

## FUN ACTIVITIES FOR PRESCHOOLERS TO STRENGTHEN VOCABULARY ON THE TOPIC OF "WEATHER CONDITIONS"

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<https://doi.org/10.5281/zenodo.15828181>

**Abstract.** This article develops interactive game activities to strengthen and develop the English vocabulary of preschoolers on the topic of "Weather Conditions". The aim is to increase the effectiveness of language learning by combining children's motor and memory skills. During the study, various interactive methods were used, focusing on maintaining children's interest and encouraging them to participate actively.

**Key words:** Preschoolers, English, vocabulary memorization, interactive games, weather conditions, activities, preschool education.

## ВЕСЁЛЫЕ ЗАНЯТИЯ ДЛЯ ДОШКОЛЬНИКОВ ПО УКРЕПЛЕНИЮ СЛОВАРНОГО ЗАПАСА НА ТЕМУ "ПОГОДНЫЕ УСЛОВИЯ"

**Аннотация.** В данной статье разработаны интерактивные игровые задания для укрепления и развития словарного запаса на английском языке у детей дошкольного возраста на тему "Погодные условия". Целью работы является повышение эффективности изучения языка за счёт сочетания двигательных и мнемонических навыков детей. В процессе исследования были использованы различные интерактивные методы, направленные на поддержание интереса детей и стимулирование их активного участия.

**Ключевые слова:** дошкольники, английский язык, запоминание слов, интерактивные игры, погодные условия, занятия, дошкольное образование.

## "OB-HAVO SHAROITLARI" MAVZUSIDA BOLALAR LUG'ATINI MUSTAHKAMLASH UCHUN QIZIQARLI MASHG'ULOTLAR

**Annotatsiya.** Ushbu maqola maktabgacha yoshdagi bolalarning "Ob-havo sharoitlari" mavzusidagi ingliz tilidagi lug'atini mustahkamlash va rivojlantirish uchun interaktiv o'yin mashg'ulotlarini ishlab chiqadi. Maqolaning maqsadi – bolalarning harakat va xotira ko'nikmalarini uyg'unlashtirish orqali til o'rganish samaradorligini oshirishdir. Tadqiqot davomida bolalarning qiziqishini saqlab qolish va ularni faol ishtirok etishga rag'batlantirishga qaratilgan turli interaktiv usullar qo'llanildi.

**Kalit so'zlar:** maktabgacha yoshdagi bolalar, ingliz tili, lug'at yodlash, interaktiv o'yinlar, ob-havo sharoitlari, mashg'ulotlar, maktabgacha ta'lim.

## Introduction

Increasing vocabulary for preschoolers is one of the first and most important stages of education. Especially learning topics that are directly related to everyday life, such as weather, develops their understanding of the environment. However, simple memorization methods can be boring and ineffective for children of this age. Therefore, teaching through interactive games, competitions and activities not only attracts children's attention, but also strengthens their ability

to remember. Activity-based learning also develops children's communication skills, increases teamwork, quick thinking and emotional intelligence. Therefore, the implementation of various interactive activities in teaching vocabulary to children in preschool institutions is extremely important. Interactive teaching methods are based on a constructivist approach. According to the theories of Piaget (1951) and Vygotsky (1978), children acquire knowledge through active participation and social interaction. Teaching through play increases children's interest, reduces stress, and consolidates knowledge (Bodrova & Leong, 2007). Also, according to the "affective filter hypothesis" put forward by Krashen (1982), the emotional state of children directly affects the effectiveness of education. The comfortable and interesting environment created through games reduces this filter and facilitates the process of acquiring knowledge. For preschool children, increasing their vocabulary is an important part of the learning process. It is especially important to increase children's engagement in learning topics that are common in everyday life, such as the weather. As Tizard and Hughes (1984) noted: "Studies of young children starting school have shown how much difference there often is between language use and activities at home and at school, but also how quickly children work out what is expected of them and how to fit into the new patterns of interaction".

#### **Method of research**

These activities were organized with the participation of children aged 5-6. Vocabulary topic: Weather. Before the lesson, the children were introduced to the main vocabulary: sunny, rainy, snowy, foggy, cloudy, windy, thunderstorm. Then, three main interactive activities were conducted: *Balloon capture game*, *Card pick game*, *Find facts about me activity*.

#### **Balloon capture game:**

6 children are divided into two lines. A pencil or similar object is placed between each pair.

The teacher says the weather words and the corresponding action is performed for each word:

Sunny - spin

Rainy - clap

Snowy - sit

Foggy - jump

Cloudy - step and kick

Windy - flap like wings

The first person to capture the object after the signal "Take the balloon!" remains in the game.

#### **Card pick game:**

Cards with weather pictures are spread out on the floor. Sunny (10), windy (8), cloudy (6), foggy (4), rainy (2), thunderstorm (1). Children dance around the cards, when the music stops, the teacher says a phrase. Children must click or pick up the correct card. The child who gets the thunderstorm card without making a mistake until the end is the winner.

#### **Find facts about me activity:**

The teacher shows a poster with weather pictures. The selected child puts a stick (bird) in the box through a question and answer ("Do you like sunny weather?"). Children in the audience tell 3 facts about this child.

### **Findings and Results**

The following results were observed during the teaching process: Children actively participated in the games, the level of motivation and interest was significantly higher. 95% of children were able to remember basic weather words without any help by the end of the lesson. Vocabulary associated with actions (for example, "rainy" - clap) was remembered faster and more accurately by children. Communication and social interaction indicators among children increased.

The activities "Card pick" and "Find facts about me" significantly developed children's attention, quick thinking and memory skills.

### **Discussions:**

The effectiveness of interactive games is explained by several main factors. First of all, for children, movement and sensory experiences make learning natural and intuitive (Ginsburg, 2007). During the game, children not only memorize vocabulary, but also learn it more deeply by using it in context. At the same time, the element of competition and the musical background kept children's motivation at a consistently high level. According to the theory of embodied cognition (Wilson, 2002), knowledge acquired through body movements is stored more firmly in long-term memory. The Find facts about me activity served social and emotional development, and children strengthened communication skills by collecting and remembering information about each other. In addition, learning based on personal experience and interest increased children's intrinsic motivation.

### **Conclusion**

The use of interactive and movement-based activities is a very effective method for increasing and strengthening the vocabulary of preschool children in English. The activities conducted during the study showed that children remember new words faster through game-like tasks and begin to use them confidently in everyday speech activities. In particular, the activities on the topic "Weather Conditions" helped to develop children's memory, attention, and motor skills together. Practical activities also formed children's independent thinking, communication skills, and teamwork skills. Through interactive games, children begin to perceive the language learning process in an interesting and natural way, which serves to strengthen their positive attitude towards the language. In conclusion, it is important to create interactive and movement-based activities to increase vocabulary in preschool institutions and constantly implement them in practice. With the help of such methods, children not only learn new words, but also deeply understand them and have the opportunity to actively use them in their speech activities. Future research in this area requires an individual approach to vocabulary teaching, adaptation of game design to age and developmental characteristics, and consideration of other possibilities for increasing efficiency.

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