



THE IMPORTANCE OF DIDACTIC GAMES IN TEACHING MATHEMATICS IN SECONDARY SCHOOLS

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Abstract

This article focuses on the importance of didactic games in improving the mathematical literacy of students. This article is devoted to the educational value of didactic games. The article describes in detail the games and their meaning. This article is intended as a guide for school teachers in teaching mathematics and engaging students in learning the subject.

Keywords: game, didactic game, training, education, personality, student, competition.

UMUMTA'LIM MAKTABLARIDA MATEMATIKA FANINI O'QITISHDA DIDAKTIK O'YINLARNING AHAMIYATI

Annotatsiya

Ushbu maqola o'quchilarni matematik savodxonligini oshirishda didaktik o'yinlarning ahamiyati mavzusiga bag'ishlanadi. Bu maqolada asosan didaktik o'yinlarning ta'limiy va tarbiyaviy ahamiyati bilan bog'liq masalalar ko'rib chiqilgan. Maqolada ko'rilgan o'yinlar va ahamiyati to'liq bayon qilingan. Bu maqola maktab o'qituvchilari uchun matematika fanini o'qitishda va bu fanga o'quvchilarni qiziqtirish uchun qo'llanma sifatida xizmat qiladi.

Tayanch so'zlar: o'yin, didaktik o'yin, ta'lim, tarbiya, shaxs, o'quvchi, musobaqa.

Аннотация: В данной статье речь пойдет о значении дидактических игр в повышении математической грамотности учащихся. Данная статья посвящена воспитательному значению дидактических игр. В статье подробно описаны игры и их значение. Данная статья предназначена в качестве руководства для школьных учителей по обучению математике и привлечению учащихся к изучению предмета.

Ключевые слова: игра, дидактическая игра, обучение, воспитание, личность, ученик, соревнование.





Introduction

Each game has a specific educational purpose. So they are important in teaching system. Games, which differ from other types of education in the forms and methods of play, are even more imperative in terms of teaching.

Didactic games allow you to infinitely repeat and change the style of play, to add different things to the game. For example, we repeated 5-7 games of «Jimjitlik» more than 10 times with the whole class and with some children; «Nima o'zgarda» game was played with 5 different visual aids and so on. As a result, the game's skills were uniform and strong, and every rule of the game was listened to and followed. Didactic games, in terms of their form, are more than just creative games played in kindergarten, they are explained by the teacher himself through storytelling and reinforced by asking students one by one. It is different in every way from similar games. Didactic games serve the purpose of teaching and are interesting and understandable. Children practice hard to win, get used to doing every task, and become more interested in didactic tasks. Didactic games help to better understand the purpose of each lesson, the goals and objectives of each exercise.

Materials and Methods

Didactic games involve the demonstration of learning, the teacher's speech, and the children's movements, resulting in unity in perception (visual, auditory, and skin sensory cues). This allows the children to think mentally about what the teacher is saying and to express what is being said, that is, for the students to follow the rules of the didactic games themselves. The structural features of didactic games in this way allow for the analysis of student performance. That's why all children are fond of the game.

Didactic games affect a child's emotions and create a positive attitude and interest in reading. The children play the game with great pleasure and look forward to the start of the game, with in their minds the joyful scene of tomorrow's school day. Each didactic game involves a large number of children or an entire class. For example, in the «Doiraviy misollar» game, all children solve the problem, in the «Zanjircha» 10 children, in the «Do'koncha» 8-12 children, in the «Narvoncha» almost all students solve the problem, and so on.

In addition, even if some of the children are not directly involved in the game, they are directly involved in the game through gestures. For example, they close their eyes and listen to how many times someone knocks «Eng yaxshi hisobchi», «Kim aniqroq va tezroq» and watching how well their teammates solve the example in these games.

During the game, the individual characteristics of the child's psyche, the speed of the emergence of conditioned reflexes and their strength become more pronounced. This allows the teacher to take an individual approach to student activities.





We mentioned in these games that children learn to control themselves. These games make children disciplined.

Result and Discussion

Experience has shown that didactic games help to foster solidarity and discipline, as each game is associated with the desire to win and requires strict and consistent adherence to the terms and conditions of the game. During games such as «Kim aniqroq va tezroq», «Bo'sh kelma», «Eng yaxshi hisobchi», «Ko'rganni eslab qolish diktanti» students are encouraged to keep quiet in the classroom. They are able to hold themselves, to climb on the board without making a sound from the desk, to return to their seats in peace, to listen carefully to the sounds, to look at the numbers with consciousness.

There are also children who play in the classroom and force the teacher to reprimand them 10-15 times in one lesson. But during the game, the behavior of such children changes completely. They behave immediately, do not wait for the teacher to show them the rules of the game, but follow the rules themselves, verbally and independently. During didactic games, children are taught to be organized and to save time as much as possible.

Experience has shown that didactic games help to cultivate and develop in children a sense of friendship, brotherhood and hard work. In games such as «Kim turgan saf yaxshiroq», «Zanjircha», «Narvoncha», «Bilgan kishi sanashni davom ettiraversin» children fight for the honor of their peers, their ranks, and their class.

When students in a row compete with students in the second row, the task is completed by one or more students in one row, or an entire row. Usually, children encourage their partners, and if their peers do the task correctly, they will be very happy and proud of it. It is also important to note that children do not have any negative traits during the game, such as jealousy and overheating.

Conclusion

Didactic games help to cultivate a creative personality, because each game, each repetition of which requires a new approach to the task, and the need to solve it leads to creative research. Didactic games produce the most necessary willpower, such as diligence, perseverance, ability to complete the work started. For example, in the game «Doiraviy misollar» you have to solve all six examples, otherwise you will not know whether the last number corresponds to the first. That's what keeps kids active, and they're always trying to figure it out.

In a "shop" type game, it is not enough to "buy" toys, but to calculate (add) the price of a few toys, to think about how much money should be "returned". Children do complex math in a fun quiz game. Students will need to do several things at once, compare the results, think about the possible results, and avoid miscalculations. It all comes down to speed, great interest and





mental activity. When students who see a big, beautiful ball lose their shyness, they start to think of numbers first with fear and then with courage. settings would emerge, which will help children to diversify the content of the assignment (while thinking independently). In games such as «Do‘koncha», «Nimani taqillatdim?», «Teatr», «Bolalar bog‘chasida mehmondorchilikda», children learned about the life around them, the quality of things, weight, prices and more. In which spatial cross-sections are strengthened. Didactic games bring the teacher closer to the children, especially when both the children and the teacher are interested in how the game works. The teacher becomes not only an educator in the eyes of the children, but also a real friend. This eliminates drowsiness, especially in the early days. Thus, games, especially in the early days, give children a positive attitude towards the teacher and learning.

Extracurricular activities are a great way for children to spend their spare time. People who have played games like «Bo‘g‘inlar», «Sanayver», «Qiziqarli kvadratlar», and many other games can be used effectively in extra practice. The children willingly agree to stay after school and do their homework quickly.

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