

## Improving the Level of Knowledge of Students Through Game Technologies

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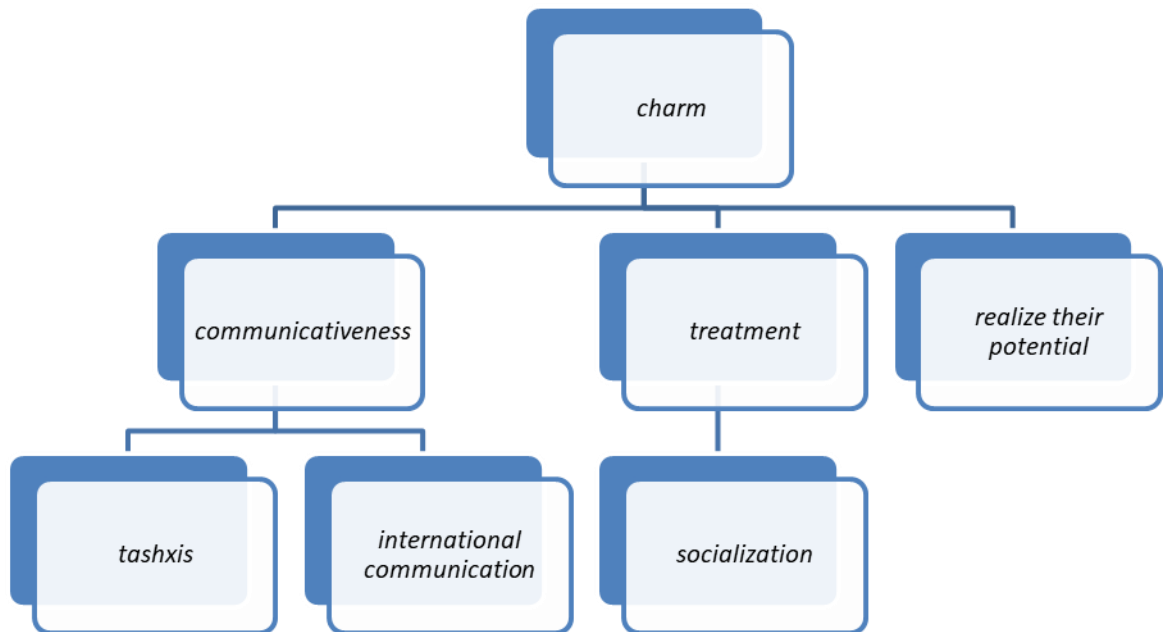
### Keywords

*Attention, memory, speech, thinking, the ability to compare, compare, find similarities, hypothesis, imagination, creativity, empathy, reflection, finding the optimal solution.*

### ABSTRACT

In given clause the technique of selection and organization of job with the gifted students on plotting and computer graphics is stated.

The basis of the use of game technologies is the activating and accelerating activity of students. According to the studies of scientists, the game is one of the main types of activity together with work and study. According to psychologists, the psychological mechanisms of playful activity rely on the fundamental needs of a person to express himself, to stabilize his self in life, to manage himself, and to realize his potential.



Researchers developed game features. games are important the edges are illuminated by S.V. Shmakov. It is a freely developing activity differentiates Such activity is not only for enjoyment because of the result (event), rather, to enjoy the activity process itself, according to their wishes is used.

The game is distinguished by its creativity. It will have as rich, active character as possible - "space of creativity". Emotional excitement is typical for the game. It is manifested in the form of mutual struggle, competition, competition. They show that the game will have directly relevant and relative rules that reflect the content of the game and provide for the logical and temporal consistency of its development.

Researchers in the theoretical aspect of the game activity, process and teaching method are viewed as Play as an activity includes goal setting, planning and implementation, and analysis of the results, in which a person as a subject fully realizes his potential.

The motivation of the game activity comes from meeting the needs of the game character, the conditions of competition, the ability of a person to express himself, and the realization of his potential.

The game is used as a teaching method and independent technology for self-study of concepts, topics, and even subject areas.

The game is organized in the form of knowledge and its part (introduction, reinforcement, training, control).

The games are aimed at different goals. They are used for didactic, educational, activity development and socialization purposes.

