

### The Significance of Didactic Games in Increasing the Efficiency of the Educational Process

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#### ABSTRACT

*In this article, it is assumed that the importance of didactic games in increasing the effectiveness of education should be taught to the students by connecting the didactic games to the life of learning.*

In psychology, play is considered to be of decisive importance in the development of the child's psyche. Only in the game all aspects of the personality of the child are formed in unity and interaction. It is only in the game that the child's psyche creates an important basis for moving to a higher stage of development. The didactic game is an important activity in the field of creating an imitation model of the events and phenomena being studied. An important difference of the game from other types of activity that its subject is human activity. The main type of activity in the didactic game is cooperative learning activity. An important feature of didactic games that differs from other types of activities is its structural rigidity. The structural components of didactic games are as following:

1. Game logic.
2. Movement of the game.
3. Rules of the game.

The logic of the game is mainly reflected in its title.

In the process of game action, an opportunity is created to increase students' cognitive activity, show their abilities, and apply their knowledge, skills, and abilities to achieve the goal of the game.

The rule of the game helps to organize the game process correctly. It regulates the students' behavior and their interactions.

A certain result is achieved in didactic games. A certain didactic goal is set in the game,

and achieving this goal creates a sense of spiritual and intellectual satisfaction in students. For the teacher, didactic games are an indicator of students' mastery of knowledge or the practical application of acquired knowledge.

All structural components of didactic games are interrelated, none of them can be absent.

The traditions of wide use of didactic games in the education and upbringing of children, formed in folk pedagogy, were developed in the practical experiences of teachers and the work of scientists.

The Czech pedagogue Ya.A. Komensky emphasized that the game is the main form of the child's activity and said that the game corresponds to the child's nature and interests. The scientist emphasizes that the game develops the mental abilities of the child in every way, expands his imagination about the surroundings, and develops his speech. Also, the child's play with his peers brings him closer to his peers. Below we will focus on the games in which didactic game technologies are implemented.

A business game lesson is an exercise in acquiring new knowledge by ensuring the active participation of students in the process of solving problems on the subject of the lesson.

A dramatized lesson is a lesson that provides in-depth, accurate information on the topic of the lesson by organizing scenes related to the topic of the lesson.

A computer lesson is a lesson conducted on the basis of computer materials (multimedia, virtual training course, etc.) related to the subject of the lesson.

The auction lesson is a lesson to demonstrate how much knowledge each student knows about certain sections of the academic subject.

Fair lesson - students who have already mastered the subject of the lesson in parts will be facilitated to learn and remember the subject of the lesson given to the class with an interesting explanation based on interaction.

By teaching students about interdisciplinarity, such lessons serve to help them fully understand the scientific foundations of the universe, form their scientific outlook, and develop their creative thinking.

A concert lesson is an exercise of expressing the lesson topic in the form of a concert, which provides an opportunity to activate students and strengthen their knowledge. The lesson "Investigation is carried out by experts" is an interesting question-and-answer exercise with the help of students who have thoroughly studied the subject of the lesson in advance, proving and explaining the information given based on working in small groups.

Integral (integrated) lesson is a lesson organized on topics related to several subjects and convenient for integration, which increases students' interest in various subjects and ensures their activity in the educational process.

It should be noted that when the teacher uses didactic games in the course of the lesson, he must be able to choose the most necessary tools based on the essence of the game. Because the necessary tools ensure the effectiveness of the didactic game.

In organizing didactic games, teachers should thoroughly know and follow the technologies of working with each material used for them, preparing appropriate didactic tools and ensuring safety. Because the quality of didactic tools, suitability for intended purposes, convenience and their correct use have a positive effect on increasing the effectiveness of training.

High skills and organizational skills are required from primary school teachers in applying the process of teaching didactic game lessons mentioned above. Also, when the teacher

organizes classes using game-based learning technologies, he should strictly define the following main tasks.

In the didactic game, the child acquires good moral qualities. Didactic games are divided into several levels. At each stage, certain capabilities of the child are revealed. The educator's knowledge of the character of these children is of great importance in determining the effectiveness of didactic games.

Didactic games are the most correct and effective method of training students' independent thinking. It does not require specific materials or conditions, but requires the teacher's knowledge and skills in the field of game organization. The organization of the game on a certain system and methodical basis plays an important role in educating students' ability to think independently. Game activities rely on the acquired knowledge, skills and abilities of students in the educational process, and only then students can find effective solutions to the game, show demand for themselves and others.

Using games as a form of education requires the teacher to have confidence and mastery in the use of games.

The criteria for choosing types of didactic games are as follows:

1. according to the composition of participants - games for boys, girls, teenagers, adults;
2. by the number of participants - individually, in pairs, small group, large group, class team, competitive teams, interclass and public games;
3. according to the game process - games focused on thinking, thinking, thinking, actions, competition, etc.;
4. according to the standard of time - the lesson, the part of the training time allocated according to the plan, which continues until the goal of the game is reached, the winner or winners are determined, and other houses.

In conclusion, it can be said that the purposeful use of didactic game lessons at all stages of the continuous education process, especially in increasing the effectiveness of the primary education process, ensures positive results in increasing students' interest in learning, acquiring knowledge, and increasing the dynamics of cooperative activities. The use of modern pedagogical technologies in the educational process is today's demand.

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