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DIDACTIC GAMES IN THE PROCESS OF PRIMARY EDUCATION AS A IMPROVING THE EFFECTIVENESS OF LEARNING

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Annation: The methods of the didactic game are endless, it can be repeated and changed, and various innovations can be introduced into it

Key words: Through simple games, students are interested in their profession, repeat and consolidate the topics they have studied

Introduction

Nowadays, these didactic games attract the attention of many teachers as a means of education. Because playing is an activity that has a positive impact on people of all ages. Naturally, this also applies to the educational process which not only increases the participants' interest in the game, but also helps them understand and master the concepts of the profession, develop the students' thinking abilities.

From the point of view of learning, the game, along with knowledge and skills, forms knowledge about ways to solve problems in a team, forms and methods of interaction in the process of finding ways to solve various problems. The game also develops skills of independent workplace planning, successful implementation of technological norms, and advanced methods of work techniques.

From the point of view of education, the game forms such qualities of a person as respect for the opinion of peers, the desire to support him in his work, confidence in his own learning abilities. The developing side of the game will be related to the development of students' creative abilities. Through simple games, students are interested in their profession, repeat and consolidate the topics they have studied, decide to check the level of knowledge and skills they have acquired, how the workflow is carried out is observed and evaluated by the students themselves, a system of mutual control is created during the game, which is very necessary to improve the production process.

There is a special educational purpose in teaching students the game, and this is the most important importance of the game. The forms and methods of conducting games differ from other types of training.

The methods of the didactic game are endless, it can be repeated and changed, and various innovations can be introduced into it. For example, 5-7 variants of the game "Silence" were repeated more than 10 times with the whole class and with some students "What has changed?" A typical game was conducted using 5 different methodological materials. As a result, you can achieve consistent and reliable gaming skills, as well as be able to listen and follow all the rules of the game. Didactic games in their form differ in some ways from creative games, which are played mainly in kindergarten, and from games in which the teacher himself explains, telling a story, and fixes it as a result of a survey of students in turn. Didactic games serve the purpose of learning and are conducted on an interesting, fun and understandable level. Students work hard to win, get used to completing each assigned task, as a result of which their interest in completing didactic tasks increases. Didactic games help to better understand the purpose of each lesson, the purpose and objectives of each exercise. Didactic games include demonstrations of education, teacher's speech and student actions, resulting in unity in perception (vision,hearing, feeling). This encourages students to think about what the teacher said and express what was said, that is, to follow the rules of the didactic game themselves.

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