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THE IMPORTANCE OF DIDACTIC GAMES IN CAPING THE ERSONALITY OF A STUDENT IN ELEMENTARY GRADES

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ABOUT ARTICLE

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Abstract: This article will tell elementary students about the great importance of didactic games in the course of taking classes. Ehe period of primary education is the most responsible work in the educational process, and the goals and objectives of the planned work carried out in this jaroyan are clearly revealed.

INTRODUCTION

School reform aims at using all opportunities, all resources to increase the effectiveness of the educational process. Far from all pedagogical resources are used in the field of education. A game is one of those not often used means of learning and education.

The game is one of the traditional methods of teaching and educating schoolchildren. The value of this method lies in the fact that educational, developmental and educational functions work in a close relationship in game activity. The game, as a teaching method, organizes and develops students, expands their opportunities, and nurtures personality [1].

Along with observations, a variety of games are widely used: didactic, moving and creative, to expand children's ideas about accessible phenomena and objects of nature. In them, children accumulate experience, creatively master the acquired knowledge.

The use of games in elementary grades helps, to one degree or another, to relieve a number of difficulties, to study and consolidate material at the level of emotional awareness, which further contributes to the emergence of elementary cognitive interest in academic subjects. The choice of didactic game is determined by the goals, content, and stage of the lesson. Just like the lesson itself, the game implements cognitive, educational tasks of teaching. A didactic game as a cultural phenomenon teaches, develops, educates, socializes, entertains, and provides relaxation. It involves making a decision - what to do, what to say, how to win? A didactic game is a means for establishing an atmosphere of relationship and goodwill between children and teachers. The relationship between teacher and student in the game is personal. A didactic game has a pedagogical and gaming task, rules of action, and a result. The didactic task does not appear openly, but is implemented indirectly through

the game task, game actions and rules. During the game, students quietly perform various exercises where they themselves have to compare, perform arithmetic operations, practice mental calculation, and solve problems. The game puts students in search conditions, awakens interest in winning, therefore, children strive to be fast, resourceful, accurately complete tasks, and follow the rules of the game. In games, especially collective games, a child's moral qualities are also formed. During the game, children learn to help their comrades, take into account the opinions and interests of others, and restrain their desires. Children develop a sense of responsibility, collectivism, discipline, will, and character [2].

CONNECTION OF THE AUTHOR'S WORK WITH IMPORTANT SCIENTIFIC AND PRACTICAL TASKS.

A didactic game is a practical group exercise in developing optimal solutions, applying methods and techniques in artificially created conditions that reproduce a real situation. When playing a student, a motive arises, the essence of which is to successfully fulfill the role assumed. Therefore, the system of actions in the game acts as the goal of learning and becomes the immediate content of the schoolboy's consciousness. Everything that helps the successful performance of the role has a special meaning for the student and is qualitatively realized by him.

ANALYSIS OF RECENT STUDIES AND PUBLICATIONS.

G. Makarenko wrote: "... It should be noted that there is not as big a difference between play and work as some people think... In every good game there is primarily work effort and thought effort. Some people think that work differs from play in that there is responsibility in work, but there is no such thing in play. This is wrong: there is as much responsibility in the game as in the work - of course, in the good, correct game"[3, p. 87].

In the methodology of J. Piaget, one can find a direct relationship between the game, which he called "symbolic", the formation and development of symbolic thinking. The main drawback of J. Piaget's methodology is the underestimation of the role of the social factor in the child's intellectual development. It was believed that the child spontaneously encounters the surrounding world and acquires experience that leads him to intellectual development. The method bypasses the influence of the social environment. Mental development is explained primarily from the point of view of intelligence [4, p. 136].

A.S. Makarenko gave a deep analysis of the psychology of the game, showed that the game is a well-thought-out activity, and the joy of the game is "creative joy", "joy of victory". The outstanding teacher outlined a number of states in the development of the game, and for each of them he defined the task of management. If possible, children should be given freedom of action in the game, but if it is not interesting, it is necessary to help the child ask questions, offer interesting material, sometimes play together [3, p. 373].

The outstanding teacher did not specifically single out didactic games, but, pointing out the great importance of play for children, said: "A child has a craving for play that needs to be satisfied. It is necessary not only to give her time to play, but also to saturate the whole life of the child with this game. Her whole life is a game"[3, p. 178].

METHODOLOGICAL OR GENERAL SCIENTIFIC SIGNIFICANCE

The purpose of didactic games is to develop students' ability to combine theoretical knowledge with practical activities. A student will be able to master the necessary knowledge, skills and abilities only when he himself shows interest in them, and when the teacher is able to interest the students.

The purpose of the article is to analyze the essence and content of the organization of active cognitive activity of students in primary school, the development of students' creative abilities, and to highlight their own recommendations regarding the use of the didactic game method in teaching mathematics to junior schoolchildren.

PRESENTATION OF THE MAIN MATERIAL

Didactic games develop children's sensory orientation (to shape, size, color, location of objects in space, etc.), observation, attention, memory, thinking, language, and counting skills. They are also important for moral education, contributing to the development of purposefulness, endurance, independence, developing the ability to act in accordance with certain norms.

In didactic games, children clarify, consolidate, expand their existing ideas about objects and phenomena of nature, plants and animals. Many games lead children to generalization and classification. Didactic games contribute to the development of memory, attention, observation, teach how to apply existing knowledge in new conditions, activate various mental processes, enrich the vocabulary, and contribute to the education of children in the ability to play together. When familiarizing children with nature, they use didactic games with objects, table-printing and verbal games. Visual games - games with leaves, seeds, flowers, fruits, vegetables: "Wonderful bag", "Cream and roots", "Whose children are on this branch"[5].

