



Increasing Vocabulary of Pupils Using Didactic Games

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ABSTRACT

The article reflects on the use of didactic games, plot games, role-playing games, business games, dramatic games and innovative forms of education with an innovative character in order to strengthen the educational and cognitive activity of students in modern conditions, improve the quality and effectiveness of training.

Keywords:

Perception, intuition, memory, thinking, speech, spiritual and moral, mental, physical and aesthetic education, motive, educational and cognitive motive.

Introduction

In modern conditions, it is advisable to use educational forms of an innovative nature in order to strengthen the educational and cognitive activity of students, improve the quality of training and improve their effectiveness. Today, practical games, problem learning, interactive learning, module-credit system, distance learning, blended learning (mixed learning) and master classes are recognized as innovative forms of education.

In the context of globalization, education occupies an important place in the comprehensive adult education of a person, in which perfection and the formation of qualities characteristic of a qualified specialist take place. Today's fast-paced era requires students to engage themselves in both short-term and well-founded information, to create the necessary conditions for the thorough assimilation of various subject bases by them.

Today, according to all the possibilities of the educational process, it is required to focus on the development, socialization of the

personality and the education of independent, critical, creative thinking skills in it.

The game has the characteristics of upbringing, development of the individual, teaching him. Due to its existing features, games have long been one of the important foundations of folk pedagogy. Direct games serve to educate children in spiritual, moral, mental, physical and aesthetic terms by helping them develop perception, intuition, memory, thinking, speech. The main motive of educational activity is the educational and cognitive motive, while the most important motivation of educational activity is considered to be the student's interest in the profession in which he is chosen and mastering the basics. The student must be emotionally satisfied with the knowledge acquired in the educational process, professional qualifications and skills. In solving this task, the use of gaming technologies in the learning process plays a special role. Playful technologies also cultivate students' creative abilities and creative thinking.

Discussion

Game technologies (game education) – one of the types of personality-oriented education (pedagogical technology), which represents all manifestations of the assimilation of social experiences: knowledge, skills, qualifications and conditional educational situations aimed at the formation of the process of emotional-evaluative activity, game technologies serve to prepare educators for a specific process, to form in them initial skills, qualifications for direct participation in Participants in the educational process (ex.: educators, parents, members of the pedagogical team, heads of educational institutions, representatives of public organizations, etc.) the performance of various roles as helps students (pupils) from the point of view of achieving theoretical, practical and mental training for the effective organization of certain activities on the basis of creating an opportunity to get acquainted with the content of pedagogical activity. Game technology can be divided into the following types:

1. Didactic games- are a type of educational activity that increases students' interest in knowledge, activity on the basis of modeling the object, phenomenon, processes under study. Such games are important for the active assimilation by students of socio-useful work and reading skills, the importance of which is determined not by the results, but by the content and course of the process; such games prepare children for active participation in the process of social relations, reducing various psychological tensions in them.

2. Plot games- are considered games based on pedagogical reality, a certain consistency of the statement of events and the interdependence of the activities of the persons participating in it. Games like this usually arise in the process of searching for solutions to pedagogical problems, testing it is used in order to eliminate incoming problem situations, to re-educate the individual.

3. Role – playing games- are games aimed at revealing the essence of behavior, the mental state of a particular person in the fulfillment of tasks and obligations, in which roles are distributed with their obligatory content. Role-playing and business games serve to prepare

students for a specific process, to form in them initial skills and abilities for direct participation in the process of certain life realities, phenomena. Participants in the educational process (ex.: students, parents, members of the pedagogical team, heads of educational institutions, representatives of public organizations, etc.) the performance of various roles as provides students with the opportunity to get acquainted with the content of pedagogical activity, helps students to prepare for the effective organization of certain activities in theoretical, practical, and most importantly, mental terms.

4. Business games- are games that are organized in order to cover the content of certain activities, processes or relationships, to master skills, qualifications and qualities related to their effective, correct, rational organization. These types of games are organized in order to form or develop the necessary qualities in a specific direction of activity in the educational community. In this respect, business games represent the modeling of the production process, professional activities. The business game, along with the formation of professional qualities in students, also educates personal qualities, ensures their socialization.

5. Imitation games- are games that focus on the effective preparation of students for certain practical or professional activities on the basis of imitation (imitation, relocation) of activities carried out by employees in production enterprises, jobs, firms, organizations. In addition to the scenario, plot of this type of games, the imitation process is modeled on the purpose of fully revealing the structural structure and significance of objects. In the process of imitation games, educators will be able to solve certain operas, ex.: issues, master a certain method.

