

The Content, Significance and Methodology of Their Use of Didactic Games in Primary Classes

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ABSTRACT

In this article, we focus on the organization of mathematics lessons in elementary grades, a deep and more accurate visualization of the meaning and importance of didactic games in the educational process, the definition of such concepts as education, game and didactic task, game tasks and their meaning in the manual.

Introduction

Nowadays, a lot of attention is paid to the organization of mathematics classes all over the world. Today, didactic games are used in the process of teaching mathematics in elementary grades in order to increase students' interest in the lesson. Didactic games make it possible to visualize the educational process in depth and more precisely. In mathematics lessons, students learn to reason and think logically by solving various examples and problems. The ability of the teacher to organize the non-traditional teaching process of mathematics, to achieve the design of education on the basis of perfect models and to use this project rationally, to have this skill mastered by students, and to study it in depth creates an opportunity for the formation of competence.

Education is a planned process of imparting skills and competencies to students and learning, acquiring, and strengthening these knowledge, skills, and competencies.

The educational process is a situation in which students' memory is enriched, their speech and thinking grow, and their worldview expands using various methods and methods.

Play is a process of activity that is ingrained in the child's mind and heart. Their activity, depending on the types of games, reflects the objective reality of life to a certain extent.

When the lessons are organized as a game, the students will understand the subject quickly and easily. A lesson taught as a game is a continuation and repetition of educational activities to a certain extent.

Many years of experience have proven that the game is a necessary life need of school children.

Didactic game is an educational method. This educational method helps to strengthen the subject in addition to identifying the lesson material and achieving a specific goal.

Didactic games, by their nature, include the ability of students to design a heuristic (Thinking, searching, finding) conversation-lesson process through a problem situation, creatively, on the basis of information and communication technologies.

The didactic game is aimed at deepening the learned educational material. Each didactic game has a specific purpose. For example: in the game "THEATER" the topic is reinforced. In the circle examples game, students complete the examples within the decimal numbers passed. In addition, in the didactic game "Pen on the table" students sit in a circle and a pen is placed in the middle. The teacher asks students questions. The student who receives the pen answers and passes the pen to the next student. He takes the pen and writes the answer to the teacher's next question. If the students do not find the answer, the next student takes the pen and answers the same question. The student who does not answer is out of the game. The last student is the winner. All of these didactic games feature didactic tasks aimed at reinforcing the learned lesson, making it easier to understand a new topic, and deepening the study of the subject material. The didactic assignment is part of the overall goal of the lesson. Each didactic game has its own rules. If these rules are not followed, the quality of the game will be damaged, and the educational and psychological value of the game will be lost. Game rules are included in the game task. A game task is where the teacher tells the students how the game is played and who wins the game.

In the "Silence" game, students count the objects shown by the teacher in "Imagination", solve and find the number result. The rules of the game require you to move without making a sound.

In the course of the lesson, the teacher will be able to use the following didactic materials: pictures, abacus, tables, toys, toys, geometric shapes, drawings, schemes, counting materials and deserts.

The use of didactic games in mathematics lessons in elementary grades is of great importance for students to understand and easily master the subject of the lesson, to study the textbook materials in depth. Didactic games are very important for elementary school students. Because elementary school students are more playful and curious about various visible things.

We can use the following didactic games in mathematics lessons in elementary grades. "Who is quick", "Who enters the house quickly", "Tuk tuk", "Find your neighbors", "I continued if anyone knows", "Theatre", "Find how many", "Find the table", "What has changed", "We are running out", "Sanaiver", "Remember what you saw" and similar games are organized in order to increase students' interest in the lesson.

Methods based on the design of heuristic conversations through didactic games according to the age characteristics, literacy levels, personality of primary school students are widely used.

Didactic game methods are organized to activate and accelerate students' activities, and these games are conducted taking into account the age characteristics of students. Didactic games are important for the emergence of feelings of harmony, kindness, team spirit in students through playing in groups. Didactic games consist of intellectual (smart), action and mixed games for students, which help students develop intellectual, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurship, and professional skills. By using a didactic game in practice, it is intended to achieve educational goals that are difficult to achieve using other methods. There are didactic games used in various subjects, which allow to learn this subject better. The game is the main form of activity of young

children. This is the basis for pedagogical and psychological scientists to conduct research on increasing the educational value of games at this young age and further learning.

As a result, from the beginning of the 60s of the last century, business games began to be used in the USA and then in other Western countries. These games are now considered didactic games. The developers of business games have stated that this method is one of the most basic, effective and cost-effective educational methods.

In conclusion, it should be said that in the mathematics classes held in elementary grades, there is a wide space for various interesting examples and problems. Because the role of the problem in the formation of the ability to think logically in elementary school students and the ability to quickly understand its concept is considered incomparable. It is very important for the teacher to have high pedagogical skills in correctly and accurately conveying the issues discussed in the course of the lesson to the student, and to organize the lessons through interesting technologies and to make the students interested in the lesson.

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