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THE SIGNIFICANCE OF DIDACTIC GAMES IN CHILD PERSONAL DEVELOPMENT

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Abstract

This article is based on the fact that play is the type of activity that children take as an example of the social life of adults. The variety of subjects and content of creative games, which creates the need to describe them, the main component in the system of the plot game activity, including the character, life situation, action and the relationship of the characters, is analyzed.

Keywords: didactic game, social life, creative game.

Didactic game develops children's mental abilities. The child becomes active during the game. Game tasks require concentration and understanding of the content of the game. The game encourages the child to learn and develop the necessary skills. Didactic games have the power of educational influence on children's spiritual and moral development, on their development as perfect human beings.

In the form of a game, children learn to live as a team, to be organized, to create together, to work and to be independent.

Didactic games serve to develop children's mental activity, consciousness, and increase their thinking initiative.

It helps to form children's feelings, especially to increase the activity of their sensory organs (feeling, seeing, listening, etc.). His perception, mind, memory, and will will be strengthened.

Attention, resourcefulness increases. There is a desire to test the acquired knowledge in the process of work and play. Today, they are used interactively.

Interactive methods have two important goals: - Determining the child's active role in learning - Establishing communication with adults and peers Using interactive educational strategies, we emphasize the overall development of reflection skills in the child: Physical- motoric) – encourages action Cognition (mental) – encourages questioning, discovery and shared experience and sharing ideas and making



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decisions together Speech and communication – uses a variety of verbal and non-verbal communication Social – emotional – adult and child wants them to communicate with their peers, find their own feelings and understand the feelings of others.

Cognitive: The child understands the world. A child can form different thinking. When faced with real problems, he can solve them independently.

Social: Communication skills with peers and adults are formed. The formation of cultural concepts occurs. Emotional: Understanding the emotions of others. Emotional experiences develop, such as expressing emotions that are appropriate to the situation.

Movement (Motor): Engaging in active play – large movement skills. Capturing small objects and complex movements, playing with them - small movement skills are formed.

Formative speech and literacy:

Understanding the speech of others. Using verbal and non-verbal forms of communication with others.

The ability to understand and use the system of written signs - reading literacy increases.

Game activity is the main content of a child's life, it is manifested as a leading activity in a harmonious relationship with work and education.

Scientists say that the importance and value of the game, its conditionality, and the determination of the person's place in the society in the formation of social behavior, the determination of his behavior during the interaction, and the preparation of the brain for the next studied topic are of great importance. they emphasize. They emphasize that play is very important during the development of the mental abilities of the child during the elementary school years.

The game is a way of human self-expression and improvement. It forms the basis of children's lives. In the game, all aspects of the person are used. The child moves, speaks, perceives, thinks, during the game, the child's imagination and memory work actively, the qualities of impressionability and will are manifested.

Vygotsky noted that "in fact, the perfect development of Catherine and Alain is carried out through play." Today, the game remains the most important medium in the process of learning science, especially intellectual growth of a child. Moreover, recent scientific studies have confirmed that knowledge not learned through play is quickly memorized (Schweinhart & Weikert, 1996).



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Play consists not only of the use of materials and equipment, but also of words and thoughts used to build literacy and diversity of thought. In addition, the game encourages the formation of problem-solving skills and develops creativity.

Social and emotional development is also accomplished through play. Play interprets general development "Children combine what they know in the process of learning in all categories" (Almy, 2000, p.10).

The classic ideas of Lawrence Frank (1964) have not lost their relevance to this day: "The concept of play, which encourages the child to become independent, directs independent learning and actively explores the world, guarantees the overall development of the child..."

It is a reflection of our commitment to integrate our education system, values and personal development into excellence."

Suransky (1983) warns: "Plays that are removed in childhood have negative consequences in later years."

According to Froebel, children discover new aspects of themselves in free play. Almy, Monigan, Skal, and Van Hoon (1984) state: "The educator, aware of his group status and worldly scientific pursuits, takes into account the importance of play..."

One of the tasks and responsibilities of an educator is to organize meaningful games for the child to learn new things in order to compare and consolidate what he has learned. 9. Children's activities are diverse. They like the game more than anyone else. Because the game is the main and most favorite activity for children. The game promotes children's interaction, develops their feelings, and strengthens their freedom. Therefore, the inclusion of game elements and problem situations in the educational process enlivens the lessons.

Didactic games have an educational character and help to strengthen and expand children's knowledge, generalize it, and systematize it.

The use of various didactic games in the process of education and training: oral, tabletop, creative, imaginary journey, game-quiz, creating problematic situations, finding a solution, arguing, and achieving results increases the effectiveness of the lesson.

The peculiarities of didactic games are that issues related to education are conducted during the lesson based on the game, in accordance with its rules. When a child plays, he does not think about learning something, he learns something in the process of playing.



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The content of the didactic game is selected according to the purpose of education. Thus, the game as a social activity fulfills certain tasks in the society - among other means of education, it ensures the transfer of the accumulated social experience from one generation to the next, the development of the child's personality. The social nature of the game can be seen from the fact that it can be an event only in certain social conditions. Senior members of society create objective opportunities for the development of games while creating the necessary material conditions for children's living and growth.

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