

EFFECTIVENESS OF USING DIDACTIC GAMES IN PRIMARY EDUCATION

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Abstract: *In this article, concepts about ways to develop competencies in the educational process are presented.*

Key words: *competence, innovation, method, interactive methods, didactic games.*

In the early years of independence, the adoption of the Law "On Education" and the "National Program of Personnel Training" was an important step in the field of education. The future of every social system, the prospects of mankind, the life and standard of living of people are directly related to the development of science and culture. The development of science and culture depends on the direction of education. Therefore, from the first steps on the path to independence of our country, we must restore and further improve our great spirituality, improve the national education system, strengthen its national soil, conduct a strong social policy taking into account demographic and other national characteristics, meet the needs of the youth. on the basis of harmonization, great importance has been attached to bringing it up to the level of world standards.

In the fast-paced era of advanced science and technology and increased information exchange, a number of reforms are being implemented in the education system, as in all areas of our country. The age of science and technology and rapidly developing life show that it is not enough for students to have only knowledge, skills and qualifications in educational subjects. There is a need to create and apply DTS based on the competence approach to the educational process, which teaches students to apply the acquired knowledge, skills and abilities directly in their daily life. [1].

Arousing students' interest in knowledge by means of didactic games is effective if it is organized based on their interests. In such cases, the child always has a desire to know the news, an interest in knowledge arises. Regular development and strengthening of interest in knowledge educates junior schoolchildren's positive attitude to learning, increases the level of mastery. Curiosity teaches a junior high school student to search, he always learns to look for answers to various questions. The student's inquisitiveness develops in him the feeling of emotional upliftment and joy of success. Interest in learning not only positively affects the result of the educational process, but also affects the active development of mental processes such as thinking, perception, memory, and attention.[1-2]

Interest in learning is one of the motivations that increase students' interest in studying. Its influence will be very strong. Stimulating curiosity can help even slow learners to work effectively.

If students' activities and educational activities are systematically and regularly organized in a properly organized pedagogical process, interest in learning becomes one of the main qualities of the student's personality and has a strong impact on his development.

Interest in knowledge becomes a powerful tool in the educational process. Abu Ray'an Beruni emphasized that it is an important task to interest students in the educational process, and in his book "Memorials from Ancient Nations" he wrote, "The goal is not to prolong the sentence, but not to bore the student, because always looking at the same thing leads to boredom and impatience. will come. As the student moves from subject to subject, he seems to be walking in different gardens. Before you can see one, another begins, and he is interested in seeing them and wants to look at them, as it is said that everything has its own taste. The same thing is tiring, makes the memory dull," he said.

It is impossible to make the student interested in knowledge without activating his cognitive activity. That is why, in the educational process, the student's constant interest in knowledge and the development of his motivation to study are the most important means of formative education. Thus, the interest in learning helps the realization of all the possibilities in the personality of the student.

Teaching children to play has a specific educational purpose. This is the most important part of the game. The game differs from other types of education in its forms and methods. Didactic games allow you to endlessly repeat and change game methods, and add various things to the game. For example, we repeated 5-7 types of the game "Silence" with the whole class and with some children more than 10 times; "What has changed?" type game was conducted with 5 different instructional materials, etc. As a result, it made it possible to achieve consistent and solid game skills and to be able to listen to and follow every rule of the game. Didactic games, in terms of their form, are mainly creative games played in kindergarten, as well as games that the teacher himself explains by telling a story and reinforces as a result of asking students one by one. It is completely different from games. Didactic games serve the purpose of teaching and are conducted at an interesting, fun, and comprehensible level. Children train with all their heart in order to win, they get used to completing every given task, as a result, their interest in doing didactic tasks increases. Didactic games help to better understand the purpose of each lesson, the goals and tasks of each exercise.

Didactic games include the demonstration of education, the teacher's speech and children's actions, as a result of which unity is born in perception (sight, hearing, skin sensation signs). This allows the children to think about what the teacher said and express what was said, that is, the students themselves fulfill the rules of the didactic

games. Structural features of didactic games provide an opportunity to analyze students' activities. That's why all children act with interest during the game.

Didactic games affect the child's emotions and create a positive attitude and interest in learning. Children play the game with great pleasure, and they wait impatiently for the start of the game, involuntarily the joyful scene of tomorrow's school day is embodied in their minds.

Each didactic game involves many children or a whole class. For example, in the game "Circle examples" all children solve problems, in "Chain" 10, in "Shop" 8-12 children, in "Ladder" almost all students solve problems, etc.

In addition, even if some of the children do not participate directly in the game, they directly participate in the game through gestures. For example, they close their eyes and listen to who knocks how many times, in games such as "The best accountant", "Who is more accurate and faster", they monitor how correctly their friends solve the example. This allows the teacher to have an individual attitude to the students' activities. We know that children do not grow only by studying, but they also learn to be harmonious and learn to know life in the process of playing. It should be emphasized that in these games, children learn to control themselves. These games discipline children. [2].

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