

COPY RIGHT



ELSEVIER
SSRN

2020 IJEMR. Personal use of this material is permitted. Permission from IJEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJEMR Transactions, online available on 15th Nov 2020. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-11](http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-11)

DOI: [10.48047/IJEMR/V09/I11/10](https://doi.org/10.48047/IJEMR/V09/I11/10)

Title: **FEATURES OF THE DIDACTIC GAME IN IMPROVING THE EFFECTIVENESS OF TRAINING**

Volume 09, Issue 11, Pages: 48-51

Paper Authors

Tashbaeva Shaira Kasimovna, Umirova Nilufar Amanbaevna



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

FEATURES OF THE DIDACTIC GAME IN IMPROVING THE EFFECTIVENESS OF TRAINING

¹Tashbaeva Shoira Kasimovna, ²Umirova Nilufar Amanbaevna

¹Senior lecturer of the Department of chemistry, Gulistan state University, Gulistan, Uzbekistan

²Teacher of the Department of chemistry of Gulsu, Gulistan, Uzbekistan

Abstract: the article shows that the use of a variety of didactic games during the lesson contributes to the formation of educational skills and abilities, the development of thinking, memory, attention, observation.

Keywords: didactic games, game activity, game situations, "Chemical Domino", "Attentive chemist", "Continue the row", "Remove the excess", educational and cognitive activity.

"The youth of today's world is the largest generation in the history of mankind, numbering 2 billion people. Tomorrow, the well-being of the planet depends on what kind of people our children will grow up to be"[1]. That is why our country pays such great attention to increasing the socio-political activity of the country's youth, strengthening their material and moral support. One of the priority directions for the development of the social sphere of the Republic of Uzbekistan in 2017-2021 is the improvement of the state youth policy: "education of physically healthy, spiritually and intellectually developed, independent-minded, devoted to the Motherland youth with firm life views, increasing their social activity in the process of deepening democratic reforms and development of civil society"[2].

In accordance with the priority tasks of socio-economic development of the country, creating the necessary conditions for training specialists with higher education at the level of international standards, the Decree of the President of the Republic of Uzbekistan dated April 20, 2017 No. PP-2909 "on measures for further development of the higher education system" was adopted. According to the decree approved the

Program of complex development of the higher education system for the period 2017 — 2021 quality and radically improving the level of higher education, strengthening and modernizing the material-technical base of higher educational institutions, provide modern teaching and research laboratories, information and communication technologies [3].

In the process of learning chemistry, as in the process of scientific knowledge, students form ideas, laws, concepts and theoretical generalizations that correctly reflect substances and their transformations. However, if in the process of scientific knowledge they are formed as a result of research, then in the process of learning there is only the assimilation of ideas created in science, open laws, developed concepts and theories. At the same time, knowledge is acquired by students in the course of their personal educational and practical activities. The task of the teacher is to create conditions for activating students' activities and encouraging them to become independent[4].

The teacher also applies his own set of methods in the learning process. But since, as noted, the content of training is extremely complex, it is natural that the

methods of mastering this content are extremely diverse. Classification of didactic methods is one of the complex problems of learning theory. Attempts have been made to classify these methods based on a wide variety of criteria. So, based on the criterion as a source of knowledge, teaching methods were divided into verbal, visual, electronic-informational, subject - practical, etc. Based on the criterion of the nature of cognitive activity of students, didactic methods were divided into reproductive and productive, etc. However, all these classifications proved to be of little use for teaching practice.

The method of the training game is based on the special love of a person for various kinds of games. It is therefore sometimes defined as *Homo ludens*-a person playing. According to the French philosopher J.-P. Sartre (1905-1980), "a person must choose: to be nothing or to play." The number of games invented by man is infinitely diverse. Not only children play, but also old people. Along with entertainment and sports, games are also used as a method of mental development in the form of educational and business games.

The essence of the training game is modeling, imitation of certain real situations. In a simplified form, the game reproduces and simulates reality, and the actions of participants imitate real actions.

The use of play activities in the classroom ensures the unity of emotional and rational learning. So the inclusion of game moments in the lesson makes the learning process more interesting, creates a good mood for students, and makes it easier to overcome learning difficulties.

One of the types of gaming activities is didactic games. The didactic game is an active educational activity on simulation of

the studied systems, phenomena, and processes. In the didactic game, the main type of activity is educational activity, which is intertwined with the game and acquires the features of joint game educational activity [5].

A didactic game is a collective, purposeful educational activity when each participant and the team as a whole are united in solving the main task and focus their behavior on winning. Game situations only activate the activity of students. Creating game situations in the classroom increases interest in the subject, brings variety and emotional coloring to the educational work, relieves fatigue, and develops a sense of competition.

Didactic game allows you to clearly implement all the leading functions of learning: educational, educating and developing. L. S. Vygotsky identified and formulated a kind of pedagogical paradox of the game: it would seem that the student in the game does what he wants (the line of least resistance), but nevertheless he learns to obey the rules, logic, pre-accepted conventions (the line of greatest resistance).

