

THE IMPORTANCE OF DIDACTIC GAMES IN LITERACY TEACHING

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ABSTRACT:

This article discusses the importance of didactic games in the process of teaching literacy in primary school. There are also examples of how games increase children's interest.

KEYWORDS: literacy, alphabet, didactic games, visual stimulus, aural stimulus, context, concept.

INTRODUCTION:

Games are one of the most important sources of interest for children in the process of learning the alphabet as soon as they enter primary school. Of course, there are many other sources, such as pictures and stories. Pictures serve as visual stimuli, while games enhance visual and aural skills and activate the literacy process and sometimes physical movement.

Didactics is derived from the Greek word "didactics", which means "teaching". The main types of didactic games are: intellectual (mental) and action and mixed games. They help students develop mental, physical, ethical, spiritual, enlightenment, psychological, aesthetic, artistic, entrepreneurial, creative, hardworking, professional skills.

It is known that play plays a key role in the activities of a child who is admitted to the 1st grade and takes the first step on the threshold of school. The game is their favorite pastime and they try to combine any workout with the game. Therefore, the teacher allows students to increase the effectiveness of the learning process by using the game in a purposeful way, without squeezing out their favorite hobby - the game.

Play is an integral part of a child's life. Through play, the child gets acquainted with

the environment, natural phenomena, landscapes, objects, plants, animals.

Didactic games play a special role in the organization of mental and physical activity of students in primary education.

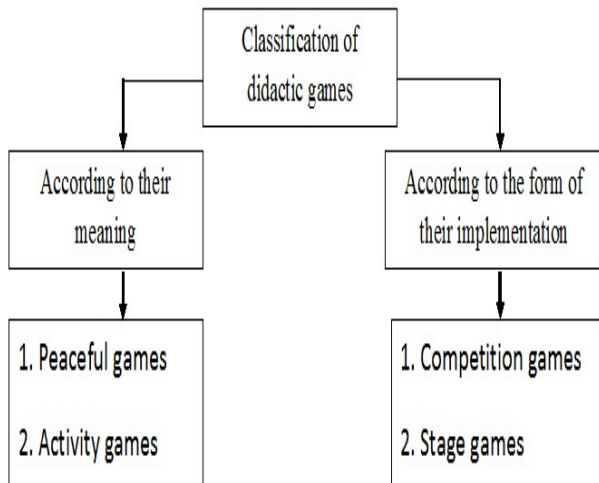
The use of didactic games in mathematics lessons is important in developing students' minds, improving quick calculation skills.

In the process of didactic games, students learn to strictly follow the rules of the game, develop feelings of solidarity, worldview.

Young students love to play, and they participate in the game with more enthusiasm and preparation than in any other lesson task. However, sometimes games are considered fun for children, so children learn nothing but to play them. There are also teachers who don't understand the importance of games, who see games as a waste of time, uncontrolled and noisy, rather than an opportunity for different techniques and real communication. But in general, children learn better when they are active. So, if learning is focused on fun games, they will often be able to spend more time playing it and get results. In addition, given the variety of reading styles and preferences for students, the benefits of games are acceptable to all, as children's play activities are more likely to teach sales than other hands-on activities. Properly covered, it will withstand a great deal of adverse conditions.

Didactic games in the educational process should be organized according to the characteristics of students. This is aimed at facilitating their education, providing them with visual aids, so that students do not get bored, do not get bored.

Didactic games used in the educational process have 2 different classifications:



Didactic games can be organized in different ways. Puppets, toys, pictures and handouts can also be used in a variety of geometric shapes. Didactic games include 4 factors according to their purpose:

1. The task of the game.
2. The action of the game.
3. The rule of the game.
4. The end of the game.

Before starting each didactic game, the teacher explains to the students what the rules, content, and conclusion of the game are. Students understand and comprehend it and act on that basis. For example, the game "Signs".

Objective of the game: To develop oral problem solving skills.

Game equipment: "-", "+" signs.

Game progress: The teacher reads the problem, and the students point to the "sign" that the problem needs to be solved with.

Math problem:

1. Salim has 2 black and 4 red pencils. Which operation do we use to find out how many pens there are in total?

Students show a "+". The issue is resolved orally.

2. Nigora had 6 notebooks. He gave 3 to his brother. How many notebooks are left in Nigora?

Reinforcement: The teacher reinforces their knowledge by asking when to add "+", "-", multiplication marks.

The more we engage in education, the more likely we are to meet the needs of different students. In addition, enthusiastic, fun, and relevant classroom activities for children may be necessary for true understanding and mastery. For games, the actions performed with these rules are an element of purpose and fun to achieve that seem challenging and fun enough to keep young students engaged and motivated to complete the task. Most of the activities, which consist of useful materials for teachers, are games that children enjoy and are interested in playing outside the classroom and can be adapted and used for use in alphabet learning and reading lessons. In addition, because they use the alphabet for real purposes, they force children to play and learn at the same time. In addition, games help to create a context in which children focus on completing tasks. As a result, learning the alphabet takes place in a context in which children can be directly connected. However, the interests and needs of the students should always be kept in mind. Games can be a valuable learning experience for children.

On the other hand, it is worth noting that when games, such as any activity or tool, are overused, then the moving element can quickly disappear. This means that paying too much attention to games can also slow down the achievement of goals and make students bored.

Diversity is a must, as children's attention spans are short. This means diversity of activity, diversity of speed, and so on. As mentioned above, children have the ability to develop their literacy through play and other

fun activities. Therefore, games seem to be a challenging and fun tool that encourages and satisfies young students as they succeed in learning the alphabet.

There are many reasons why it is so important to organize activities for young children to learn the alphabet quickly and effectively. First, it is valuable because it allows students to meet their individual needs. Full dependence on textbooks is not appropriate for all students because they have different levels and different interests and different teaching methods. In addition, a textbook designed for a general audience may not fully meet the needs of students. However, creating reading materials can be time consuming. Also, the cost of implementing some concepts, the lack of guides to get ideas, and the lack of design skills for some activities may also be the most common barriers. A good solution to the various problems mentioned above is to involve students in the lessons. They are full of ideas and enthusiasm. They can draw some pictures, they can make short stories and dialogues or riddles, and they can make songs or short poems. This gives them a real step towards literacy and effective use of the alphabet.

Before choosing an activity to use in the classroom, it is important to consider some of the criteria that will help you decide whether to use, reject, or adapt to a particular type of activity.

First, young learners need to be provided with a clear and meaningful goal that reinforces their desire for communication, such as engaging in play, not confusing anything, or getting information from another person. All of this is meaningful and fun for young students.

The next important criterion is to engage students and encourage them to think so that they can be more engaged and work more deeply on the alphabet.

Another important aspect is that engaging in fun and meaningful activities forces children to keep doing them so that they can have more practice, such as finding, guessing, or similarly advancing wildlife names with which letter they start. However, all of this should be done with a clear goal of literacy training.

It is also important to choose activities that require or pressure children to use the alphabet, as students become more active when the game is very exciting. Striving for natural victory makes the learning process faster.

Keep in mind that no activity can meet all the criteria at the same time. Therefore, it is always very important to decide what the priorities are before choosing an activity.

The process of adapting activities not only meets the needs of students, but also helps us to take a fresh look at our education. It will be useful for you to be aware of both types of two word expressions.

In summary, the main argument for adapting materials is not only to improve the connection between our teaching and the needs of our students, but also to abandon our traditional daily routine and look at it from a different perspective.

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