



FORMING A SENSE OF SOLIDARITY AMONG STUDENTS THROUGH DIDACTIC EDUCATIONAL GAMES

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ABSTRACT: - The article describes the formation of a sense of unity in 3rd grade students through didactic educational games. Generalized methods of mental activity are embodied in didactic games, all cognitive processes are directed to the intellect, and internal action plans begin to form. Didactic game as a form of teaching consists of learning (learning) and playing (entertaining). The teacher teaches, and the students learn the lesson through the game, and through the knowledge they learn, a sense of togetherness develops. Didactic game as a means of education and training serves as an organizing part of the lesson. Independence, initiative, and creative activity grow during the game. It helps to learn and consolidate knowledge.

KEYWORDS: Didactic educational game, 3rd grade, students, sense of unity, mental activity, mastering the lesson, teaching tool, independence, initiative, creative activity.

INTRODUCTION

At the current stage of society's development, educating a well-rounded person is the primary task of the school. The primary school plays a crucial role in solving this task. In junior classes, the foundations of knowledge, skills and practical skills necessary for further education are created, moral character and virtues are formed, children's independent

acquisition of knowledge, interest in learning, and creative search are awakened.

Game technologies are an integral part of pedagogical technologies, one of the unique forms of teaching, which makes not only the creative and research work of students, but also the daily steps in learning academic subjects interesting and interesting. allows to do[1].

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Interest in the conditional world of the game turns life into a positive emotional color, and the emotionality of the game activates all psychological processes and functions of the child. Another positive aspect of the game is that it helps to apply knowledge in a new situation, that is, the learned educational material undergoes a specific practice, it adds variety and interest to the educational process. .

It is necessary to use game technologies in classes in primary grades, because the importance of the game in the psychological and pedagogical context is clear. Provided that the teacher has an adequate attitude to the didactic game and rationally uses its strong psychological and pedagogical potential, the game becomes an optimal tool that provides: successful adaptation of the child in new developmental conditions; development of a junior school student as a subject of his own activity and behavior, his effective socialization; maintaining and strengthening his moral, mental and physical health.

ANALYSIS OF LITERATURE ON THE SUBJECT

Today, there is no unified point of view on the definition of the concept of "didactic game" in the pedagogical literature. This term is interpreted differently in the works of individual researchers. Great attention has been paid to the problems of the game by thinkers and teachers of the past and present: Plato, Aristotle, Rabelais, J. A. Comensky, D. Locke, J-J. Rousseau, I. Kant, K. Ushinsky, A. Makarenko, L. Vygotsky, O. Zaporozhets and others [2]. So, for example, M.V. According to Clarin, a didactic game is a game according to rules, with the condition of achieving a predetermined game outcome. Many works of researchers reflect different approaches to defining the nature of didactic games. Thus, the essence of the game is the form of communication M. Goncharov, T. Ladyvir, M.

Lisina, V. Semenov, V. Sushko, N. Filatova, the form of activity L. Vygotsky, D. Elkonin, the condition of mental development P. Kapterev, Researched in the works of E. Pokrovsky, S. Rubinstein, I. Sikorsky, A. Smirnov [3].

A. Makarenko believed that children's role-playing games are important for the child's development as real work for adults. However, he claims that the game in which the student actively acts, thinks, builds, harmonizes and models human relations is pedagogically valuable[4].

ANALYSIS AND DISCUSSION OF RESULTS

Processing pedagogical resources, we present the most successful, in our opinion, interpretation of this concept: a didactic game is an individual, group and collective educational activity of students, which is a competition in the acquisition of knowledge, skills and self- includes an element of self-activity. and skills, gaining experience in cognitive activity and communication in the process of learning the game.

Didactic games, game lessons and methods increase the effectiveness of students' perception of educational material, diversify their educational activities and introduce an element of interest into it.

There are also different views on the classification of didactic games. According to O. Sorokina, it is appropriate to distinguish the following types of didactic games:

travel games. Real facts and events are reflected through the unusual: simple - mysterious, complex - extreme, necessary - interesting. They are designed to enhance the impression, provide cognitive content, great unusualness, attract the attention of students to things nearby, but they do not notice it. It can be a journey to a destination, overcoming space and time, thinking, a journey of imagination, etc.;

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task games. The game task and game actions in them are based on the suggestion to do something;

guessing games. Their game task is expressed in the names: "What if?", "What would I do if?" and others. They encourage students to understand the next action, which requires the ability to compare knowledge with situations or proposed conditions, to establish cause-and-effect relationships, to establish active imagination;

puzzle games. Forming the ability to analyze, generalize, think, draw conclusions;

conversation games. Their basis is the communication between the teacher and students, students, which is manifested as game learning and game activity. The importance of such games is in the activation of emotional and mental processes (words, actions, thoughts, the unity of students' imaginations), in the development of the ability to listen and hear the teacher's questions, students' questions and answers, to focus on the content of the conversation, the ability to express opinions.

According to V. Avanesova, didactic games are divided into:

task games. They are based on children's interest in activities with toys and objects: collecting, assembling, separating, tying, etc.;

games with finding objects, their feature is the unexpected appearance and disappearance of objects;

games with riddles. They are based on identifying the unknown: "Recognize", "Guess", "What has changed?";

role-playing didactic games. The game actions provided for in them consist of reflecting various life situations, playing roles (buyer, seller, wolf, geese, etc.);

fantasy games or a prohibited "penalty" point (picture). They are associated with interesting game moments for children: throwing a card, abstaining, not saying forbidden words, etc.[5].

