is used to teach new material, is based on special programs and is used in computer-assisted learning and didactic activities.

The use of direct dialogue in new education requires consideration of the age of the children in the pre-school groups (6-7), their levels of thinking and other characteristics. Using the direct dialogue method, the computer acts as a source of didactic tools.

When children study the material independently (or repeat it independently), they use the method of indirect dialogue with the participation of a computer (dialogue with a computer in a virtual information environment) when performing exercises independently, computer games.

Algorithm of the method of (indirect) dialogue with a computer in a virtual information environment:

The child selects the appropriate task from the buttons shown in the program.

The computer instructs the child to complete an assignment, question, exercise, or game.

The child (pupil) completes the task.

The computer tells you whether the task is done correctly or incorrectly.

If it's wrong, repeat it.

The computer assesses the child's knowledge.

A child who works on a computer can achieve his goal by repeating the exercises and tasks set by the computer over and over again, because the computer is "tolerant" and "patient". Even if a child makes a mistake, no one will reprimand him until he corrects it. But even when children work independently on the computer, their actions are always under the control of the educator.

## REFERENCES

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