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**Ergasheva Dilrom Hamidullaevna**

*Lecturer*

*Namangan State University*

**Ergasheva Nazira Olimjonovna**

*Teacher of the General Educational Secondary School No. 3 in*

*Balikchi district*

## **FEATURES OF THE DIDACTIC GAME AND ITS ROLE IN STUDENT ACTIVITIES**

**Summary.** *The article discusses didactic games aimed at facilitating the assimilation of knowledge that students need to learn in the process of learning and developing their mental activity and thinking, speech and development. Playing games in a playful manner makes it easier for children to learn.*

**Key words:** *game, teaching, student, learning, thinking*

The basis of the use of gaming technologies is the active and accelerated activity of students. The game is one of the main activities, according to scholars' research and study. Psychologists argue that the psychological mechanisms of play activities rely on the fundamental needs of self-expression, self-actualization, self-control, and self-realization.

The game is defined as a type of activity in situations where learning and reproduction of social experiences is shaped and enhanced by the behavior of the individual.

L.S. Vigodsky describes the game as a child's inner world, a means of learning social order. A.N. Leontev views the game as a person's freedom to fantasize about his own unrealistic interests and interests.

Psychologists claim that the ability to enter the game is not age-appropriate, but that the game is unique to each age person. The individual and age characteristics of children should be taken into account during the games. Because it is no secret that school-age students' perceptions change as they move from grade to grade. For students who are just starting out, the use of interactive games can make them uncomfortable. So when designing a game, it's important to adapt it to the classroom and take it seriously.

Organizing games and enjoying children at the game requires a great deal of skill, hard work and artistry from the teacher. In this case, the teacher should be encouraged to play with his own facial expressions, speeches, actions, and know how to encourage each child's achievements in a timely manner. The excitement and success of success results in the comprehensive development of the human personality.

The game focuses on the clear implementation of rules and relationships (e.g. subordination). For the first time, it is a leader. Children develop their organizational skills and skills.

Competition games can be split into separate game teams. Success in these games is very important to the child. Because of this, it is precisely because of the development and development of motivation for success in these games that the introduction of gaming technology can be effective in boosting children's interest and motivation.

As we said earlier, organizing a game and making the game fun is a complex process, and you need to follow the following three rules to make the game properly:

Choosing the first, educational and pedagogical task and examining its dynamics; The game should help the student to come to an immediate decision and to master the skills to execute his or her plan efficiently. Secondly, to distinguish between the participants of the match and their equal competitors and

those of the opponents; Third, it is also important to determine the duration of the match. This is because an overly prolonged game loses its content and quality.

Depending on the way the games are organized, they differ from the other activities. There is another problem with the way the game is organized. For example: pedagogical games, action games, business games, didactic games and more. Pedagogical games are artificially organized. The participants of the game will either evaluate the performance of the role as the role-play players (for example, production masters, teachers, master, parents, educators, supervisors, etc.) or active observers.

An analysis of research in pedagogy shows that pedagogical play enhances a student's cognitive performance. The students are actively involved in the lesson, the experts make independent and free-form statements, achieve the stated objectives, and the students attend and leave the classroom with knowledge.

Organizing game activities is an active, effective way of teaching and educating the students, not only by the knowledge and skills of the participants in the pedagogical game, but also by the person. some professional and ethical characteristics (preparation, performance, execution, creative activity, motivation, motivation, community). Well-organized exercises allow students to engage in professional activities, arouse interest in the learning process, and unite the group.

It is important to note that pedagogical games require participants to be well-versed in the role playing and role-playing rules.

The didactic games are mainly aimed at facilitating the acquisition of knowledge that students need to master in learning and developing their mental activities and thinking, speech and development. Playing games in a playful manner makes it easier for children to learn. In the form of a game, students learn to live in a team, to be organized, to co-operate, to work together and to be independent. Moral qualities, qualities, rigid adherence to discipline, discipline, aesthetic pleasure are formed.

Didactic games are designed to provide students with an educational background based on age, to facilitate knowledge and information, and to ensure that students are not bored or tedious. Therefore, what is considered to be one of the main activities in teaching and learning is to play and serve as a tool to encourage students to read. Lessons organized through didactic games include familiarizing yourself with the environment, observing them, developing speech and understanding, and increasing mental activity in general. The content of a didactic game consists of four factors:

|                          |                       |
|--------------------------|-----------------------|
| The function of the game | The rules of the game |
| Game action              | The end of the match  |

1. Each didactic game has a specific didactic task. This is to provide knowledge and information to children. Each didactic game requires children to complete a specific task. To do this, the child activates his or her thinking, recalling previous knowledge and understanding, and activates the movement. It is also worth noting that every didactic game played with students should be of interest to the students, to the particular knowledge, objects and objects. The game loses its value if the task assigned to the students is incompatible with their understanding. When students are not interested, the task is not accomplished and the goal is not achieved.

2. Another important feature of the didactic game is the game's movement. Play activities encourage children to engage themselves. The behavior of the game varies according to the content of the game, sometimes it is related to the competition, and sometimes it is related to the time and the turn. The movement of the game is facilitated by the large number of children playing. The smaller the child, the easier it becomes. In addition, the game will change according to the age and level of education of the children.

3. The didactic game is always subject to the rules of the game. Children participating in the game are given the task at hand by following the rules of the game. The didactic game is linked to the rules of the game and shows

how the child behaves and what he should do. The rules of the game are the rules of the game, and the goal is to be followed. Failure to comply with the rules of the game in the performance of this task may result in incorrect results. Also, if you wear two necklaces instead of the first one or if the names are left in the middle, the game will be broken and the rules will be ignored. Similarly, other games must be played in accordance with the rules of the game. Observance of the child's rules of play is not only important for the educational purpose or goal that is given to him but also serves as the basis for his or her educational purpose. Discipline in the education of the child is provided by the rules of the game. Before playing each game, you need to explain to the children the rules and contents of the game and what the outcome is. This is what children do. Adhering children to specific goals for this purpose helps them develop their attention, will and mental activity. As a result, children learn not only what can be done, but what to do. As a result, children often stop behaving arbitrarily in a didactic game. They also learn self-control and self-control. For example: spontaneous words on a blackboard, quickly replacing words with words to create the right word. This is where the sentence is given to be correct. In such a role-playing game, the child does not put the word where he or she wants it, as it has a rule of correctness, meaning and meaning. It is worth noting that the rules of didactic games do not require the same rules at all times and at all games. The emphasis is on the type and content of the game. For example: the puzzle game is different. Here, the boy carves an object himself, says its main characters, and other children find their names based on it. In this context, the rules of the game are different. Following a didactic game rules the child's performance, which helps him to determine what and how to do the game.

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