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EXPRESSION OF DIDACTIC GAMES IN PRIMARY EDUCATION THROUGH DIGITAL TECHNOLOGIES

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Abstract

Helping elementary school students to concentrate their thoughts by involving them in a 1-hour lesson increases their level of mastery. The use of various games in the educational process increases the student's interest. This article talks about didactic games that can be used in the course of the lesson and how to give them through digital technologies.

Key words: education, efficiency, didactic game, digital technology, method, knowledge, skill, competence, mastering, educational process, assignment.

The role of information technologies is incomparable in our rapidly developing age. Changes in the field of education are especially important. As our Honorable President Sh.M. Mirziyoyev said in his Address to the Oliy Majlis: "We need to give our youth a decent education and realize their aspirations for science. For this purpose, we must develop the preschool education system, fundamentally improve the material and technical base of secondary and higher educational institutions, and the quality of scientific and educational processes."[1]

Raising the quality and efficiency of the education system to a high point, training mature, knowledgeable and potential personnel in all respects is one of the main issues of today. In order to better understand the role of didactic games in the educational process, it is necessary to pay special attention to the meaning of concepts such as education, game, didactic task, game tasks.

Education is a planned process of a teacher imparting knowledge, skills and abilities to children, students acquiring and strengthening these knowledge, skills and abilities.

The educational process is the enrichment of children's memory, the growth of their speech and thinking. It is a process that takes place using various methods and techniques.

The game is an activity embedded in the mind of children, depending on the type of game, this activity reflects the objective reality and life to a certain extent. The game is a certain continuation and reinforcement of the educational activities conducted in the classroom. Experiments show that the game is a necessary need of young students.

Methods. A didactic game is a teacher's method, and this method is aimed at achieving certain educational goals, that is, identifying, strengthening the learned material and teaching it perfectly. Each didactic game has a clear goal, for example, to perform a calculation method, that is, a certain didactic task is set as a task. The didactic task is part of the general goal of the lesson.

Each didactic game has rules, like any other game. If these rules are not followed, the significance of the game as a game, that is, the educational and psychological significance of the game, is lost. The rules of the game are included in the game task. A game task is a task given by the teacher to the students in the form of explaining how to play the game, who is considered the winner, etc.

It is appropriate if the teacher uses the most convenient methods of education to teach basic

[1] President Sh.M. Mirziyoyev's Address to the Oliy Majlis. (28.12.2018)

mathematical concepts to elementary school students.

Didactic games are very important in this regard. Therefore, the knowledge given to students is organized as a game according to their age characteristics. From this, in the process of games, students easily learn the difficult-to-master materials given in the mathematics textbook, and at the same time, they can observe, compare, think about the environment, events, and learn from them. they learn to draw correct conclusions and to justify their conclusions. It would be appropriate to make students interested in mathematics and achieve their correct acquisition of knowledge, skills, and abilities through didactic games.

It is important to choose the right didactic games in the process of preparing for the lesson. Preparation of didactic materials for didactic games, proper timing and proper control of the didactic game process, completion of the didactic game, and objective evaluation should be clearly planned. The following actions are performed:

- adequate preparation of didactic materials;
- timely monitoring of mistakes made during the didactic game and correcting them along the way;
- it is necessary to pay attention to the fact that didactic games form and develop intelligence and independence in students.

For example: the didactic game "Can you walk straight"[2] is used when introducing the subject of "Components of Addition" in the 1st grade math class, and it gives the expected result. This didactic game can be organized as a competition in two groups.

Necessary equipment for the didactic game: A4 size paper and colored markers.

Numbers from 1 to 5 are written in duplicate on A4 format paper using colored markers and wrapped in a polythene bag so as not to damage the quality of the paper and notes.

Didactic game "Can you walk straight" is organized as follows: Students of the class are divided into two equal groups. Handouts with numbers are placed on the floor of the classroom for students of both groups in separate places, without interfering with each other, in a convenient position for free movement, steps wide. The rules of the didactic game are explained to the group members. The didactic game is started by the number one students of the group. When they are allowed to start the game, they move slowly over the numbers. That is, they walk over the numbers 1, 2, 3, 4, 5, and then go back, that is, in the manner of 5, 4, 3, 2, 1. The didactic game continues in this way until all the participants of the groups do it.

The time for this didactic game is determined based on the number of students in the class. In the process of the didactic game, it is successfully performed by students who have certain skills in counting numbers from the right and from the reverse. It does not give the expected result for students who do not have the skills to count numbers from the right and the reverse. As a result of this, they may be upset. You should not be afraid of this. It gives the expected effect as a result of repeated use during the next lessons. Pupils can use this didactic game not only in the classroom under the guidance of the teacher, but also during extracurricular activities and at home during homework. It should be noted that it is not necessary to have A4 size paper and colored markers, it is possible to use colored chalks, which are used as writing instruments in the classroom. Not all students may be very active. Some students of the class are very shy. They always struggle to reveal their "I". Such students may not always participate in the didactic games organized during the lesson. Such students can take the colored chalks, which are writing tools from the blackboard, and draw on the asphalt at home, away from the attention of others, and strengthen their knowledge by doing it independently.

