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EFFECTIVENESS OF DIDACTIC GAMES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Matmusayeva Muhayyo Azamovna

Lecturer, Fergana State University, Uzbekistan

Akimjonova Risolat Shokirjon Kizi

Student Fergana State University, Uzbekistan

ABSTRACT

This article reveals the importance of using didactic games during training in preschool educational organizations.

KEYWORDS

Game, didactic games, education and upbringing, child.

INTRODUCTION

Today, the goal of preschool educational organizations is to educate children in every possible way as a harmonious generation intellectually, morally, physically and aesthetically. At the beginning of this goal lies first of all the education and upbringing of children. In the organization of education in preschool educational organizations, games occupy the highest level, a whole process of activity is built on the basis of the game. Preschool children's games are divided into

rule-based and creative games according to their content and organization.

For the purposes of effective use of games:

1) full use of the time allocated according to the agenda for children's play activities, creating favorable conditions for the development of the game;

2) to carry out the comprehensive development of children in the leadership of the game and the formation of the skills of independent organization of various types of games;

3) Organization of games taking into account the capabilities and interests of children;

4) using the game in the form of Organization of children's life, children's life in the game to be interesting, meaningful, to achieve the strengthening of the team form of behavior in the game. Using the diverse visions of bringing children together in the game to create groups, small groups, game communities that independently develop collaborative activities;

5) attempts are made to achieve the development of the skills of children's lively activities as well as the preparation of Game equipment.

The time after daytime sleep is very convenient for a wide variety of games or independent activities: artistic, building-making and so on. Sometimes 5-6 or 12-15 children are United, who can live their own relationship, living with a specific play life in a game that lasts 40-50 minutes of role-playing and shows interest in each other in construction games.

The types of didactic games consist of intellectual (mental), action and mixed type games. Didactic games help in the formation of mental, physical, labor,

resourcefulness, exploratory skills in participants, in addition, didactic games serve to educate and educate the child, to reveal his own interests. Didactic games differ from each other depending on the areas of development and age characteristics. Currently, another type of didactic game is widely used in educational organizations - mental attack. The mental attack was carried out in 1936 by A.F.Osborn first applied. It was also called the "Bank of ideas". Mental attack is based on solving problems as follows:

- creating a problematic situation;
- formation of ideas;
- checking, evaluating and selecting the best ideas.

The effectiveness of profiteering from didactic games in speech culture training in preschool educational organizations is manifested in the speech skills of children. Through games, the active and passive vocabulary of the child is formed, begins to learn to pronounce words correctly and distinguish between sounds, learns to speak their thoughts in order. Through such extraneous didactic games, the child's concepts of the surrounding objects and their various properties are formed.

Through the use of didactic games in the training of the formation of mathematical representations, the educator achieves to memorize the topic that has passed to children and to inextricably link the new

topic with the past topic, and in this way to give children knowledge in a sequential and consistent way.

Didactic games as an educational game fall into the order of games that correspond to the age characteristics of children. An important sign of didactic games is the presence of rules in it. In the game, there is an inextricable connection between the intention of the game, the rules of the game, the actions of the game. The intention of the game determines the nature of the actions of the game. The game rule, on the other hand, helps to decide the action, the task, and perform the actions in the game.

Through didactic games, children are given new knowledge, concepts. In these games, the child's comprehensive development, cognitive process, sensory culture, speech activity, mental abilities are improved. Following the game rule, following it will enrich the content of the game.

It is important that the educator - educator complies with the following requirements when organizing didactic games:

1. In didactic playful training, the focus of the topics noted in the program is on solving educational, educational and developmental goals and objectives;
2. The game is logical in terms of structure, being in sequence;

3. Didactic materials can be hygienic and, if possible, aesthetically designed;
4. Striving to preserve the child's passion for the game assignment during the game;
5. During training, didactic principles should be followed and the minimum time spent should be achieved.

In didactic games, it is necessary to take into account the age, individual characteristics of children. There are the following types of didactic games: a) played with items and toys; b) table-printed; d) word of mouth games.

Other educational children when conducting visual activity training

relies on the knowledge gained in their activities. Effective results can be achieved in painting, clay, appliqué work if children have an idea of the object they want to depict. The connection of the types of visual activities with the children's game. The game takes a big place in the life of the child. A variety of games are held in the kindergarten: meaningful – role-playing, dramatization, didactic and action.

Any game will bring pleasure to the child. Therefore, when visual activity is also associated with play, it becomes interesting and pleasant to children and evokes an emotional response, which has a good effect on the quality of children's work.

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