USE OF DIDACTIC GAME TECHNOLOGIES IN INCREASING STUDENTS' STRONG MOTIVATION TO LEARN

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Abstract
In this article, the use of didactic game technologies to increase students' strong motivation to learn is the main idea of some pedagogical technologies and is analyzed as a factor ensuring their effectiveness.

Keywords: goal, tool, pedagogy, game, images, pictures, text, work, study.

Introduction
In the Encyclopedia of pedagogy, the concept of" play "is expressed as follows: "Play is one of the means of upbringing and Recreation.... It is known that a person is busy in his life with activities such as play, study, work, rest" [79; P.401.]. Accordingly, the game is a type of training that develops a person in every possible way. Especially in the early childhood and adolescence of human activity, play appears as one of the main types of activity. During this period, the activity of the game is harmonized with the activity of reading, becoming its component. Therefore, most of the tasks of education are carried out using didactic games.

We divide the lessons into several stages. As a result of the knowledge, skills and qualifications received by students for 45 minutes, the goal was set to increase their worldview, strong motivation for learning. There is no doubt that the use of advanced and new methods used in the educational system of developed countries of the world will have a positive effect in increasing the strong motivation of students to education. Below we want to give teachers recommendations for the organization of a pedagogical process aimed at increasing the strong motivation of students for education:

 musicians, mental attack, let's continue the phrase;

 using social rollers belonging to images, images, text;

 the use of anecdotes, narratives, fairy tales on the subject (in order to withdraw from the lesson, to attract to the topic);

 searching for thematic base words / / / / / / / / / / ;

 linking theses and examples with each other in one topic;

 organize themed role-playing games;

 to give suitable life examples of cases / ;

 searching for hypotheses about the content of the text;

 drawing up and using a cartoon of questions on the subject;

 in the process of reading and debating, the reader is able to distinguish between points of view;

 search and use of creative exercises.

The goals and means of increasing the strong motivation of students for education are perceived as a factor that constitutes the main idea of certain pedagogical technologies and ensures their effectiveness. These are:

game technologies;

problematic educational technology, research – based, Project, creative, productive- in this case, an independent search is required for the learner to get out of the situation;

like interactive technologies.

The game is one of the main types of human activity, along with Labor and study. The game is a type of activity aimed at recreating and mastering social experience, through which self-control skills develop in a person.

It is scientifically substantiated by many educators that the game plays an important role in the student's life. Our ancestors have proven that in order to understand children, it is necessary to observe their game processes. This means that in order to create a favorable situation for students, to create an opportunity for them to manifest their own emotional worlds, the teacher must be able to make the most of the workable games in the educational process. In a different way than adults, students show their communication opportunities, workability, friendliness towards classmates, the collaborative activities they carry out with the help of the game.

Recognizing the first-rate importance of the game for students to develop in a natural way, the UN had declared that it was a universal component of children's lives. Students are not prepared to simply grow up in the educational process. The game has its own internal value and has an important pedagogical value for the formation of friendly relations and social cooperation skills in students, regardless of what result they provide. In a different way from work aimed at completing a specific task, the game acquires internal complexity. It primarily expands students ' perceptions of the social environment.

Objectives of gaming technologies.

Didactic: expanding the worldview, cognitive activity; application of knowledge in practice; formation of certain skills and abilities.

Educational: to educate independence, will in the student; to educate a certain attitude, the formation of moral, aesthetic directions, cooperation, union with the team, access to communication.

Developer: development of attention, memory, speech, thinking, comparative skills, empathy, reflection, skills to seek optimal solutions, motivation in relation to educational activities.

Socializing: absorption of norms, values of society into the minds of students, adaptation to the environment, self-control, teaching communication, psychotherapy.

In the process of training, the game form is organized through Game methods and situations. They act as a means of motivating learners to the learning process. In this, the educational goal is set as a matter of the game; educational activity is subject to the rules of the game; educational material is applied as a means of the game; the element of competition is brought in; the elimination of the didactic issue is associated with the outcome of the game.

From this point of view, the games used in the educational process can be divided into the following types:

- physical as well as psychological games and trainings: including games that motivate students to act, they are sports games, mobile games, games in a cheerful spirit infused with pleasure, liberating and Fun, Fun Games, healing games;

-intellectual-creative games: games played using interesting items in their order Games, plot-intellectual games, didactic games, Construction-based games, games describing Labor activity, games of a technical nature, games of a structural character, electronic and computerized games, Game method of training;

- social Games: creative plot-role-playing games, working games;

- embodied games: among them, it is possible to include the likes of Team-creative games.

The games rule may be" fixed "or" non-fixed", pre-adopted, or structured during the game.

The game structure consists of the following stages:

1.   Goal setting.
2.   Planning.
3.   Implementation of the goal.
4.   Results analysis.

The role-playing game also provides conditions for the reader to pretend to be the other person in a situation that he had not previously fallen into in his own experience. In doing so, he enters into new social relationships and feels them.

Pedagogical games differ from each other in their didactic purpose, organizational structure, compatibility with students of different ages, content.

Business game (Business game).

This is a method based on the fact that students make decisions on imitated situations in various situations found in production. The business game is aimed at solving a complex issue, allowing you to master new material, strengthen the mentioned topic, develop creative abilities, form educational skills and comprehensively consider educational material.

In the educational process, different types of Business games are used: imitation-based, operational (aimed at automating certain operations (actions)), role-playing, Business-theater, etc.k.

Imitation-based games. In training, the activities of any enterprise, institution are imitated. In addition to the plot of the event, the scenario of The Imitation Game also includes the definition of the process and objects being imitated.

Operating Games improve the skills of performing special operations. These playing conditions will be maximally approximated to real conditions.

Acting roles. These games show and work on the behavior, tactics, mission performance of a concrete individual.

Business theater. How a person behaves in a given situation is expressed through play.

When the above methods help to increase the student's strong motivation for learning, the Model content expected from this comes from it. The structure of this content developed is characterized by the fact that the age characteristics of these readers are taken into account. In particular, for example, mastering the norms of this or that social movement is determined by the training, experience, skills that the student has.

At this point, it is permissible to cite some conceptual foundations of gaming technologies. The psychological mechanism of playful Technologies is based on the individual's need for self-presentation, to take his place in the team, to self-control.

Entering the game is not related to human age, but it is influenced by age characteristics.

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Hence, the forms of gaming technologies are Turlich. However, they are all directed towards a single goal according to their content. That is, they serve to deepen, expand the theoretical knowledge of students, form skills to be able to independently and effectively use their acquired theoretical knowledge in practice, prepare them to enter socio-economic relations, strive for education and compose mature moral qualities, mature a perfect personality with a keen and common sense, a wide worldview.

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