

Didactic Games the Educational Basis of Children's Activities

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ABSTRACT

Didactic games are an important, effective tool in the formation of a child's personality. Because children of all ages and nationalities have always considered play to be their most important activity.

The main goal of the reforms being carried out in our country is to bring up the future successors as intelligent, intelligent and well-rounded individuals. Preschool educational organizations are required to organize each lesson by enriching the world of mental thinking of children of the new era. The knowledge acquired in preschool education, the first worldview formed, the acquired skills and qualifications serve as the main criterion for the next period of a person's life.

It is not without reason that the development of scientific understanding and thinking abilities of the children of the age of technology, in which the flow of information and the role of technology in human life is rapidly developing, is more important than ever.



Didactic games serve as an important and effective tool in the formation of a child's personality. Because children of all ages, nations and countries consider play to be their most important activity.

The child seeks to know the world through the game, his speech, thinking, moral qualities, worldview are formed and developed in the game activity.

Every educator who correctly understands the scientific-theoretical and practical significance of this, uses didactic games in

their classes as the most effective means of forming the child's cognitive abilities. Of course, it should be recognized that the use of didactic games as an educational tool has always created a need for learning, research, and practical testing.

Education and upbringing of preschool children has its own characteristics. This feature is expressed by the new organization of education according to their physiological and psychological symptoms, its construction on the basis of the game, and the harmony and mutual regularity of education and the game.

Play is an integral part of a child's life. The child gets knowledge and information through the game. They get acquainted with the surrounding environment, natural phenomena, landscapes, objects, birds and animals, and the world of plants. A person becomes aware of his activities, work and life. During the game, the child not only gets acquainted with the phenomena of the external environment, but also expresses his attitude towards these events. He learns to distinguish between good and bad, good and bad, pleasant and unpleasant. In the child's activity, his work-reading and learning are so combined with the game that sometimes it is difficult to notice the difference between them.

Didactic games help to develop the speech of preschool children, introduce them to the environment, nature, and also make it easier to introduce the names of things and where they are used. That is why didactic games are organized on different topics and contents.

Through didactic games, children form specific and generalized concepts about things. Such games include "Store", "Friends met", "Let's dress up the doll", "What grows where?", about vegetables, fruits, trees, "What to whom?" "Do you need it?", "Why do you need it?", "Garage", "Whole and pieces" are examples.

The use of didactic games as an educational tool in the educational process has been put into practice as a permanent problem.

The lessons help to develop the child's mind and teach him to think independently. The first step in developing a child's thinking is to create concepts. Initially, concrete concepts are formed in children in small groups of the kindergarten. For example: a table, a doll, a tree, a plate, as well as individual concepts are formed. For example: But about our grandfather. Common concepts are formed in children when they come to large groups of kindergarten. For example: "plant:", "fruit", "transportation", "furniture", etc., in addition, the abstract concepts formed by children are concreted by connecting them to objects. language training, numeracy and speech development.

Children's thinking is developed with the help of various walks and excursions. Excursions help to activate and develop the thinking process in children. Children's observation increases during excursions and trips, they learn to compare different things, analyze and synthesize. For example: children who went on an excursion to the garden at one end of the garden compare the turtle's legs to shovels, and the second child compares them to the digging of an excavator. Such critical comments have an active influence on the development of children's thinking.

"Curiosity is full thinking. It is necessary to use these interests in developing children's thinking, because interest deepens the child's knowledge. So, as the child's thinking grows rapidly with pictures during preschool age, its further development and development is one of the most important tasks facing preschool education organizations today.

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