The didactic purpose of the game is aimed at expanding the range of knowledge, cognitive activity, application of knowledge, skills and abilities in practical activities, development of general education skills and skills, development of labor skills. The educational goal of the game is to develop independence, naturalization of the will, cooperation in the formation of certain approaches, points of view, spiritual, aesthetic and worldview, collectivism, the ability to join a team, and communication skills.

Games that develop activity are aimed at developing attention, memory, speech, thinking, comparison skills, matching, finding similarities, hypothesis, imagination, creative ability,

empathy, reflection, finding the optimal solution, motivating educational activities. Iadi

Socialization games involve involvement in society's norms and values, getting used to environmental conditions, emotional control, self-control, communication training, and psychotherapy.

In the literature on pedagogy, there is a concept of a pedagogical game. A number of methods and methods of organizing the pedagogical process, as well as various forms of pedagogical games constitute "game pedagogical technologies. Pedagogical goals of education are clearly defined in the pedagogical game. Pedagogical games are based on the creation of playful methods and situations that lead students to educational activities. Pedagogical games are classified according to the types of activities, the nature of the pedagogical process, the game methodology, the characteristics of the field, and the game environment.

Viktor Fedorovich Shatalov developed and implemented the technology of teaching acceleration. He showed the great potential of the traditional classroom-lesson method of teaching.

V.F. Shatalov's goal:

- formation of knowledge, skills and abilities;
- teaching all children with any individual characteristics;
- acceleration of teaching.

Principles:

- many repetitions, forced step-by-step control, high level of difficulty, learning in large blocks, dynamic pattern of activity, support of behavior, and use of its target basis;
- person-centered approach;
- humanitarianism;
- not to teach by force;
- non-conflict of educational situations, awareness of each student's success, correction (correction), opening perspective to growth and achievements;
- suffocating education and training.

He developed a system of educational activities that ensures the sufficient level and activity of everyone in the classes. The methodology consists of 4 stages, which include a method and methodological solution:

1. Learning the theory in the classroom: simple explanation on the board (with chalk, visual aids, O TV);

- painted poster - re-explanation on the basic outline;
- a brief statement about the poster;
- individual work of students on their synopsis, wide reinforcement of synopsis blocks.

2. Independent work at home: basic outline+textbook+parental support. Transfer to students: remember what the teacher explained using the synopsis, read the given material from the book;

Compare what you read with the synopsis; narrate textbook materials using a synopsis (encoding-decoding); keep the synopsis in mind as a basis for speaking; revise the outline and compare it to the sample.

3. The first repetition is comprehensive control of mastering the synopsis: all students rework the synopsis in their memory, the teacher checks it one by one; asks at the same time "asta" and through the tape recorder; After the written work, oral questioning begins.

4. Reciting the basic outline orally is the most important stage of external speech (oral)

activity in mastering, it occurs in the process of various questions and answers.

