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IMPROVING THINKING ABILITY BASED ON USING GAMES IN MATHEMATICS LESSONS

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ABSTRACT

This article describes the methods of using game technology in subjects taught in special schools. Based on the use of game technologies in the teaching of mathematics, conclusions are given on improving the thinking ability of children with disabilities.

KEYWORDS

Mathematics, quality, efficiency, ability, thought, ability to think, mentally retarded, mental, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurship, creativity, work, professional.

INTRODUCTION

The issues of improving the quality of mathematics teaching, forming students' thinking, personal qualities, mathematical literacy, and developing their creative abilities have been determined. In auxiliary schools, the subject of mathematics, like any other subject, has educational, educational and correctional tasks. One of the main tasks of teaching mathematics

is to create a clear system of students' calculation, measurement and graphic skills. Such skills and qualifications are definitely created during classes and extracurricular activities. Interesting exercises and games used in classes are of great importance in increasing the interest of mentally retarded students in lessons and in ensuring the effectiveness of lessons.

Games are based on activation and acceleration of student activity. They are very important in identifying and implementing practical solutions for the realization and development of the student's creative potential.

Games help students develop intellectual, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurial, creative, labor, and professional skills.

Games, as one of the components of intellectual methods, lead the mentally retarded student to use his inner capabilities, to think, to think freely, to communicate, and to be creative.

In particular, interest in the environment and life increases, how to overcome difficulties and obstacles, and forms critical thinking skills.

In fact, today in our republic, the implementation of educational work has become a priority direction of the state policy. A number of documents have been adopted in this area, work experience has been accumulated to a certain extent. All this also applies to children with mental retardation.

Games are important in mathematics lessons in the conditions of the auxiliary school. The main processes of thinking in games are analysis, comparison, conclusion, etc. is developed.

The importance of games in the teaching process is that they are designed for educational purposes, serve to teach, educate and develop students. Positive feelings that appear during games activate children's activities. In the game, students perform many mathematical operations without realizing it, practice counting, solve problems, etc.

The use of games in the mathematics lessons of the secondary school requires great pedagogical skill from the teacher.

In order to take advantage of the opportunities for the development of students' mental activities in mathematics classes, the essence and content of each concept and its basis on the students' practical experience, as well as the widespread introduction of demonstration, comparison, conclusion and concretization, teaching appropriate didactic methods and along with the use of conditions, students' interest in mathematics is regularly increased and it forms the basis of teaching on the basis of solving special exercises and examples, using mathematical games, organizing solving crosswords and proposing puzzles, working on mistakes and using all this effectively.

In mathematics lessons, students with mental retardation are interested in mathematics, and solving special exercises and examples, using them at different stages of the lesson and in extracurricular activities, not only helps to form thorough knowledge, skills and abilities, but also to read the thinking of students. has a positive effect on rubbing.

The use of interesting problems and demonstrative, theoretical logical questions in accordance with the content and essence of the concepts studied in mathematics lessons not only helps the students to study mathematics in depth, develop their logical thinking skills, and also to use the basic elementary mathematical concepts in speech ensures their assimilation and serves them to understand the essence of step-by-step thinking methods.

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