Functionally, all types of didactic games are aimed at teaching and developing students through game design. This feature determines the specific features of the teacher's work on the use of game methods in the development of schoolchildren [6].

Having studied the literary sources, we singled out the most important tasks of educational games.

1. The didactic game enriches the emotional experience of the student, provides perception. In the didactic game, the development of emotional abilities occurs simultaneously with the development of logical thinking and the ability to express thoughts in words, because in order to solve the game task, the student must find, compare, and group the characteristic features of objects and events. , classify them, draw conclusions, generalize. Performing interesting game actions and rules helps to develop observation, voluntary attention, quick and permanent memorization.

2. The solution of the didactic task also forms the will. Conscientious implementation of the rules requires patience, discipline, teaches honesty, justice, arbitrariness, affects the development of organization. The content and rules of didactic games help to form moral ideas and concepts in students (care for objects as a product of labor, norms of behavior, relationships with peers and adults, etc.).

3. Didactic toys, natural material, games with pictures help aesthetic development. An interesting didactic game evokes positive emotions and improves well-being.

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Didactic game has a unique structure as a teaching method. Thus, G. Pyatakova and N. Zayachkivska define 4 stages that include a didactic game in the structure of the educational process:

1. Orientation. The teacher describes the topic being studied, the main rules of the game and its general progress.
2. Role preparation. Distribution of roles, study of game tasks, procedural issues.
3. Playing games. The teacher monitors the game, records the consequences (scoring, decision-making), explains what is not clear.
4. Discuss the game. The teacher leads the discussion of the game. Emphasis is placed on comparing the simulation with the real world, establishing the connection of the game with the content of the educational subject.

Having determined the meaning of didactic game and the available types of this teaching method, we emphasize the effectiveness and necessity of using didactic games in elementary school classes. The most effective are elementary school classes, which use different forms of work, enriching them with the results of their creative research. In the course of the game, students develop habits of concentration, independent thinking, and attention development. Engrossed learners do not realize they are learning, and even the most passive learners are drawn into active activities. Using a didactic game, in our opinion, is appropriate in primary school classes.

Often, games with didactic materials are the main means of education and upbringing, with the help of which the teacher prepares the child for the correct perception of objects and phenomena of the surrounding world.

On the one hand, with the help of the game, certain personal qualities are formed: the

development of attention, observation, memory, thinking; student's creative abilities, independence, and initiative are revealed. On the other hand, the game fulfills a certain didactic task: learning new material, repeating and consolidating acquired knowledge, forming skills and abilities, applying them in practice. Games give children pleasure, increase their emotional tone, help to form concepts about natural objects and have a positive attitude towards nature[7]. The role of games in strengthening, systematizing and summarizing knowledge is extremely large.

As a game method of learning, the didactic game has two forms:

actually a didactic game. It is based on students' autodidacticism (self-learning) and self-organization;

game-class (game-exercise). The leading role in it belongs to the teacher who is its organizer. During the game lesson, students acquire existing knowledge, develop necessary skills, improve mental processes (perception, imagination, thinking, speech). Effective acquisition of knowledge and skills is carried out by activating involuntary attention and memory in practical activities.

To complement active educational methods with simulation games, it is necessary to create a "file" of games, which includes the necessary didactic materials, a set of working materials, automated system complexes and modern office equipment [8, p. 63].

As a form of education, educational (cognitive) and game (fun) sides interact in a didactic game. Accordingly, the teacher simultaneously teaches the children and participates in their games, while the children learn by playing. S. I. Doroshenko defines the ability of a didactic game to teach and develop a child through game design, actions and rules as autodidacticism [9]. The cognitive content of

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education is manifested in its didactic tasks, which the teacher does not directly put in front of preschool children, as in the classroom, but connects them with game tasks and game actions[10]. The didactic goal hidden in the game task becomes invisible to the child, the acquisition of cognitive content is not targeted, but in interesting game actions (hide and seek, guess and guess, elements of competition in achieving the game result and others) occur).

The main incentive, motive for doing a didactic task is not the teacher's direct instructions or the children's desire to learn something, but the natural desire to play, to achieve the goal of the game, to win. It encourages preschool children to engage in mental activities required by the conditions and rules of the game (it is better to perceive the objects and events of the surrounding world, listen carefully, quickly direct to the desired feature, collect and group objects, etc.) .

A didactic game as an independent game activity is only available to children if the didactic tasks are available to them, if they are interested in the game, learn the rules and actions of the game, which in turn depends on the level of game experience. it is possible if liq. .

CONCLUSIONS

In order for didactic games to stimulate multifaceted activities and satisfy the interests of children, the teacher should choose them in accordance with the kindergarten program for each age group, taking into account the cognitive content, the level of complexity of game tasks and actions. The teacher's creative attitude to work is a necessary condition for continuous and gradual complication, expanding the variability of games. If the children's interest in the game fades, the teacher begins to jointly invent new game tasks, complicates the rules, including various

analyzers and methods of action in cognitive activity, activates all participants of the game.

Didactic game enriches the emotional experience of the child and ensures the development of perception. The solution of the didactic task also forms the will. Conscientious implementation of the rules requires patience, discipline, teaches honesty, justice, arbitrariness, affects the development of organization. The content and rules of didactic games help to form moral ideas and concepts in children (care for objects as a product of adult labor, norms of behavior, relationships with peers and adults, etc.).

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