



DIDACTIC GAME: ESSENCE AND CONTENT AS THE MAIN TOOL OF ORGANIZING THE EDUCATIONAL PROCESS

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BASIC WORDS

Didactics, didactic game, great didactics, tools, technology, principles, educational methods, diagnostics, didactic subjects, integrity of the educational process, developmental function, goals, content, forms and methods of teaching, didactic activities functions, developmental function, development of analytical, critical and logical thinking in students, management function, - information function, mobilization function, - constructive-technological function, intellectual, thinking, reasoning, design function, design function.

ANNOTATION

The content of didactics, didactic games, the requirements for their organization, the opinions of great pedagogical scientists on didactics, as well as the main tasks of didactics, the main functions of the organization of student didactic game activities are explained in the article. Also, in order to understand the necessary conditions for the ability of a functional game reader, some features of adolescent psychology, in particular, the idea that all conventions in actions are eliminated without exception during adolescence, and that the game approaches life.

The term "didactics" first appeared in 1613 in the works of the German linguist and pedagogue Wolfgang Rathke. However, the first fundamental work on the theory of didactics was presented in 1657 by the Czech pedagogue and writer Jan Amos Comenius in the Great Didactics. In a broad sense, didactics is aimed at studying and revealing the theoretical aspects of the organization of the educational process, such as the principles, methods, and conditions of teaching, as well as the study of existing ones or the search for new principles, methods, strategies, systems and a department of pedagogy aimed at developing technologies. In a narrow sense, didactics is the science of education and upbringing, including educational content, methods, tools, and learning outcomes that can be achieved in this regard. Thus, the teacher's didactic activity consists in learning and developing the goals, content, methods, means and forms of education. Didactics includes solving the following tasks:

- Study the laws and principles of the educational process;
- Development of basic concepts and rules of the educational process;
- Forecasting its results based on the application of various concepts;
- Designing educational methods and technologies;
- Creation of educational process monitoring and diagnostic systems;
- Creating systems for evaluating the results obtained.

As subjects of didactics, scientists Pidkasisty P.I., Khutorskoy A.V., Muss G.N., Amonashvili Sh.A., V. Tymenko emphasize the laws and principles of the educational process, as well as the technologies and methods of teaching and training, and recommend relying on the following fundamental principles of education:

- The integrity of the educational process;
- The need for the social importance of the goals, content, forms and methods of education;
- Unity of all components of the educational process;
- The connection between educational results and the nature of educational activities;
- The possibility of creative self-realization of the student in the educational environment.



Also, in the implementation of the educational process, it is necessary to take into account the main rules of the didactic theory, that is, the principles of teaching that can be changed in practice by adapting the components of education to certain forms and means of teaching. Many pedagogues interpreted the concept of "game" from different angles. Sh.A. According to Amonashvili: "the game is a way of knowing the truth, controlled by internal forces and allowing the child to master the initial, but very broad foundations of human culture in a short time." V. A. Sukhomlinsky described this concept as follows: "there is and cannot be complete mental development without play. The game is a huge bright mirror through which the flow of life-giving ideas and concepts of the child enters the spiritual world. Play is a simple spark that kindles the fire of curiosity and love of curiosity." In the works of A. Makarenko, the game is considered as a powerful tool for developing will, team, and practical skills. He believed that children's role-playing games are as important for the child's development as adults. Based on the above, it can be said that the game is a favorable environment for the development of the child's cognitive powers, and serves as a basis for turning his actions into mental actions, as well as the game it is also a guiding tool of education and training. A game can be called didactic only when the cognitive element in its content is inextricably linked with the element of interest. In our opinion, the need-to-know didactic principles and laws is determined by the importance of the correct organization of educational activities, because it implies the ability to predict the results of certain educational models and allows drawing correct conclusions.

Didactic play is characterized by discovery content, which allows the child to study and model the age-appropriate objects, processes and events of the surrounding world. The interaction of developing the child's thinking and forming his initial ideas, knowledge, skills, behavior and activities during the game is one of the ways to increase the effectiveness of teaching and upbringing in the preschool educational organization. The use of didactic games requires the child's attention and intelligence, helps to have a positive attitude to learning, teaches endurance, develops the ability to act quickly and find the right solution. The game has a great impact on all spheres of the preschool child's personality: physical, emotional, intellectual, spiritual, emotional-volitional, etc. In addition, it is necessary to recognize the main functions of the game: it gives pleasure and joy, the gameplay itself is full of unexpected events, which, as a result, is the basis for unique discoveries. The developed classification is based on the concept of a didactic game as an activity aimed at developing students' cognitive interests.

Cognitive interest is the most important formation that arises and develops in the course of a person's life, is formed in the social conditions of his existence, and is not given to a person from birth. It has a complex structure, it consists of both individual psychic processes: the intellectual, emotional, regulatory and connections of the individual with the objective and subjective world expressed in relations. A person inspired by cognitive curiosity performs any activity with great enthusiasm, desire and efficiency.

In this regard, we classified certain types of didactic games based on their impact on individual mental processes as follows:

- Intellectual - forming a state of thinking, reasoning, reflection;
- Emotional - exciting emotional processes and emotional states (experience of success, joy of learning, pride in one's achievements and the achievements of friends, satisfaction with educational activities);
- Regulatory - formation of volitional aspirations, expediency, decision-making, persistence, attention;
- Creative - activation of imagination, fantasy, anticipation, perception, creation of new examples, models, etc.;
- To contribute to the development of a social personality, to understand the role and importance in society, to relate to the surrounding world.

It should be noted that these didactic games are interrelated and educational in nature. The main thing is that the game organically combines with serious, hard work and does not distract from the learning process, but activates mental activity. It should also be remembered that a didactic game is only a game for a child, but for a teacher it is a creative activity that requires certain actions for its organization and conduct. The structure of the teacher's didactic activity - the teacher's stimulation and interest in the activities of students in the lesson, as well as their independent work, the teacher's formation of professionally important knowledge, skills and qualifications among students, implementation of the target direction. Students, updating the educational content, as well as optimizing the methods, tools and forms



of organizing the educational process, checking and monitoring the educational achievements of students using accepted assessment methods, and the educational process and its results. consists of evaluation based on the results of control work. The content of the teacher's didactic activity is implemented through the content of the subject, teaching tools and methods, as well as forms of teaching organization. In conclusion, relying on game activities, game forms and teaching methods is an important and most adequate way to involve children in educational activities. Didactic games contribute to the development of mental processes, form cognitive motivation, mental abilities and the development of speech, so this topic is relevant and requires constant study and attention. Pedagogical literature contains many descriptions of didactic games and especially their various modifications. But choosing those that match the goals and real conditions of the educational process allows them to be sorted and expressed in classification. The classification of didactic games is a system of games built on a certain basis, which helps to determine the general and specific, important and accidental, theoretical and practical things in them, and thus allows the teacher to consciously choose the above and more effectively. helps to use. Based on the classification, he not only clearly imagines the system of didactic games, but also understands the purpose, forms the characteristic features of various games and their modifications.

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