[2] 1st grade mathematics L. Orinboyeva, Sh. Ismailov, N. Ruzikulova, U. Rakhmanov, M. Jumayev, N. Ismailova, N. Usmanova. Textbook. Tashkent-2022

Sometimes there are such cases that the teacher uses such a didactic game only in the process of introducing one-digit numbers and may not use it in the process of introducing two-three-digit numbers. But students enrich their knowledge by using these didactic games independently at home or during breaks. The most important thing is that we teachers can choose the right didactic games for each lesson and teach them to students.

We believe that the didactic game "Jim" will give the expected result when introducing students to the topic of "Addition in 10"[3] in the 1st grade mathematics lesson.

Didactic game "Silent" is also played in groups. Didactic game "Silent" will be organized as a competition. This didactic game can be done in two ways.

In type 1: A circle is drawn. +2 is written in the center of the circle. Numbers are written outside the circle. ='s are placed around the outer circle, and after these ='s, the sum of the numbers given in the center of the inner circle is written to the numbers given outside the circle.

In the 2nd round: in the center of the circle, tasks are given to divide the number 2 out of 10, and they must complete this task in the same way as beads strung on a string. For example: if the task 10-2= is given, after the = given outside the circle, it is written in small circles like 8, 6, 4, 2.

In the 2nd grade mathematics lesson, starting with the topic "Addition and subtraction within 100",[4] in the process of collecting and distributing circular notebooks, in order to test and strengthen their knowledge of adding and subtracting numbers within 100, from the didactic game "Active group" we recommend using it.

The didactic game "Active group" can be held separately in each row or organized with a class team. In the process of gathering notebooks, the teacher asks a question to the student sitting at the last row of the row. For example: Teacher: Zarina, add 3 to 2. By answering the question as 5, Zarina takes her notebook and hands her notebook to her friend Dilshad, asking her to add 2 to 5. By answering the question with 7, Dilshod puts his notebook on top of Zarina's notebook and passes the notebooks to the next student, Nurbekka, asking her to add 2 to 2. This didactic game continues until the notebooks are collected. Repeated use of this didactic game in the course of lessons gives the expected result.

After students acquire the skill of finding the sum through this didactic game, it is possible to replace it with the task of finding the difference. For example: Teacher: How much will it be if we subtract 2 numbers from 9 for Dildora sitting on the last row of the row? Dildora picks up her notebook saying 7 and hands it to her friend Shakhnoza saying how many will be if we subtract 2 from 6. Shakhnoza puts her notebook on top of Dildora's notebook saying 4 and hands Shaydo to the next student, how many will be if we subtract 2 from 8. It can also be done by dividing and multiplying in 3-4 classes. In this case, even if they have a certain level of knowledge about the table of multiplication up to 9, it is appropriate to start with multiplication by 2 due to lack of skills. Once you have mastered all of the actions, you can use tasks related to one task in the process of collecting the circular notebook, and tasks related to the second task in the process of distribution. In these didactic games, the winning groups are identified and encouraged. After each didactic game is used, if the winners are determined and encouraged, it will definitely give the expected effect.

Results. Appropriate use of logical problems in making students interested in mathematics also gives the expected effect. Logical problems accustom students to thinking, research and creativity. For example:

-Nadir removed 10 from 10 and made 10 more. How did Nadir do it? (He took off his gloves).

[3] 1st grade mathematics L. Orinboyeva, Sh. Ismailov, N. Ruzikulova, U. Rakhmanov, M. Jumayev, N. Ismailova, N. Usmanova. Textbook. Tashkent-2022

[4] 2nd grade mathematics L. Orinboyeva, Sh. Ismailov, N. Ruzikulova, U. Rakhmanov, M. Jumayev, N. Ismailova, N. Usmanova. Textbook. Tashkent-2021

- Dilmurod brought 4 candies on a plate. He distributed the candies to his friends. Then there was 1 piece of candy left on the plate. How? (It was given to a friend with a plate of candy).

Nowadays, with the publication of new generation textbooks, mastering elementary school mathematics has become a very complicated process. The complexity of the problems can reduce the enthusiasm of the students to learn. Therefore, let's not let the students show their enthusiasm for learning, on the contrary, in order to increase their interest and develop calculation skills, it is necessary to effectively and appropriately use didactic games through digital technologies in primary grade mathematics classes. This is one of the important factors for the training of mature personnel at the level of today's demand.

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