



DIDACTIC GAME LESSONS

*Boqiyeva Marjona Shuhratovna,
English teacher of Bukhara Institute of
Engineering and Technology Academic Lyceum*

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.

One of the important requirements for the organization of modern education is redundancy is to achieve high results in a short time without spending mental and physical effort. Short delivery of certain theoretical knowledge to students in time, they have a certain formation of skills and competences, as well as control of the activities of learner's education, to determine the level of knowledge, skills and qualifications acquired by them depends on the method.

The educational method is the teacher and education for the implementation of the educational goal. It is the basis of such a complex process as cooperation between the recipients. The main rule of choosing a method is to match the purpose of education. For example, the use of didactic game methods in educational activities, professional knowledge in students, to form and develop skills and abilities, the ability to think creatively helps to grow. Play the learning process of students in such classes coordinated through activities. The educational activity of students is a game. Its combination with activities provides didactic games.

Learning and play of didactic games depending on the activity: plot role-playing games; creative games; business games; can be divided into conferences, games and exercises. Education in didactic games students actively participate in the lesson. For this, students need knowledge, skills and have skills, in addition, they have cooperation between the group team, mutual concepts of assistance should be formed. Didactic games students to correctly organize the sequence of actions, to think logically, from many, diverse opinions and information based on the studied subject helps to choose the right one.

The main criteria for the effectiveness of the didactic game method of education are the following:



-appropriateness and cost- effectiveness of its application to solve the specified tasks; simplicity and ease of use; not only good results, but to them able to provide high reliability of access.

The teacher-pedagogue is thoroughly prepared to conduct didactic games is required to see and observe the following didactic requirements when conducting it:

-didactic game sessions are educational of the topics mentioned in the program, be aimed at solving educational and developmental goals and tasks;

-dedicated to important problems in society and everyday life, they are games to be resolved during;

-conforms to the principles of education of a well-rounded person and Eastern moral standards arrival;

- to be in a logical sequence in terms of game structure;

- adherence to didactic principles during training and minimum time and effort achieve consumption.

In didactic games, the scope of the teacher's activity and the student's activity is clear is defined; the technology and methodology of educational organization are shown. For example, the structural elements of the —Footballll didactic game training are as follows:

I - stage. Take aim. Here are the main goals and objectives of the training are said, the purpose of the game is explained. —Footballll is realistic in didactic game training "ball" in the game of football is replaced by "question".

Some game conditions are accepted in training. For example, each player has only one has the right to ask questions; each player can be asked only one question; given the question is not discussed among the team; the number of students is equal in both teams can be divided and the number is not limited.

II - stage. Preparation. At this stage, divide the roles; explain the rules, the game the transfer procedure is stated. A group of students is formed into two teams. To the students roles are given. The most active and excellent student among the members of each team is appointed as a goalkeeper

III - stage. Playing the game. In this, the students play the game, wrong concepts, mistakes are corrected. After the start of the game, the first team member is the second asks a digital member of the team a question. If a member of the second team asks if he answers, he is considered to have returned the ball. If the student cannot answer the question, this is the team the goalkeeper must answer the question. Keep the ball if the goalkeeper answers the question is the rest. If the goalkeeper can't answer the question, pass the ball into the goal sent, and the "goal" account is



opened. Then the members of the second team ask questions and the process is performed sequentially. The results are calculated.

IV - stage. Analyze. At this stage, the process and results are analyzed will be discussed, the game will be compared to real heat, the link between them is studied, a general conclusion is reached.

Didactic games as a means of education and training use is of great interest to both the teacher and the student. Didactic game the unique aspect of training is the inner ability of each student during the game and its quality and activity are directly visible.

Reference:

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