



Practical Basis for The Application of Didactic Game Technologies in Teaching Pedagogical Science

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Annotation: It is known that classes in which the cognitive activity of Students-Students is combined with gaming activity are called didactic game lessons. Didactic game technology consists of going to get the student-students' knowledge acquisition along with the functioning of the game. Didactic games are important that they are conducted in the form of mutual assistance, cooperation. To do this, the teacher uses the didactic game for the intended purpose, the ways of its implementation, the content of the game and the activities of its participants. Didactic game lessons perform the task of teaching and upbringing, directing students' activities, vocational guidance, developing students' communication and speech culture, deepening their knowledge and developing personality. In this article, opinions and reflections are made on the importance of didactic games in teaching pedagogical science and their use during training.

Keywords: technology, pedagogy, didactics, development, various games, practice, methodology, satisfaction.

According to the content of didactic game lesson organized role-playing games, creative business Games, Conference and game can be divided into exercise classes. There are such types of didactic game lessons as plot-role-playing, creative, business people, conferences and game rehearsals. All students and students should prepare for this lesson in full swing no matter what role they play. Conditions for the practical application of didactic games when choosing didactic games, the age, knowledge and level of upbringing of participants are taken into account.

Each didactic game training is assigned its own safety requirements. It should be in the constant attention of each organizer to be fully complied with safety requirements. In addition, for each didactic game, it is required to determine the amount of time spent in different ways and know the specific basics of its observance and apply it in accordance with the purpose of the lesson. Criteria for choosing the types of didactic games: by the composition of the participants-games for Boys, Girls, teenagers, adults; by the number of participants-single, in pairs, a small group, a large group is a class team, competitive teams, inter-class and Mass Games. The part of the training time allocated according to the plan, which continues until the goal of the game is achieved, until the mold or winners are determined, and other games.

Didactic games Tools, their preparation and some factors of increasing the effectiveness of lessons in the process of each didactic game, specific types of tools are used, and in the process of training they should be used differently, efficiently and safely. Organizers of didactic games should



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thoroughly know and adhere to the technologies of working with each material used for them, preparing appropriate didactic tools from them, and ensuring safety.

The preparation of types of didactic games and the implementation of exercises in practice the organization of training of each teacher in school for the practical application of certain types of didactic game training is an integral part of methodological activity. In this case, teachers conduct a lesson on the topic of their choice in their specialty in the most expedient way of competition, competition, mutual assistance, cooperation from the types of didactic games. For the successful organization of role-playing games, it is necessary to comply with a number of conditions. They are:

1. to decide on an intimate environment among team members;
2. to deny the imposition of strict requirements in the game process; to achieve that the teacher and student-students move freely, freely, confidently, calmly;
3. the presence of comfortable conditions in the classroom (control the noise level, not committing student-student distracting actions).

The teaching of didactic game technologies in the educational process didactic games technologies are based on the activation and acceleration of student-student activities. They realize creative opportunities in the personality of the student-student and are of fundamental importance in the identification and implementation of the development solutions. The main types of didactic games are: intellectual (mental) and action, and mixed games. These games help participants develop mental, physical, moral, psychological, aesthetic, artistic, eventful, labor and other skills.

"Some students are satisfied with the traditional methods of Education used in lectures, some prefer practice, and some like research work, problem situations, methods of large-call education and respond to it. It is extremely important that students are educated through different methods. In the science of mindfulness, activity is recognized and motivation is considered to be a great force, due to which stimulation is ensured. In order to strengthen the education in self-confidence dressing, it is necessary to have a constructive connection in time, to be systematic, with evaluative criteria. science requires compliance with high standards in many skills, such as knowledge, software developments, analytical thinking, planning and presentation.

The student index should be available before admission to a higher education institution. User must be imagined about the institution, all ads are provided to recognize the strong motivation of the academic computing science and encourage educational problems. For example, during the development period, they must take on a great responsibility for their education. Again, constructive feedback on the finished work regularly delivers information about ways to achieve perfection. It must be recognized that the technologies between students they ensure that they are educated, with mobile phones in their hands to participate in networks.

Sources of information use, modern technologies have an impact on the character of students, their approach to learning. The waiting time for students is that they have cell phone, laptop or iPods where a person places information. This led to the study of students, the so-called" mobile education " or distance education. In education, the use of these mechanisms and learning tools is gradually being supported at the first stage, creating ample opportunities for students to acquire knowledge."

In the educational process, didactic games are mainly used, which increase the motives for learning in students and students, their abilities and interests in different directions, inclinations to a profession. Didactic games are divided into types in theoretical, practical, physical, role, and other areas. Currently, didactic games on a computer medium are of particular importance. Didactic



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games are divided into games aimed at analyzing, logical thinking, researching, calculating, measuring, making, counting, observing, comparing, drawing conclusions, making independent decisions, working as part of a group or team, teaching ethics, growing speech, teaching language, teaching new knowledge and developing other types of activities in students.

Games are considered the main form of activity of children of school age. This is the basis for the study and further development of educational significance of games of this age period by pedagogical and psychological scientists. As a result, from the beginning of the 60s of the previous century, workaholic games began to be used in the USA, and then in other Western countries. Researchers at workaholic games have argued that this method consists of the most basic, effective and cost-effective learning techniques.

Game-style modeling technology. A game lesson-new knowledge can be mastered by ensuring the active participation of Students-Students in the process of solving issues on the topic of the lesson. Role-playing lesson-a lesson in the study of issues on the topic of the lesson, strengthening knowledge based on the distribution of certain roles to students in advance and the organization of their fulfillment of this role in the course process. Theatrical lesson-a lesson in providing deep, unambiguous information on the topic of the lesson through the organization of stage performances related to the topic of the lesson.

1. Computer lesson-a lesson based on computer materials (multimedia, virtual learning, etc.) on the topic of the lesson on the relevant educational science.
2. Formula lesson student-lesson of conducting Mans in the form of various games on the thorough mastery of formulas by students.
3. A game lesson is a lesson in organizing student-student assimilation through a game corresponding to the topic of the lesson.
4. Lesson " court "-a lesson in explaining a new topic by organizing a " trial " process corresponding to the topic of the lesson with students-students.
5. A concert lesson is an exercise of expression in the form of a concert, staging the topic of the lesson, and provides an opportunity to activate and consolidate the knowledge of the student-students.

An integrated (integrated) lesson is a lesson organized on topics related to several subjects and convenient for integration, increasing the interest of students and students in various subjects, ensuring their activity in the educational process. Such classes serve to fully perceive the scientific foundations of the structure of the universe in them, to form scientific worldviews, to develop their creative thinking by teaching the students interdisciplinary connections.

Conclusion. Through the special use of didactic games, the implementation of educational and educational goals is envisaged, which are difficult to achieve using other methods. There are didactic games on various academic disciplines that serve the purpose of quality teaching of these subjects. According to the general theory of games, when classifying all existing types of games, they are divided into functional, thematic, constructive, didactic, sports and military games. Among these, didactical games are of particular importance.

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