

The Role of Didactic Games in the Formation of the Student's Personality in Primary School Mother Tongue Classes

Kutlimuratova Dinora

The student of Urgench State University
kutlimuratova710@gmail.com

Abstract: *This article discusses the importance of didactic games in teaching elementary students. After kindergarten, the early stages of school play an important role in a child's life. Therefore, the period of primary education is the most responsible period in the educational process. At this time, as the child becomes literate, his worldview is formed, the ability to think develops. During this period, every activity aimed at developing the child's mind has a great impact on the formation and development of the child's mind. Therefore, in this period, first of all, it is necessary to pay attention to the organization of the educational process in an interesting and effective way, to create and develop positive learning motives. This is because the period is characterized by the child's transition from play to mental activity, that is, to learning.*

Keywords: didactic games, primary school, school, mother tongue, memory, mental activity, knowledge.

I. INTRODUCTION.

Teaching children to play has a specific educational purpose. That's the decent thing to do, and it should end there. The forms and methods of play are different from other types of education. Didactic game modes are endless, it is possible to repeat and change, to add different innovations. For example, we did 5-7 rounds of Silence more than 10 times with the whole class and with some kids, saying, "What's changed?" The game was played with 5 different visual aids. As a result, the game's skills are uniform and strong, and it is possible to listen to and follow every rule of the game.[2]

II. MATERIALS

Didactic games, both in terms of their form, mainly from creative games played in kindergarten, are the result of the teacher explaining them through storytelling and asking the students one by one. It is also unilaterally different from reinforcing games. Didactic games serve the purpose of teaching and are interesting, interesting and understandable. Children practice hard to win, they become accustomed to completing each task, and as a result they become more interested in didactic tasks. Didactic games help to better understand the purpose of each lesson, the purpose and objectives of each exercise. Didactic games involve the demonstration of learning, the teacher's speech, and the children's movements, resulting in unity in cognition (visual, auditory, and skin sensory cues). This encourages the children to think about what the teacher is saying and to express what is being said, that is, to follow the rules of the didactic game themselves. The structural features of didactic games in this way allow for the analysis of student performance. That's why all the kids have a lot of fun playing.

III. METHODS

There can be no real mental development without games. The game is a spark that sparks students' interest and curiosity. Play is a method used by adults - teachers, educators, parents - to develop certain qualities in primary school students. Through play, students facilitate the acquisition of knowledge, learn to interact with a variety of subjects, and develop a culture of communication. Through play, a child's personality is formed, which in turn develops mental qualities related to the organization of future learning and work activities and interaction with people. Through play, children learn to exist and try to change the world. In this way, the game forms the basis of human activity. In the game, a person demonstrates the ability to reflect the being. The most important part of the game is that for the first time the child needs to influence the world and is formed. Play forms are more developed during the school years. Student play is of interest to many scholars, including philosophers, sociologists, biologists, art historians, ethnographers, and especially educators and psychologists. In psychology, play is considered to be crucial in the development of the child's psyche. It is only in play that all aspects of the personality are formed in the child in unity and interaction. Didactic play is an active activity in the field of creating an imitation model of the studied events and happenings. [5] The main difference between the game and other activities is that its subject is human activity. The main activity in the didactic game is collaborative learning. Today, under the leadership of the President of the Republic, great attention is paid to the use of computer technology, and it is necessary for a person to express himself as a user in the acquisition of computer technology. Because the whole life of a person is to store information, to receive it. But no matter how perfect the human brain is, it cannot store all the information in its memory and pass it on to the next generation. Therefore, it is necessary to use information technology.

IV.DISCUSSION

In fact, information technology is the basis for the successful development of science and technology, the development of innovation and intellectual activity of students. In this regard, the use of information technology in education and upbringing has led to the need for training in order to increase the effectiveness of education. Therefore, it is important for primary school students to develop computer skills. In order to address this issue, the order of the Ministry of Public Education No. 123 of June 9, 2011 "On approval of the curriculum for secondary schools for the 2011-2012 academic year" according to which the organization of computer science classes in grades 2-4 at the expense of school hours. Fulfilling the tasks set out in the order, that is, developing a system for the use of computers and information technology in primary education, means increasing the level of computer literacy of students.[1] Because this science, which is taught in primary education, can teach how to arm with information technology. Today, computer technology can be used to calculate, write, read, study, speak, draw, make models, receive information, process, and play. In this regard, it is used in the teaching of science in the primary grades to demonstrate natural phenomena through multimedia, to monitor and master the knowledge, skills and abilities of students.[3]

V.RESULTS:

The tradition of using didactic games in teaching and educating children, which was formed in folk pedagogy, was developed in the practical experience of teachers and in the work of scientists. Czech pedagogue Ya.A. Comenius stressed that play is the main form of a child's activity, and that it is the game that suits the nature and interests of the child. emphasizes It also brings them closer to their peers for a game with their peers. Didactic games are used in the upbringing of children in two ways: for the formation of a harmonious person and for narrow didactic purposes. Play is a major form of student activity. Play is one of the most important types of mental activity, in which all types of abilities are developed, the student's perception of the world around him expands, and the richness of speech increases. Didactic games have a positive effect on the development of students' various abilities, cognition, speech and attention.

VI.CONCLUSION

Nowadays, educators are creating games with ready-made content and rules. There are clear rules in games that help to develop certain qualities in a child's personality. Games with ready-made rules and content have the following features: the game is enhanced.[4] Game idea (or task) and game effect make up game content; the impact of the game and the relationships of the players are governed by the rules of the game. Rules and ready-made game content help students organize the game independently. Didactic games can be divided into three types: oral, word games, game lessons, and popular action games. Great ideas and game tasks are important for didactic games. The most important element of a didactic game is its rules.

REFERENCES:

- [1]. Abdullaeva H. A., Bikbaeva N.U. va boshq. Boshlang'ich ta'lim konstepstiyasi. Boshlang'ich ta'lim. 1998. 6 –son.
- [2]. Abdurahmanova N., Jumaev M., O'rinboeva L. Boshlang'ich sinflar uchun matematikadan didaktik materiallar. -T.: «Istiqloq», 2004.
- [3]. Azizxo'jaeva N.Pedagogik texnologiya va pedagogik mahorat.-T.: «O'qituvchi», 2003.
- [4]. Abdieva D. Soros bilan hamkorlik – yutuqlar kaliti. Boshlang'ich ta'lim. 2003. 2-son.
- [5]. Bo'ronova Sh. Ona tili darslarida interfaol metodlardan foydalanish. Uzluksiz ta'lim. 2004. 3-son.