

## **THE PLAY AS THE LEADING ACTIVITY OF PRESCHOOLERS' LEARNING**

Play is a natural and leading activity of preschool children which makes it an extremely effective teaching method, in particular when learning English. The use of game methods contributes not only to the learning of new material, but also to the development of communication skills, cognitive activity and creativity of children.

Playful activities help children to adapt to a foreign language environment, to feel the need to learn a foreign language and motivate this activity. The teacher should create situations that stimulate the child's active cognitive activity, ensuring effective learning. The game promotes the development of such qualities as collectivism, activity, discipline, observation and attentiveness.

Many scientists have discovered the role and functions of the game at the lessons of English at the kindergarten. T. Marchenko has believed that children's games are necessary for the emergence of a desire in children to communicate with other children [1]. I. Boiko considers that a pleasant and lively atmosphere plays an important role in learning English. To create such an environment, you need to diversify the learning process and play interesting games in class [2]. The most popular theory in the 20s and 30s of the last century was the theory of C. Gross, in which he first analyzed the importance of play for the child's mental development. In the works of the famous psychologist D. Elkonin, the question that it is the reality surrounding the child that influences the role-playing game is one of the most important ones [3].

In the methodology of preschool education there are different approaches to the classification of games. The following classification of games for teaching preschoolers the English language is proposed:

1) by the number of participants (individually, in pairs, collectively, in a group, in a subgroup);

2) by the nature and form of behaviour of the participants (games-manipulations with objects (with natural objects, games, etc.); games related to movements, physical actions; games-competitions (in pairs, groups, teams); role-playing games based on real or obvious situations (At the doctor's. In the store);

3) by the purpose and tasks of learning.

According to the purpose and task, games are divided into:

- a) language (phonetic, lexical, grammatical);
- b) speech (development of listening, speaking);
- c) communicative (formation of communication skills);
- d) receptive, reproductive, productive (creative) [4].

Such a classification of games is convenient for constructing a concept and its analysis. However, each game can be attributed to different types. For example, the game "We are receiving guests" is group, role-playing, communicative, productive, and a game-manipulation with all objects.

This classification of games allows the teacher to organize classes in a structured way, and practical examples demonstrate how to combine learning with play. Thus, the game is an important pedagogical tool in working with preschoolers.

A component of a didactic game is a game-based didactic exercise. An exercise is a specially organized performance of individual operations, actions to provide possession of them or improve them in educational conditions. Rights in teaching the English language are not a separate element of the lesson, an organic part of the game activity of the teacher and children.

The organization of work with the introduction of four phases in its implementation:

- 1) setting the task;
- 2) showing the sample;
- 3) performing the task;
- 4) the evaluation phase.

All exercises in an English lesson of preschoolers are game-based. Let us consider some examples of games for kindergarteners.

*Simon says. Simon says.*

A very popular game in the United States among younger students. Such games for children in the English classroom are so exciting that students want to spend as much time as possible playing them, even to the detriment of the main lessons.

How to play "Simon says":

A student chosen to play the role of Simon stands in front of the class. Then Simon says a sentence in English, and the rest of the class does the task. For example: Simon says put your hand on the left shoulder of your classmate. To catch players out, you can sometimes omit the phrase "Simon says". In this case, the person who performs the action is out of the game. The last person left wins.

*Help the Stranger*

Teacher: Children, we have a newcomer to visit us. He is also learning English, but he often confuses the names of objects and numbers. Let's help him to remember everything correctly.

Example: Stranger: This is a ball.

Student: No, this is not a ball. This is a table.

Stranger: This is a chair.

Student: This is not a chair. This is a table.

Now help Dumbfounder get ready for school.

Students name all the items that need to be put in the backpack.

This is a pencil.

This is a book.

This is a pen. etc.

To conclude, the play is an effective form of teaching preschoolers, especially in learning English. Using a play as the main method of teaching English in preschool education allows the teacher to create favourable conditions for natural and effective language acquisition, while simultaneously developing the personal qualities and abilities of children. The games develop vocabulary by correctly naming objects, making up sentences, improving grammar skills, and motivate children to learn.

## REFERENCES

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