

THE EDUCATIONAL VALUE OF USING DIDACTIC GAMES IN PRIMARY SCHOOL

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ABSTRACT:

This article discusses the effectiveness and importance of the use of didactic games in primary education, noting that teaching students through didactic games is an integral part of modern education. Provided.

KEYWORDS: primary education, didactics, didactic games, intellect, mental ability, creative thinking, free thinking, teamwork, personality formation, creative approach.

INTRODUCTION:

Native language and reading lessons in primary school have a special place in the education system due to their nature, goals and objectives. Because they are based on literacy and moral education. That's why we need to pay special attention to increasing the interest of students in primary education. Today, experienced teachers use a variety of didactic games to increase students' interest in the lesson. Didactic games - promote the development of personal qualities, ensuring the acquisition of knowledge under the influence of their interaction by increasing cooperation and activity between teachers and students in the educational process. Through the use of didactic games, each teacher can achieve their goals. The main criteria of didactic games are: discussion, free expression of the topic, independent reading, learning, creating

opportunities for students to take the initiative, creating a problem situation for each student in the classroom and it consists in taking a creative approach to them by finding a solution and shaping their competencies. First of all, didactic games are activities in which more than one person interacts with each other, that is, the process of learning takes place in the form of a dialogue based on dialogue or with the interaction of teachers and students.

Nowadays, didactic games are widely used in primary education, taking into account the age, literacy and intellectual abilities of students. The difference between didactic games and other types of games is that these games play an important role in educating primary school students. Students gain knowledge, skills and abilities through participation in such games. The practical significance of didactic games is that the teacher instructs children to perform and solve mental tasks through play. This will increase students' interest in learning new information. In the educational process, it is advisable to use such games as a form of education, rather than to strengthen knowledge.

The main purpose of the lessons, organized with the help of didactic games, is to acquaint students with the environment, to develop their observation, attention, memory, speech and mental abilities. These games include the following 4 factors:

1. The task of the game;
2. Game action;
3. Rules of the game
4. The end of the game

EACH DIDACTIC GAME HAS A SPECIFIC GOAL:

This task is aimed at imparting knowledge and information to students. Each didactic game requires students to complete a specific task. To accomplish this task, the student activates his thinking ability. It tries to recall the knowledge and concepts it has acquired before. It should also be noted that every didactic game with students should arouse their interest in specific knowledge, objects and things. If the task set before the students is not in line with their understanding and tortures them, then the game loses its value. When students are not interested, the task is not completed, which in turn leads to the failure of the objectives set in the lesson.

Another important feature of such games is that the game is animated. The action of the game engages the students. The reason is that the movement of the game depends on their age. Younger students will have a strong interest in action games. A qualified educator should be able to use this situation skillfully. The movement of the game is also different in nature. This movement is sometimes associated with individual competition, and sometimes with teamwork. Before starting each game, students should be clearly explained the rules of the game, the content, and what the outcome is. When students have a clear understanding of the game, the goal of the game is achieved. Following the rules of didactic games guide's students 'activities, i.e. helps them determine what needs to be done to complete a game task.

The following rules of knowledge and education of students are followed in the selection of didactic games:

1. The choice and use of didactic games take into account the age characteristics of students, pedagogical readiness and level of knowledge.
2. Each selected game will provide students with systematic knowledge, skills and abilities, as well as their development.
3. The choice of didactic games is based on the specific goals and objectives of education. Didactic games are an important tool for determining the content of education. It helps to develop students' desire to read.
4. In the selection of didactic games, special attention is paid to the integration of the game with the educational process, increasing the effectiveness of the educational process, increasing the activity, initiative and creativity of students. Each game should not be a "Life Experience" for students, but should encourage them to develop a sense of independent thinking.
5. The teacher's pedagogical training, skills, methodological level, personal attitude to the game and research are of special importance in the selection and organization of didactic games, the discovery of new games.

Didactic games are based on activating and accelerating student activity. They play an important role in identifying and implementing practical solutions to realize and develop the creative potential of the student. The main types of didactic games are:

- a) Intellectual games - games aimed at developing mental abilities, in which students learn to solve various problem situations independently or collaboratively.
- b) Action games - this type of game aims to master the topic by engaging students in physical activity during the lesson.

These types of games help students develop mental, physical, moral, spiritual, educational, psychological, artistic, entrepreneurial, labor, and professional skills. The use of didactic games in reading lessons leads the student to use his inner potential, to think, to think freely, to communicate with his peers, to be creative. It should also be noted that the student develops an interest in learning about the environment, how to overcome problems and difficulties, and develops critical thinking skills. In our opinion, it is advisable to use interactive didactic games, which increase the interest of students in learning a new topic, increase their skills in various areas. It should also be noted that through the use of didactic games, it is possible to teach students interdisciplinary connections, to form their worldviews, to develop their creative thinking.

In primary education, reading lessons have a special place according to their essence, goals and objectives. After all, reading lessons are based on the basics of literacy and moral education. Therefore, it is impossible to imagine the teaching of other sciences without reading. During the first grade, students learn to read for the first time by reading the text correctly, comprehensibly, and mastering the content. Reading lessons allow students to acquire the knowledge and skills they need to master. It is in the process of reading that a person's desire to understand himself, as well as the world, is formed. With these goals in mind, the textbooks include the preservation of Mother Nature, the history and modern image of our country, the lives of adults and children, hard work, friendship, independence, national and spiritual values, friendship and peace. works of art, ethics and education are intended to provide comprehensive insights on various topics such as

Reading lessons using didactic games are aimed at achieving the following goals:

1. Good reading skills in students: to form accurate, conscious, and expressive reading.
2. To form the reading culture of students, to awaken their love for books, to raise them from ordinary readers to the level of deep-thinking, creative readers.
3. Expand students' knowledge of existence and enrichment and the formation of scientific worldviews.
4. Educate students in the spirit of moral, aesthetically mature personality and love of work.
5. Develop students' ability to make coherent speech.

BRING A SIMILAR GAME:

Purpose of the game: enrich students 'vocabulary by teaching them to remember the names of things.

Game equipment: various toys and items, handouts with pictures of these items (handouts can be paired at this time). Cards can also be used instead of items.

Match: This game can be played in three different ways.

Method 1 A copy of the pair of cards will be distributed throughout the room. The student first says the name and shape of the picture on the card. The student is then given the task of finding the same thing on the cards. The teacher is asked to find a similar card. When the student finds a similar card, he shows it to the students and repeats the name.

Method 2 Students will be shown a card and the back will be turned off. The child finds a similar card that he remembers and tells about it.

Method 3 Items are used instead of cards. Depending on the items, they are given the task of finding pictures of them or items based on

the pictures. In both cases, the same method is used to repeat the name of the item.

In conclusion, by using didactic games in the teaching process in primary education, we can achieve the opportunity to educate today's students in accordance with modern requirements.

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