

Educational Importance Of Using Didactic Games

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Abstract: This article reveals the educational importance of using didactic games. Also, information is provided on the methods of using didactic games in the development process of elementary school students, methods of increasing their interest in the lesson and the effectiveness of the lesson.

Key words: didactic game, mental development, practical activity, ability, motivation.

Teaching games to children has a specific educational purpose. This is the most important part of the game. The forms and methods of conducting the game are quite different from other types of education.

Didactic game methods are unlimited, it is possible to repeat and change, to introduce various innovations to it.

For example, we repeated 37 variations of the game "Let's be quiet" with the whole class and with some children more than 10 times, "What's more?" and the game was conducted with 6 different instructional materials. As a result, we will be able to achieve a uniform understanding of the skills of the game and the ability to listen to and follow each rule of the game. Taking this into account, we can safely say that the didactic game methods are limitless.

Didactic games differ in form from creative games conducted in kindergarten, which the teacher himself explains by telling a story and asks students one by one, and thus strengthens as a result. It is completely different from the games.

Didactic games, first of all, serve the purpose of teaching and are required to be conducted at a level that is interesting, enjoyable and, in turn, understandable for students. In order to win the game, children do the exercises with all their heart, they get used to doing every given task perfectly, and as a result, their interest in doing didactic tasks increases. Didactic games help to better understand the purpose of each lesson, the essence and tasks of each exercise.

Through didactic games, the visibility of education increases. This, in turn, causes the children to easily understand what the teacher says, that is, to consciously follow the rules of the didactic game on their own. The peculiarities of the structure of didactic games in this way make it possible to easily analyze the activities of students. That's why all the children of primary school age work with great interest during the game.

Didactic games not only affect the child's emotions, but also help to increase their positive attitude and interest in learning. Pupils participate in the game with great enthusiasm and special interest. We all know that a large number of students or students of all classes participate in each game. For example, in the didactic game "Magic Examples" all students solve the problem, in the didactic game "Cube" 10 students, in the didactic game "Starry Night" 8-12 students, "Golden Key" 0 and almost all students solve problems and so on. In addition, although some of the children are not direct participants in the game, they directly participate in the game through gestures, mime and pantomime. For example, they close their eyes and hear how many times they have knocked on the desk, or in didactic games such as "The best accountant", "Who is more accurate and faster" and how correct or incorrect their friends' examples are. They monitor and check what they are solving. This allows the teacher to approach the students' activities in an individual way.

We know that children do not grow only by studying, but they also learn to be harmonious and learn to know life in the process of playing. It should be emphasized that in these games, children learn to control themselves. These games discipline children.

Pupils of junior school age enjoy playing didactic games with a plot, subject, and competition. They will have the following elements of activity:

- game issue
- playful motives
- solutions to problems related to educational activities.

As a result, students acquire new knowledge, skills and abilities according to the content of the game. In contrast to the direct presentation of educational issues, such issues are reflected in the didactic game as children's own playful issues. If there are ways to solve the problem, it is considered a practical process related to educational activity. Let's see this in the following example. A didactic game called "We are tourists" will be played with students. The purpose of the didactic game is to teach children to mark the route of a group of tourists on a map. Each student who has marked the route correctly will receive a special tourist badge. Here, the task of every student is to play the tourist game. The motive of the game is to choose the right route in order to get the tourist badge. Such a game is characterized by the fact that the form of activity is determined by adults and presented to children in the form of game rules. The main rules of this didactic game are as follows: "Listen carefully to the teacher telling the route and place it on your card. After you've shown it on the card, compare it to the sample!"

It should be noted that it is natural for game motives to shift based on knowledge in the game and afterwards. For example, after the game "We are tourists", the participating students began to ask the teacher or other older relatives with many questions, began to search for suitable information in books, that is, they were shown as a game. The issue has now become an educational issue. Pupils are not limited to the information in the field of events, but now they actively try to learn new concepts related to game activities, i.e. compass, topographic signs and other similar concepts. Collected new knowledge is systematized and analyzed, and children of junior school age readjust their activities in relation to education. Now, these systematization works are carried out not only from the point of view of games, but also during the game, together with the interests of the developed educational process.

Didactic games create favorable conditions for children to acquire knowledge and help develop interest in learning.

The best didactic games are built in the system of independent learning, that is, they have such a principle that they themselves guide students to acquire knowledge and skills, to develop the necessary skills. As we all know, education includes two components. They are:

- collect the necessary information
- to accept the correct solution.

These components provide a didactic experience for elementary school students. However, gaining experience is a time-consuming process. Increasing students' "having these experiences" involves teaching them exercises to equip them with these skills independently. It can include psychological games. Examples include: crosswords, quizzes, puzzles, rebuses, cryptograms, etc.

Didactic games arouse students' interest in the subject, give every student the opportunity to develop their individual abilities, and educate cognitive activity. The importance of a didactic game is determined not by how children react to it, but by the effectiveness of solving this or that problem for each student. Therefore, the incomparable role of didactic games in organizing children's independent activities is also known. It is appropriate to take into account such issues in the process of working with students.

The good results of didactic games depend, first of all, on their systematic use, and then on the fact that the program developed for the games, along with simple didactic exercises, is oriented towards a specific goal. For example, in solving the problem of comprehensive development of cognitive activity, it is necessary to take the formation of the student's independent thinking as the main issue.

A positive emotional state in classes is one of the main factors in the successful education and development of children of this age.

So, in primary classes, didactic games can be used as a tool to facilitate and effectively organize children's learning and work. In the process of educational activity, game elements bring out positive emotional states in children and help to increase their activity in class. Each student of this age performs game-based exercises and various tasks with great enthusiasm and interest.

Game activity is of great benefit to the development of all aspects of children's mental life, to correct problem solving and to choose the methods of movement.

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