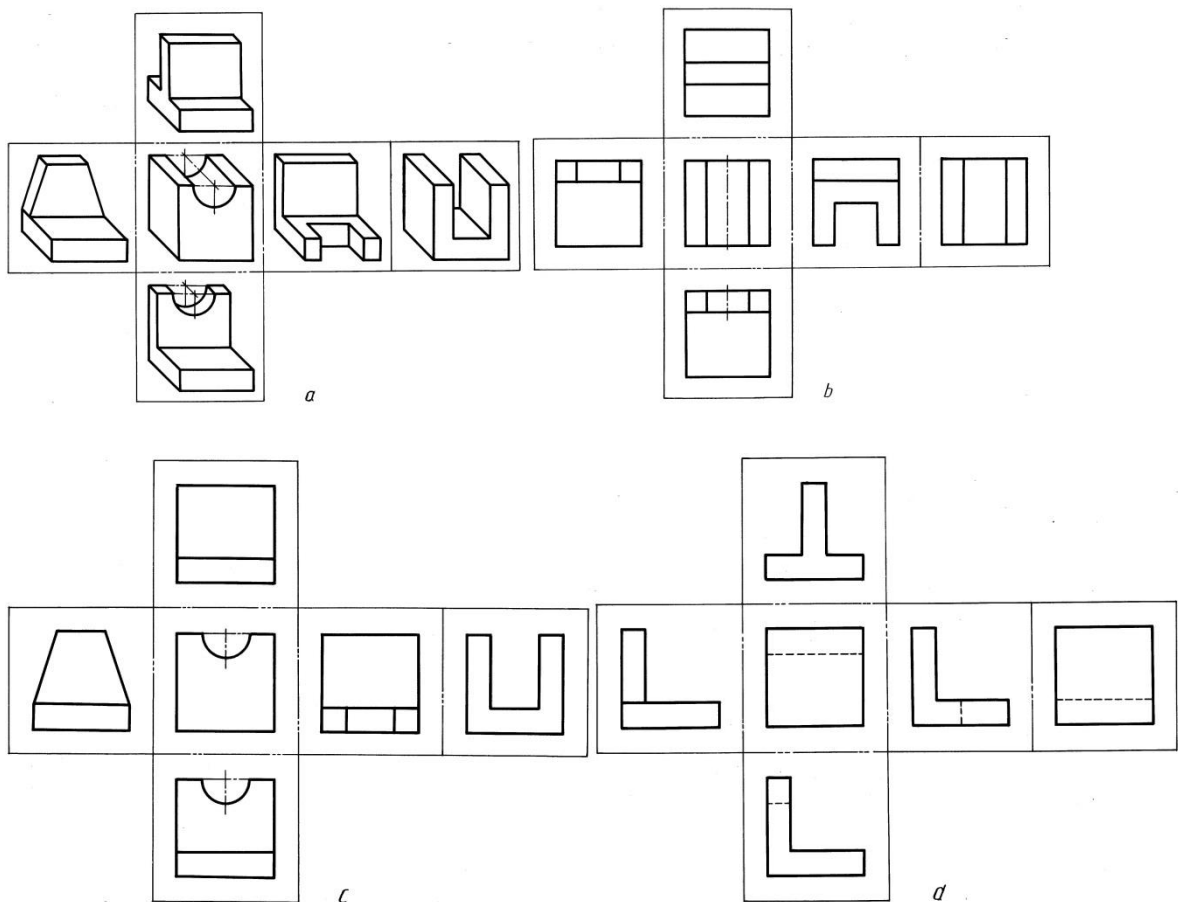
The system of educational activities developed by V.F. Shatalov was experimented with schoolchildren, but its methodology went beyond the scope of teaching of existing subjects and was widely spread not only in the teaching of natural sciences, but also in the teaching of engineering graphics.

Subject. Reading drawings.

The condition of the game. Looking at the clear image of the detail and using its drawing views, making a complex drawing of it.

The goal. To strengthen the knowledge and skills of students on the subject of appearances, to increase their intelligence.

Equipment. 4 cubes with 100x100 mm sides are made. Draw clear images of six different details on the six fat (sides) of one of them, top views of these details on the sides of the second cube, front views of those details on the sides of the third cube, left views of these details on the sides of the fourth cube. (Chart 1, a, b, c, d).



1st image

Make a box that can hold four cubes, place three cubes in it as a system of H,V,W planes, and place a cube with clear images drawn in the empty space (Figure 2, a,b).

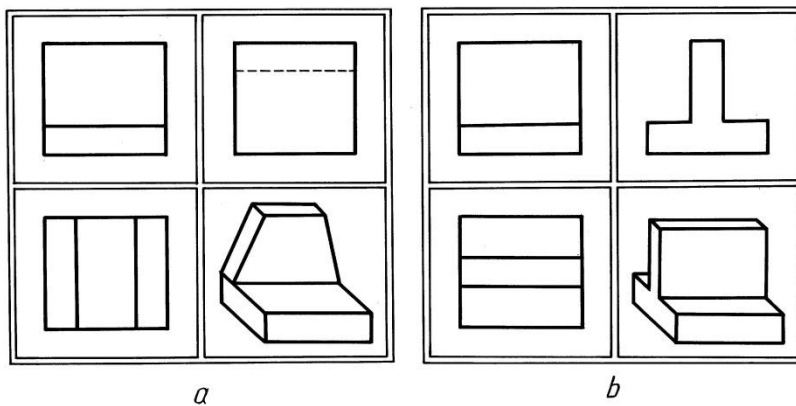


Figure 2

Game details. The teacher shows the students one of the clear images drawn on the sides of the cube, and they are instructed to turn the remaining cubes in all directions, find the corresponding views of the detail in the clear image and make a complex drawing. In this order, complex drawings of six details are drawn up sequentially.

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