Didactic game has a very significant impact on the formation of a positive attitude of students to learning. Innovative teachers, developing ideas for a new pedagogy—cooperation, clearly define the path: to go not just with the subject to the children, but with the children to the subject. Such a path, in turn, requires a different motivation for teaching than before: "... we must give our children new incentives for learning—those incentives that lie in the teaching itself»

During the daily series of lessons, it is sometimes forgotten that students come to school not only to get a certain set of knowledge, skills, and abilities. They live a

complex and dynamic period of their life— adolescence, youth, enter into a world of diverse human relationships [6]. K. D. Ushinsky wrote about this figuratively: "The child is not only preparing for life, but is already living, and this is very often forgotten... and this forgotten, unrecognized life of the child is reminded of itself by those deplorable perversions in characters and inclinations, of which the educator does not know where they came from, since he seems to have sown only good things, but these weak seeds have died out, suppressed by the luxuriant growth of other plants that life sowed and the child's soul greedily perceived, like a strong and rich soil, which, if it is not given the opportunity to produce wheat, will produce weeds, but will certainly produce."

Experimental work on the use of didactic games in the process of teaching chemistry was carried out by our creative group with students of the seventh grades of the 16-General school in Gulistan, Syrdarya region.. Along with working out a specific method of a particular game, we systematized data on the manifestations of various qualities and characteristics of the personality of schoolchildren in the course of gaming activities. The essence and content of the games offered to seventh-graders consistently became more complex, which required enriching the system of cognitive actions of students. The following didactic games were held:

1. "Chemical Domino". Purpose: to consolidate knowledge of the chemical properties of simple substances, compounds, and types of chemical reactions studied in class VII.

During the game, 35 cards are used with the image of chemical formulas of simple substances, compounds, and a list of

types of chemical reactions. Students of the class are given cards that they are familiar with. Knowing the chemical properties of simple substances, compounds, and types of chemical reactions, students must independently use game cards to create a chain of equations of chemical reactions on the Board field.

2. "Attentive chemist". Purpose: development and activation of leading cognitive operations of students, a kind of training of processes that ensure attention, memorization of educational material. Participants (class) form six teams of poisons. The first three teams should describe the physical properties of water, teams 4-6-reflect the chemical concepts of the topic (for example, the topic " Water. Decisions"). Each student of the team fixes one of their own or concept in the card and transfers the card to the next one-in rows to the end (it should not be stable). Games for 5-7 min.

3. "extend the row". Goal: to develop and activate those involved, find similarities and diversity, and restore what was missed.

Asked a few members of the series. Be sure to detect the pattern of learning objects and extend the series:

a) Li, Al, As, ; ;

B) F -, Na+, S₂ -, Ar, :

Answer options:

a) Li, Al, As, Te;

B) F, - no, Na+, S₂ -, Ar, Ca²⁺, As³⁻, Kr, In³⁺.

4. "Remove the excess". Goal: to develop and activate the participants, to find similarities and diversity, to restore what was missed, to extend the series, or to remove the excess.

In the following the ranks are " extra " formula. Find them:

A) NaCl; Ag₃NO₃; KCl; KNO₃;

B) H_2S ; $CaSO_4$; HI; $(NH_4)_2S$.

Possible answers: a) KNO_3 or $AgNO_3$; b) $CaSO_4$. [1]

You can think of many such games.

During the game, we paid special attention to assessing the emotional state of students, which largely ensures the success of the learning process.

The data obtained indicate that when using didactic games, the absolute majority of students (over 98%) try to actively engage in educational and cognitive activities. Restructuring the position of students when they are included in game stories not only causes situational interest in this task, but also contributes to the formation of interest in the subject itself and the improvement of knowledge on the subject (this was written by 83 % of respondents). To the question we asked: "Did the game make you worry about the success of your friends?"— 80 % of seventh-graders answered positively. This allows us to conclude that the collective performance of the tasks of didactic games makes older teenagers more consider their friends, empathize with their successes and failures, and be attentive to their abilities and shortcomings. This kind of thinking disciplines, makes you more demanding of yourself and at the same time more tolerant of others, which undoubtedly increases the level of collective activity.

It is obvious that didactic games are important not only as a means of activating educational and cognitive activity, but also as a promising way to implement the tasks of education and personal development in the learning process. Didactic games, on the one hand, contribute to the formation of educational skills and abilities, the study of new material or the repetition and consolidation of the passed, i.e. solve certain

didactic tasks. On the other hand, they contribute to the development of thinking, memory, attention, and observation. During the game, children develop the habit of thinking independently, focusing, and taking initiative.

These arguments can be considered a serious reason for the wider

use of didactic games for the development of students' attention in the learning process.

THE LIST OF USED LITERATURES:

1. Speech by President of the Republic of Uzbekistan Shavkat Mirziyoyev at the 72nd session of the United Nations General Assembly. New York, 2017, September 19.

2. action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021.

3. Resolution of the President of the Republic of Uzbekistan No. PP2909 dated April 20, 2017 "on measures for further development of the higher education system".

4. Chernobelskaya G. M. Methods of teaching chemistry in high school. Studies' for students of higher education. studies'. Moscow: Humanit. Izd. center VLADOS, 2005. -336 p.

5. V. I. Andreev. "Dialectics of education and self-education of a creative person". Ed. Kazan University -1988.

6. Lifanova T. M. Didactic games at the lessons of natural science. Moscow: GNOM I D publishing house, 2001. 32 p.