

The Concept of the Game and its Types

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Abstract: The article deals with the role of play in pedagogy. The game are one of the most important means of mental and moral education of children. This is a means of removing unpleasant or forbidden experiences for the student's personality.

Keywords: pedagogy, game, creative games, didactic games.

The game is of particular importance in the lives of children of preschool and primary school age. S.A. Shatsky, highly appreciating the importance of the game, wrote: "The game, this vital laboratory of childhood, gives that aroma, that atmosphere of young life, without which this time would be useless for humanity. In the game, this special processing of vital material, there is the healthiest core of the reasonable school of childhood.

Philosophers have their own point of view on the game, they argue: "A game is a special form of children's life, developed or created by society to control the development of children, in this sense it is a special pedagogical creation." Shchedrovitsky G.P. writes that the game is:

1. special attitude of the child to the world around him;
2. special activity of the child, which changes and unfolds as his subjective activity;
3. socially assigned and mastered by the child type of activity;
4. activity, during which the assimilation of the most diverse content and the development of the child's psyche take place;
5. Social and pedagogical form of organization of the entire children's life.

D. B. Elkonin gives the following definition of the game: "A human game is an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity."

Also, the game is one of the most important means of mental and moral education of children; this is a means of removing unpleasant or forbidden experiences for the student's personality.

➤ **Games are divided into creative games and games with rules.** Creative games, in turn, include: theatrical, role-playing and building games.

➤ Games with rules are didactic, mobile, musical and fun games.

What is the significance of the game?

In the process of playing, children develop the habit of concentrating, thinking independently, developing attention, the desire for knowledge. Carried away, children do not notice that they are learning: they learn, remember new things, navigate in unusual situations, replenish the stock of ideas, concepts, and develop imagination. Even the most passive of the children are included in the game with great desire, making every effort not to let down their playmates.

Of all the existing variety of different types of games, it is didactic games that are most closely related to the educational process. They are used as one of the ways to teach various subjects in elementary school, including a special place these games occupy in mathematics lessons.

A didactic game (teaching game) is a type of activity in which children learn. A didactic game, like every game, is an independent type of activity that children are engaged in: it can be individual or collective. This game is a valuable means of educating the effective activity of children, it activates mental processes, arouses in students a keen interest in the process of cognition. In it, children willingly overcome significant difficulties, train their strength, develop abilities and skills. It helps to make any educational material exciting, causes deep satisfaction among students, creates a joyful working mood, and facilitates the process of mastering knowledge. In didactic games, the child observes, compares, contrasts, classifies objects according to certain characteristics, makes analysis and synthesis available to him, and makes generalizations.

An essential feature of a didactic game is a stable structure that distinguishes it from any other activity. Structural components of a didactic game: game design, game actions and rules.

The game intent is expressed, as a rule, in the name of the game. Game actions contribute to the cognitive activity of students, give them the opportunity to show their abilities, apply their knowledge, skills and abilities to achieve the goals of the game. The rules help guide the game play. They regulate the behaviour of children and their relationships with each other. Didactic game has a certain result, which is the final game, gives the game completeness. It acts primarily in the form of solving the set educational task and gives the students moral and mental satisfaction. For the teacher, the result of the game is always an indicator of the level of achievement of students in the acquisition of knowledge or in their application.

All structural elements of the didactic game are interconnected and the absence of any of them destroys the game. The ability to get involved in the game is not related to age, but at each age the game has its own characteristics. However, not every game has a significant educational value, but only one that acquires the character of a cognitive game.

The psychological mechanism of the didactic game is based on the needs of the individual in self-expression, self-affirmation, and self-realization.

Game activity in the educational process allows you to implement didactic, educating, developing and socializing goals.

GAME ACTIVITY IN THE EDUCATIONAL PROCESS.			
DIDACTIC	EDUCATIONAL	DEVELOPING	SOCIALIZING

- **DIDACTIC** goals: broadening one's horizons, cognitive activity, application of knowledge in practice, the formation of certain skills and abilities necessary in practical activities, the development of universal educational activities, the development of labor skills;
- **EDUCATIONAL**: education of independence, will, cooperation, collectivism, communication.
- **DEVELOPING**: development, attention, memory, speech, thinking (the ability to compare, contrast, find analogies), creativity, the ability to find optimal solutions, the development of motivation;
- **SOCIALIZING**: familiarization with the norms and values of society, adaptation to environmental conditions, stress control, self-regulation, learning to communicate.

Most games have four main features (according to S.A. Shmakov):



The structure of the game as an activity organically includes goal-setting, the implementation of goals, and the analysis of results. The structure of the game as a process includes: taking on roles, game actions as a means of realizing these roles, game use of objects, i.e., the replacement of real things with game, conditional ones, real relationships between the players, the plot is an area of reality conditionally reproduced in the game.

A didactic game of an educational nature brings the new cognitive activity of the child closer to the one already familiar to him, facilitates the transition from the game to serious mental work. It activates mental processes, arouses a keen interest in the process of cognition among students, makes it possible to make any educational material fascinating, and causes deep satisfaction in the student.

In a didactic game, the main type of activity is educational, which is woven into the game. A didactic game is a type of educational activity in conditions of purposeful learning, characterized by high cognitive interest.

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