

EFFECTIVENESS OF USING DIDACTIC GAME TECHNOLOGIES IN EDUCATION

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Abstract:

In this article, didactic games and their advantages in the educational process, didactic methods that increase students' educational motivations, their abilities and interests in various directions, and help to determine their inclination to a profession through lessons organized using such games. talking about games.

Keywords: didactic game, business game, formula lesson, integral lesson, intellectual games.

Introduction

At each stage of the development of society, the content of education has specific goals and tasks. PQ 3151, adopted in our country on 27.07.2017, "Measures to further expand the participation of economic sectors and sectors in improving the quality of training of highly educated specialists" "Introducing modern forms and methods of teaching, computer and information and communication technologies into the educational process, providing higher education institutions with modern educational laboratory equipment and educational and methodological literature, scientific research and it is necessary to take measures to support and encourage innovation activities, organize and develop modern scientific laboratories of higher educational institutions. Based on this, we can say that the content of education changes according to the demand of the time, theoretical knowledge and the level of industrial development. The content of education appears as a social phenomenon, and in its initial period it gained practical importance, that is, it satisfied the demand for knowledge that is considered necessary for people's vital needs.

Analysis of literature on the topic. Currently, attention is paid to the effective use of didactic games in the organization of education. Technologies of didactic games are based on the activation and acceleration of student activities, realize the creative potential of the student and are of great importance in identifying and implementing practical solutions for the comprehensive development of the young generation. The main types of didactic games are: intellectual (mental) and action and mixed games. These games help the participants to develop mental, physical, moral, psychological, aesthetic, artistic, organizational, work and other skills. "Some students are satisfied with traditional teaching methods used in lectures, some prefer practice, and some prefer scientific research, problem situations, games. likes teaching methods. It is very important to organize the teaching process through various methods in imparting knowledge to students. The educational technologies formed during a certain period have gone through long historical periods and stages, in which with their scientific thoughts



and ideas It is permissible to mention many didactic scientists who contributed to the development of education: I.V. Balandin; A.G. Bermus; G.M. Greenberg, E.G. Doroshenko, I.O. Zagashev, S.I. Zair-Bek, A.M. Kamensky; I.K. Kondaurova; N.I. Pak, M.A. Sokolskaya; Dj.L. Style; D. Halpern, M.G. Yanov, M.V. Grigoryev, E.E. Morozov, S.V. Sergeev, V.A. Yasvin, M.A. Goncharov, V.A. Denisenko, L. Nosov, N. V. Shevchenko, K. Petersen and others.

Research methodology. In the educational process, didactic games are mainly used, which increase students' motivation for learning, their abilities and interests in various directions, and show their inclination to a profession. Didactic games are divided into theoretical, practical, physical, role-playing, practical and other types. Didactic games help students to analyze, think logically, research, calculate, measure, make, count, observe, compare, draw conclusions, make independent decisions, work in a group or team, teach ethics. , are divided into games aimed at developing speech, language teaching, teaching new knowledge and other types of activities. If the teacher conducts the lesson with playful methods and tools, it will remain in the memory of the students sitting in the audience for a long time, and they will try to give the same answer whenever they are asked.

Analysis and results. First of all, the student remembers what he has seen and heard, he believes in it and is interested in it. When the teacher uses these didactic games, it means that they should follow its principles from simple to complex, of course.

- It is possible to acquire new knowledge by ensuring the active participation of students in the process of solving problems on the subject of the activity game.
- Formulas lesson - a lesson of holding challenges in the form of various games for students to master the formulas thoroughly.
- A game lesson is a lesson to organize students' learning through a game suitable for the topic of the lesson.
- Integral (integrated) lesson is a lesson organized on topics related to several subjects and convenient for integration, which increases students' interest in various subjects and ensures their activity in the educational process.
- The "Field of Miracles" lesson is an interesting game with students, and by finding different answers to different questions during the set time and encouraging the winners, students' thinking, resourcefulness, intelligence and forms the qualities of expanding knowledge. By teaching pupils-students interdisciplinarity, such classes help them to fully understand the scientific foundations of the structure of the universe, to form their scientific outlook, and to develop their creative thinking. Didactic game activities can be divided into: plot-role games, creative games, businessmen's games, conferences, games-exercises depending on the combination of students' learning and game activities. The teacher-pedagogue must first prepare students for individual (individual) and then group games and conduct them, and after the game is successful, prepare them for mass games. Because students should have the necessary knowledge, skills and abilities to actively participate in didactic games, and cooperation and mutual support should be established among the team. A teacher-pedagogue



is required to prepare intensively for conducting didactic games and to comply with the following didactic requirements when conducting them:

1. Didactic games should be aimed at solving the educational, educational and developmental goals and tasks of the topics mentioned in the program;
2. Focusing on important problems in society and everyday life and solving them during the game;
3. Conformity to the principles of education of a perfect person and norms of oriental manners;
4. The game should be in a logical sequence in terms of structure;
5. Didactic principles should be followed during the training and the minimum time consumption should be achieved.

Application of didactic game technologies in the educational process: Didactic game technologies are based on activation and acceleration of student activity. They realize the creative potential of a student and are of great importance in identifying and implementing practical solutions for development. Didactic game technologies are used in the educational process in the form of a didactic game lesson. In this case, the use of various interactive methods of education is very effective, for example, in geography lessons, if the task is to explain the oil fields in Uzbekistan in a cluster, the student should prepare the following cluster and enter the necessary information into it:

Indicate the name and location of the largest oil fields in Uzbekistan in the cluster below.

The expected result of this is that, first of all, the necessary knowledge and skills will be formed quickly and easily in the students, and in addition, it will cause various debates and creative ideas to appear in the rest of the class. In these lessons, the learning process of students is coordinated through game activities. For this reason, lessons in which students' learning activities are combined with game activities are called didactic game lessons.

The following tasks are performed in human life through game activities:

- a person's interest in study and work increases through game activity;
- during the game, help is provided for the person to engage in communication, i.e. to acquire the culture of communicative communication;
- an opportunity is created for a person to show his talent, interest, knowledge and identity;
- helps to acquire the skills to overcome various difficulties that occur in life and during the game and to get the goal correctly;
- in the process of the game, it is possible to acquire behavior in accordance with social norms, to eliminate shortcomings;
- prepares the ground for the formation of positive qualities of a person;
- attention is paid to the study of the system of values important for humanity, especially social, spiritual-cultural, national and universal values;
- it is planned to develop the culture of collective communication among the participants of the game.

Conclusions and suggestions.



It is worth mentioning that special attention should be paid to the following as conditions for the practical use of didactic games:

1. When choosing didactic games, the age, knowledge and level of upbringing of the participants are taken into account.
2. Each didactic game has its own safety requirements. Full compliance with these safety requirements should be in the constant attention of every organizer.
3. The amount of time spent on each didactic game needs to be known and used in accordance with the purpose of the lesson.

Means of didactic games, their preparation and factors of increasing the effectiveness of training. In each didactic game, specific types of tools are used, and they should be used differently, effectively and safely during training. Organizers of didactic games should thoroughly know and follow the technologies of working with each material used for them, preparing appropriate didactic tools and ensuring safety. Because the quality of didactic tools, their compatibility with intended goals, convenience and their use have a positive effect on increasing the effectiveness of lessons. can improve the quality of the lesson, moreover, they can quickly and easily master the knowledge and skills provided by the students during the training. by using interactive methods of games and education, it is possible to contribute to the development of comprehensively competitive personnel in our country in the future.

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