

## ROLE OF DIDACTIC GAMES IN SCIENCE TEACHING

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### Abstract

Today, almost all developed countries recognize that the student is the central figure of the lesson in the educational process. All other actions revolve around it. In fact, we turn to modern methods of teaching to achieve the goal of education based on new social and economic requirements. Different non-traditional methods are used in the teaching of mother tongue and literary subjects. Among them, didactic games serve to discover important aspects of the student as a person, both psychologically and intellectually. Let's talk about the word "Didactics" here. Didactics (Greek "didaktikos" - teacher, educator) is a branch of pedagogy. The term didactics was first used in Europe in the 17th century by scientists who wrote works about the teaching and learning process. The goal of didactics today is to find the most effective methods and ways of teaching.

### Introduction

Didactic games are educational games. It is created by the teacher and consists of the goals and rules of the game. In these games, the student gains new knowledge and interacts fully with peers. The game is always accompanied by the emotions of the student: excitement, responsibility, joy of victory, sadness, etc. Therefore, in one hour of class, he not only gets education, but also educates his feelings. "The game is the way to the world in which children live and have to change," said Maxim Gorky.

The importance of didactic games is also important in working with students who learn to learn. "Who is the first?", "Who is the fastest?" organized in the form of a competition. such games form self-confidence and feelings of not being inferior to others.

Didactic games are selected based on the educational purpose of the lesson. Another important point is that the chosen game should be suitable for the age of the student. Family is an important place for a student at any age. Through games, it is necessary to inculcate that the collective is also the child's family and that he is an integral part of this family, an active member. After all, the highest goal of every pedagogue is to educate a conscious person who is necessary for society!

The main types of didactic games are intellectual (mental) and action and mixed games. These games help the participants to develop mental - physical, moral, psychological, aesthetic, artistic entrepreneurship, work and other skills. In the process of education, didactic games are mainly used, which show students' motivations for learning and their aptitude for a profession that increases their abilities and interests in various directions. Didactic games are divided into theoretical, practical, physical, role-playing, business and other types. Currently, computer didactic games are used and are gaining a special place. According to the theory of general games, when classifying all existing types of games, they are used as constructive, didactic, sports and military games with a functional theme. Among them, didactic games have a special

place due to the possibility of implementing educational tasks. Games are the main forms of activity of preschool children. This became the basis for conducting research by pedagogues and psychologists to study and further increase the educational value of games at this age. As a result, at the beginning of the 60s of the 20th century, business games began to be used in the USA and then in other Western countries. Researchers of business games have emphasized that this method is one of the most effective and cost-effective educational methods. Brainstorming, another type of didactic games, was first introduced in 1939 by A.F. Used by Osborne. He also called this method the idea bank. It is based on solving problems as follows.

- create a problematic situation
- formation of ideas
- review and evaluate and select the best ideas

**Hard-working game lesson** is an exercise in mastering new knowledge by ensuring the active participation of students in the process of solving problems on the subject of the lesson.

**A role-playing lesson** is a lesson of knowledge consolidation based on the distribution of pre-determined roles to students in the study of issues on the subject of the lesson and the organization of their fulfillment of this role during the course of the lesson.

**Theatrical lesson** is a lesson that provides deep, accurate information on the subject of the lesson by organizing scenes related to the topic of the lesson.

**A computer lesson** is a lesson conducted on the basis of computer materials (multimedia, virtual training course, etc.)

**An auction lesson** is a lesson to show how much each student knows about a certain subject.

**A fair lesson** is a lesson in which pre-mastery of the subject of the lesson is carried out by the students through an interesting explanation to the class based on mutual communication.

**A game lesson** is a lesson to organize students' learning through a game suitable for the subject of the lesson.

**A court lesson** is a lesson of organizing a new topic by organizing a "court" process with students according to the topic of the lesson.

**A concert lesson** is an exercise in presenting the subject of the lesson in the form of a concert, which provides an opportunity to activate students and strengthen their knowledge.

The lesson conducted by investigative experts is a proof and explanatory exercise based on interesting questions and answers, analysis, with the help of students who have thoroughly studied the subject of the lesson in advance.

**Integral (integrated) lesson** is a lesson organized on topics that are convenient for integration of several subjects, which increases students' interest in various subjects and ensures their activity in the educational process.

By teaching students about interdisciplinarity, such lessons help them to fully understand the scientific foundations of human structure, to form a scientific worldview, and to develop creative thinking.

**The Field of Miracles lesson** is an interesting game played with students by finding the correct answers to various questions within the specified time and encouraging the winners to increase thinking, ingenuity and intelligence in students, expanding their knowledge. forms the qualities of going. Didactic games can be divided into plot-role games, creative games, business games, conference games depending on the harmony of students' learning and game activities. The teacher-pedagogue must first prepare students for individual (individual) and then group games and conduct them, and after the game is successful, prepare them for public games. Because in order for students to actively participate in didactic games, they should have the necessary knowledge and skills, and in addition, cooperation and mutual support should be established among the group.

A teacher-pedagogue is required to prepare intensively for conducting didactic games and to comply with the following didactic requirements:

1. The topics mentioned in the program of didactic games are aimed at solving educational, educational and developmental goals and tasks
2. Focusing on important problems in society and everyday life and solving them during the game
3. Conformity to the principles of education of a perfect person and the norms of oriental manners
4. The structure of the game should be in a logical sequence
5. Didactic principles should be followed during the training and the minimum time consumption should be achieved

The following are descriptions of some of the didactic games that can be organized and conducted in the teaching of vocational pedagogy.

Among didactic game trainings, conference trainings also have an important place. Conference sessions are important in activating students' cognitive activities, expanding their view of the scientific world, introducing additional and local materials, increasing skills and qualifications for independent work with scientific and popular scientific literature, and conscious preparation for independent life. The conference sessions are of great importance in the activation of students' scientific worldview, in the expansion of independent work skills and qualifications, in the conscious preparation for independent life with scientific and scientific popular literature. Before the conference session, the goals and objectives of the session are determined, and additional scientific and popular literature on this topic is reviewed. A week before the training, the topic of the training is announced and literature is recommended for preparing for it. In this exercise, it is up to the student to choose the role of "Scientists", cover the topic in all aspects, and prepare a presentation.

A didactic game is an educational method, which is aimed at achieving certain educational goals, that is, at identifying, strengthening and deepening the learned material. Each didactic game is aimed at a specific task. For example: in the game of circular examples, a didactic task to strengthen calculation skills is set in the second decade. The didactic task is part of the general purpose of the lesson. Each didactic game has rules, like any other game. If those rules are not followed, the educational and psychological importance of the game as a game will be lost. The rules of the game are included in the game task. The task of the game is for the teacher to tell the children how to play the game and to determine who is the winner. Each didactic game, in turn, consists of the following components: game goal, rules, equipment, content result.

1. Rules of the game. Determines the content of conducting the game and participating in it. Rules are necessary to regulate the activities of students in accordance with the purpose of the game.

2. The content of the game is determined by the students' actions, in the chemistry lesson, these actions consist of solving more examples and experimental problems. The game equipment consists of objects necessary for playing the game - models, real and conditional objects, cards and exhibits.

3. Game result. It is determined by the performance of the assigned task. The result should satisfy the students.

1. What do the word didactics and didactic games mean?
2. In which subjects can it be recommended to apply the Court lesson?

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