6. Dramatic games (psychological and social dramas) – focused on solving psychological and social issues and these games are role-playing, according to their organization, methodological features and close to business games. Dramatic games of a typical psychological and social nature improve the atmosphere in the team, interpersonal and it serves to achieve positive relations, to be able to enter into dialogue, to

find a single unit in the team, to correctly assess the mental state of others, to provide assistance to subjects who have arrived in difficult situations, and to create the necessary conditions for effective, productive activities.

Results

In the process of pedagogical games, as in all games, the participant-students are in an active position, enter into interaction with their partners, and also share their views with their partners so comparison is self-learning by establishing the necessary relationship with the team.

Primary education is the foundation of secondary and higher education. A primary school teacher should definitely try to conduct each lesson live, demonstratively.

Didactic games in the educational process are organized according to the age characteristics of students. According to the purpose of the games include the following factors: the task of the game; the rule of the game; the end of the game. Before starting each game, students are explained by the teacher what the rule, content, conclusion of what the game includes.

We want to link to you some of the games that elementary school teachers can apply during the lesson:

1. "Word" game.

The class is divided into two groups. In each group, a round paper is distributed, which is cut out on a piece of cardboard. In the paper will be written words in the added form.

The order of the game:

From the words written by adding in the circle, readers need to form new words. Whichever group generates many words, that group will win.

For example:
Halimahmuddunishmandarinsonavoya.

Now let's write down the new words formed from these words:

ha, halim, Halima, ma, Mahmud, muddo, don, nish, donishmand, mandarin, in, son, inson, on, ona, nav, voya.

18 new words were formed from 8 words written in addition.

From one word it is possible to form words of a new meaning. For example, from the word

"lolaqizgaldoq". Initially, the teacher himself sets an example for the formation of understanding.

Lola, ola, ol, qiz, siz, iz, oq, qadoq, aldoq, goz, dil. This way can be continued.

2. Game of "Dictionary".

Through this game, students understand well the meaning of words, their oral and written speech grows, and the vocabulary increases.

Order of the game.

Initially, the teacher writes a word on the board and explains it to the students, explaining its meaning.

For example,

A bookkeeper is a person who deals with books. Pen is a writing item.

After the students are introduced to the condition of the game, the teacher in writes the words: needy, gardener, florist, crossroads, notebook, robe, fate, pardon, sage, citizen, misery, appearance, intellectual.

Whoever correctly interprets the given words is the winner of the game.

3. Game "Mysterious number".

The goal pursued by the game is to explain to students that the lessons of native language and mathematics are related.

A few numbers are written on the whiteboard. For example, 1441-9, 1989-21, 1991-31, 1991-1, 1991-18, 1992-2 like.

The teacher asks the students the question: Where do the children say, what do these numbers mean? Mentally sharp readers are the first to find and say the answer to the question.

February 9, 1441 great scientist, Sultan of the word estate grandfather Alisher Navoi's birthday, **October 21, 1989** the day of granting Uzbek the status of the state language, **August 31, 1991** the independence of the Republic of Uzbekistan was proclaimed, **September 1, 1991** – the day of independence of the Republic of Uzbekistan and etc. Through this game, students memorize important dates and try to remember them.

4. Game "Remember".

The goal of the game is to increase the cognitive abilities of students, determine the vocabulary and grow their speech.

The rules of the game. White paper is hung on the board. On white paper, pictures of

chamomile, tulips, cloves are glued. Butterflies of different colors are landed on them. Butterflies are glued to white paper using threads, and butterflies move when the threads are pulled. For example, a black butterfly goes to a white flower, a yellow butterfly to a red flower, and a white butterfly to a yellow flower.

Readers should carefully observe which butterfly landed on which flower at this time. The question is asked by the teacher: let the pupils say, what kind of butterfly landed on which flower. Readers will tell what they have kept in their memory.

5. Game "Remember the alphabet".

This game is much simpler and can be taken even with 1st grade students after completing the "Alphabet".

The condition of the game is that a picture is displayed by the teacher, starting with a letter or a letter, students say a suitable answer.

The game is conducted in the following order:

- 1) the teacher puts the letter "A" on the table. Readers say words that start with the letter "a". For example, like an apple, an actress, an actor.
- 2) the teacher shows a picture, the students bring the starting letter to their hands with this picture. For example, they raise the letter "C" if they show a picture of the clock, they raise the letter "O" if they show a picture of an orange, and raise the letter "B" if they show a picture of a bear. This is how the game continues.

Conclusion

An important role in the formation of the creative abilities of Primary School students is played by games. The creative search situation that occurs through the game serves to activate the cognitive activity of students, increase vocabulary, and at the same time teach students to work as a team.

First of all, we should note that the organization of didactic games in the cultivation of students' speech is appropriate because a playful lesson is fun and interesting for students. Thanks to these games, the student will be interested, first of all, to attend school, to attend classes. In addition, it becomes extremely attentive and changeable to every thought conveyed by the teacher, trying to answer in each lesson, thinking carefully and then speaking.

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