
Game Activity as the Main Form of Work in Teaching Chinese to Preschoolers

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Abstract: This article deals with the issue of teaching Chinese on the basis of game forms. Particular attention is paid to the study of the theory of the game method. Various forms of games are also considered when teaching the Chinese language.

Keywords: The game method, preschool children, preschool age, psychological characteristics, psychological adaptation, various games.

Play is the main activity in a child's life. K. D. Ushinsky¹ wrote: "Play is a child's free activity, and if we compare the interest of play, and exactly the number and variety of traces left by it in the child's soul, with a similar influence of the teaching of the first five or six years, then, of course, all the advantage stay on the side of the game."

The game method is a method in which the child develops active speech, speech barriers are destroyed. When preschool children begin to feel comfortable in the Chinese language classes, the discomfort disappears before the teacher and the child. They are interested, fun, and funny to communicate with the teacher.²

As noted by E. N. Grigorieva and E. N. Vanyushkina³: "A game for a child is a research and creative activity, since every child naturally has an active activity and the ability to self-realization."

In recent years, the problem of children's play has been the focus of many research papers. In domestic psychology and pedagogy, the game is understood as an activity that is of great importance in the development of the personality of a child at preschool age, when a preschooler is in the world of actions, relationships, tasks and motives of human activity.⁴

Teaching Chinese to preschoolers through play activities leads to communicative communication. Communication in Chinese for preschool children should be motivated and focused. It is necessary to create a positive motivation for the child to play.

Repeatedly in various preschool institutions, the question was raised that play activity does not reach a certain level and gradually disappears from the life of a child. Basically, children forget about role-playing games at the senior preschool age. This is the age when a child begins to have a crisis in relation to himself. He begins to be embarrassed to speak in front of

¹ Ushinsky, K. D. Selected pedagogical works. In 2 vols. T. 1. Theoretical problems of pedagogy / K. D. Ushinsky; resp. ed. A. I. Piskunova. Moscow: Pedagogy, 1974. 584 p. (Pedagogical library).

² Stepanova OA The development of the child's play activity. M., 2009.

³ Vanyushkina K. N., Grigoryeva E. N. Teaching English to children of preschool age based on Montessori Pedagogy // Topical issues of linguodidactics and methods of teaching foreign languages: Sat. scientific Art. Cheboksary, 2018, pp. 354–359.

⁴ Serova A. A. K. D. Ushinsky on the role of the Russian language in the upbringing of a person // Knowledge. Understanding. Skill. 2009. No. 2. P. 15–16.

others or say something wrong.

At preschool age, the development of the motor sphere of the child goes through certain stages⁵:

- The first stage - up to 1 year - the child cannot predict the results of his actions;
- The second stage - up to 2-3 years old - the child already forms a preliminary visual image of the world around him, it is enough to remember how a 2-year-old child jumps up to try something;
- The third stage - up to 4-5 years - children voluntarily control movements, orient themselves in space when there are adults;
- The fourth stage - up to 6-7 years - the child wants to feel the space from several sides.

Teaching Chinese to preschool children is based on their age and psychological characteristics, namely:

- ✓ fast fatiguability;
- ✓ involuntary attention;
- ✓ Subconscious level of memorization.

A child at preschool age begins to stutter in speech, to look awkward when the speech is delivered incorrectly. During this period in most cases, children have the same type of words in speech. When playing activities, preschool children repeat after a friend, imitate adults, and it is harder for them to come up with something of their own.

It is necessary to take into account all these age-specific features of the organization of gaming activities in teaching Chinese to preschoolers.

It is believed that the study of the Chinese language is aimed at achieving the following goals:

- ensuring the development of the child's personality;
- creating favorable conditions for early communicative and psychological adaptation to the new language world and overcoming the psychological barrier in the use of the Chinese language;
- acquaintance with the world of foreign peers, children's folklore, and fiction;
- Introduction to new social experience using a foreign language.

The most basic task of teaching Chinese to children is to develop children's ability to communicate, both in their native language and in Chinese. When communicating, the child reveals personal qualities, the expression of certain emotions, feelings.

One of the main components in teaching Chinese to children is speaking. After all, it is with speaking that children begin learning Chinese, and not with reading and writing. And without the ability to speak, it is impossible to communicate, use the acquired knowledge of the Chinese language.

In the private educational institution "Montessori ta'lim" in Tashkent, classes in Chinese are held, where they work under the program "The Kingdom of the Chinese Language. A fun

⁵ Meshcheryakova V. N. I CAN SPEAK. Oral introductory English course for children 5-7 years old. Book for a child. Kazan, 2015.

way to learn Chinese"⁶.

The purpose of the Chinese language classes is to create favorable conditions for children to master the Chinese language as a means of developing children's speaking, extensive interaction with the surrounding reality.

During the lesson, teachers and children play various games in Chinese. Various soft toys come to the children of the older group. At the beginning of the lesson, the teacher uses a surprise moment, someone knocks on the door and greets the children with a funny toy, then the children, together with the teacher, turn into musicians and sing a song:

你好

[nǐ hǎo]

Hello!

你好, 你好, 你好吗?

[nǐ hǎo, nǐ hǎo, nǐ hǎo ma?]

Hello! Hello! How are you?

谢谢, 谢谢, 我很好!

[xièxiè, xièxiè, wǒ hěn hǎo!]

Thanks, thanks, I'm fine!

They also play the game "这是谁?" [zhè shì shéi] "who is this?" – “这是狗, 这是猫, 这是朋友” [zhè shì gǒu, zhè shì māo, zhè shì péngyǒu] “this is a dog, this is a cat, this is a friend” Children sing the words, at first softly, then louder. Most of all, children like it when various animals come to them, when they disappear and appear. At the end of the lesson, the teacher asks the children what they remember about this lesson, and they get stickers for hard work.

But from time to time certain problems arise when organizing gaming activities in a Chinese class with preschoolers:

- ✓ children are embarrassed to pronounce words, doubting the correctness of their pronunciation;
- ✓ Children know the correct answer, but are afraid to say it in front of their friends.

These problems were solved by us in various ways. The main goal that we set for ourselves in the Chinese language classes with preschoolers is to form in the child a sense of “motor joy”, to connect his positive emotions with the Chinese language class. The child has a natural biological need to play, and it is very important that the child stays in motion. If during the lesson the child will be engaged only in a sitting mode, he becomes bored, he will start jumping out of place, disturbing other children. Therefore, the more creative the teacher is in terms of planning gaming activities in the Chinese language class, the more interesting it is for the child to study.

Creativity can also apply to parents. They can diversify the child's favorite game by introducing some new elements into it. It will be easier for the child to remember the designation words in Chinese, for example, to show the nose, cheeks, eyes the way he did it, pronouncing the words in his native language.

⁶ Liu Fuhua, Wang Wei, Zhou Ruian, Li Dongmei. Kingdom of Chinese. A fun way to learn Chinese / Liu Fuhua, Wang Wei, Zhou Ruian, Li Dongmei. - Beijing: BLCUP. 2007. -36 p.

The Chinese language for children will become closer and more understandable if you call the objects around it in everyday life: toys, clothing or interior items, various foods and dishes.

As we can see, teaching Chinese at preschool age contributes to the harmonious development of children - intellectual, social, moral. Through Chinese classes in preschool, children broaden their horizons and acquire new skills necessary to continue learning Chinese at school.

Summarizing the above, we can conclude that when teaching preschool children the Chinese language, it is necessary to take into account the age, physiological and psychological characteristics of children. It should be remembered that language is a means of communication and it is important to know that we form communication skills in preschoolers.

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