In these games, ideas about the properties and qualities of objects are clarified, specified and enriched, the ability to examine them is formed, and children master sensory standards. Visual games are especially widely used in younger and middle school age groups. They give children the opportunity to operate objects of nature, to compare them, to note changes in individual external features. Such games can be played both with the whole group and individually, complicating the content taking into account age. Complexity includes the expansion of knowledge and the development of mental operations and actions[6].

Board and print games - "Zoological Lotto", "Botanical Lotto", "Four Seasons", "Kids", "Berries and Fruits", "Plants", "Pick up Leaves", paired pictures, etc. They provide an opportunity to systematize children's knowledge about plants, animals, and phenomena of inanimate nature, to form the ability to restore the image of an object by word. The games are accompanied by a word (the word either precedes the perception of the picture or is combined with it). Similar games are used everyday in work with a small number of children.

Word games ("Who flies, runs, jumps", "In the water, in the air, on the ground", "Necessary - not necessary", etc.) do not require any equipment. They are conducted with the aim of consolidating knowledge about the functions and actions of certain subjects, generalization and systematization of knowledge. These games develop attention, intelligence, speed of reaction, coherent language. The study of the natural history word game is carried out according to the rules common to all didactic games. In the younger groups, at the first stage, the teacher loses the game together with the children. In the course of the game, he announces one rule and immediately implements it. When replaying the game, additional rules are reported. At the second stage, the teacher withdraws from active participation in the game, manages from the side, directs the game. At the third stage, children play independently. Starting from the middle group, the way of learning the game is different. First, the

teacher tells the content of the game, identifies two important rules in advance, emphasizes these rules again during the game, shows game actions, gives additional rules. At the next stage, children play independently, the teacher observes the game, corrects mistakes, resolves conflicts. When interest in the game declines, the teacher offers a new version of it[7].

Movement games. Movement games of a naturalistic nature are associated with imitating the habits of animals, their way of life, in some of them the phenomena of inanimate nature are reflected. These are such games as "Hen and Chickens", "Mice and Cat", "Sun and Rain", "Wolves and Sheep", etc.

Creative games. In the game, children reflect the impressions received in the course of classes, excursions, everyday life, acquire knowledge about work, adults in nature (work in a greenhouse), at the same time, they develop a positive attitude towards work, they realize the importance of the work of adults in nature. The independent nature of creative games does not allow the teacher to use them as a method of teaching children new knowledge, skills and abilities.

However, he should carefully look at creative games to take into account what knowledge is sufficiently mastered by children, sufficiently complete, which still needs to be clarified and expanded. Enriching creative plot-role games of natural science content, the teacher expands and deepens children's knowledge about the work of adults on excursions, walks, showing filmstrips, reading books.

One of the types of creative games is construction games with natural material: sand, snow, clay, small pebbles, cones, etc. In them, children create, learn about the properties and qualities of materials. These are rubber figurines of people and animals, plywood silhouettes of houses, trees, cones, twigs, and acorns. The teacher helps children in the selection and use of natural material in games, shows ways to use it.

Therefore, the same games played by children can be different in content depending on the materials used and the purpose.

In the game, the child sincerely conveys his feelings and experiences. In connection with the development of the game idea, children's feelings become more conscious and complex. The effectiveness of the influence of game activities on the formation of a child's personality directly depends on its pedagogical guidance. Pedagogical management of the game is understood as the conscious influence of the teacher on the game activity of children, in the process of which the tasks of their education, upbringing and development are purposefully carried out.

In the process of pedagogical management of creative games, preference is given to indirect ways of influencing children (through role-reincarnation, game situations, game material environment, role-based interpersonal interaction, techniques of non-verbal communication, empathic pedagogical action, etc.). The methods and techniques of direct action prevail in the management of games according to ready-made rules (familiarization with the progress and rules of the game, practice in the methods of game actions, comments on violations of the rules, etc.).

Didactic games for familiarization with the surrounding world are grouped in two directions: games for familiarization with social life and games for familiarization with nature.

As a separate section, there are games for the development of a sense of rhythm, musical memory and hearing, vocal and choral skills, and children's creativity.

Preparatory games for visual arts are represented by three groups. During the exercises and games of the first group, knowledge about the specifics of patterns of decorative and applied art, about colors and their shades, about cold and warm tones, about the peculiarities of the composition of patterns is consolidated.

In the second group - games and exercises for consolidating knowledge, abilities and skills necessary to convey the shape, structure, size, characteristic external features of the subject.

The third group included games and exercises for consolidating spatial orientation and creating simple plot compositions.

MAIN CONCLUSIONS

The game element can be used in the form of a word, phrase, record, special movements (inclinations, closing eyes, applause). There are several didactic elements in one game.

Specific didactic games that reflect its structure and features are distinguished in the teaching methodology of each subject.

A correctly constructed interesting didactic game enriches the thinking process, develops self-regulation, and trains the child's field qualities. The value of the game lies in the fact that it acts as an emotional release, prevents children from getting tired, and reduces hypodynamia. In the educational process, game activity has the form of a didactic game, a game situation, a game reception, a game exercise.

So, didactic games are a practical group exercise in developing optimal solutions, applying methods and techniques in artificially created conditions that reproduce the real situation. The system of actions in the game acts as the goal of learning and becomes the immediate content of the schoolboy's consciousness. The purpose of didactic games is to form in younger schoolchildren the ability to combine theoretical knowledge with practical activities. Didactic games contribute to the development of memory, attention, observation, teach how to apply existing knowledge in new conditions, activate the cognitive interest of younger schoolchildren, enrich the vocabulary, and contribute to the development of children's ability to play together.

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