

DIDACTIC GAME LESSONS

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Annotation: This article details the use of didactic play methods in the classroom, which help students to develop professional knowledge, skills and abilities, intellectual development, and creative thinking.

Key words: knowledge, skills, abilities, methods, game lessons, role-playing games, creative games, business games, conferences, games, methods, technology.

Introduction. This is one of the important requirements for the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort. Delivering certain theoretical knowledge to students in a short period of time, forming certain skills and competencies in them, as well as monitoring the activities of learners determination of the level of knowledge, skills and competences acquired by them depends on the educational method.

The teaching method is the basis of such a complex process as the interaction between the teacher and the student in order to achieve the educational goal. The main rule for choosing a teaching method is its compliance with the educational goal. For example, the use of didactic game methods in educational activities helps to form and develop professional knowledge, skills and qualifications in students, and to develop the ability to think creatively. In such lessons, the learning process of students is combined with game activities. The combination of students' learning activities with game activities represents didactic game activities.

plot-role-playing games; creative games; business games; conferences, and game-exercises, depending on the learning and game activities of students. In didactic game exercises, students actively participate in the lesson. For this, students must have the necessary knowledge, skills, and qualifications, and in addition, they must have formed the concepts of cooperation and mutual assistance within a group. Didactic game exercises help students to correctly organize the sequence of actions, think logically, and choose the necessary one from a large number of different ideas and information based on the subject being studied.

Didactic playful education method efficiency main criteria are as follows:

its suitability and efficiency in its application for solving the set tasks; its simplicity and ease of use; its ability to provide not only good results, but also high reliability of achieving them.

Teacher - teacher didactic playful exercises to transfer thorough preparation is required to see and comply with the following didactic requirements when conducting it:

didactic playful exercises on the program record done of topics to be aimed at solving educational, educational and developmental goals and tasks;

in society and everyday in life important to problems dedicated, them to be resolved during the game;

perfect education of the individual to the principles and oriental to moral standards compatibility ;

game structure in terms of logical in sequence to be;

Didactic principles are followed during the lesson and the minimum time and effort are spent. achieve consumption.

In didactic game activities, the scope of the teacher's activity and the student's activity are clearly defined, education organization verb technology, methodology will be shown. For example,

"Football" didactic playful of the exercise structural elements from the following consists of:

- stage. Goal setting. This is where the main goal and objectives of the exercise are stated, and the purpose of the game is explained. In the didactic game exercise "Football", the "ball" task in a real-life football game is replaced by a "question". Certain game conditions are adopted in the exercise. For example, each player can only ask one question. to give to the right owner; every one to the player only one question to be given possible; The given question is not discussed within the team; the number of students is divided equally between both teams and there may be no limit to their number.

- stage. Preparation. At this stage, roles are assigned, rules are explained, and the procedure for conducting the game is explained. The group of students is divided into two teams. Students are assigned roles. The most active and excellent student from each team is appointed as the goalkeeper.

- stage. Conducting the game. In this stage, students play the game, correcting misunderstandings and mistakes. After the game starts, a member of the first team asks a question to a numbered member of the second team. If a member of the second team answers the question if you give, the ball is returned. If the reader questions answer give if not, this The goalkeeper of the team must answer the question. If the goalkeeper answers the question, the ball is caught. is considered. If goalkeeper also to the question answer give if not, to the gate the ball The score is counted as a "goal". Then the members of the other team ask questions and the process continues

in sequence. The results are calculated.

- phase. Analysis to do This in phase process analysis is done, the results are discussed, the game is compared with real life, the connection between them is studied, and a general conclusion is drawn.

Conclusion. The use of didactic game-based learning activities as a means of education and upbringing arouses great interest in both teachers and students. A distinctive feature of didactic game-based learning activities is that during the game, the internal abilities, abilities, and activity of each student are directly visible.

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