Didactic Games to Increase Student Activity the Place of Technology

O'roqova Zilola Salomovna

Candidate of Philological Sciences, Associate Professor Department of Language Teaching Methods

ABSTRACT: The goal of didactic game technology is to increase student activity. They are crucial in discovering and enhancing the practical application of the student's creative potential. Intellectual, active, and mixed games are the three basic categories of didactic games. Participants can improve their mental, physical, psychological, ethical, verbal, employment, labor, and other skills by playing these games.

KEYWORDS: Intellectual, aesthetic, didactic, role, technology, constructive, functional.

In the didactic process, didactic games are used to raise students' interest in learning, their abilities and interests in various subjects, and to demonstrate a proclivity for a certain career. Theoretical, practical, physical, role, business, and other forms of didactic games exist. Computer-assisted didactic games have a specific position in today's world.

Students learn to analyze, think rationally, conduct research, calculate, measure, do, test, observe, compare, draw conclusions, make independent judgments, cooperate in groups or teams, and practice ethics through didactic games. The games are divided into teaching, speech development, language teaching, new knowledge learning, and other activities.

The practical application of didactic games aims to attain learning objectives that are difficult to reach using other approaches. There are a variety of didactic games from other fields that can be used to effectively teach these concepts.

According to general game theory, all conceivable game types are divided into functional, thematic, constructive, instructional, and military games. Didactic games are distinct from the others in that they allow pupils to perform instructional tasks. Playing games is a favorite pastime of preschoolers. As a result, educators and psychologists are conducting studies to better understand and increase the educational value of games for children of this age. As a result, in the early 1960s, business games began to be employed in the United States, followed by other Western countries. According to business game researchers, this approach of teaching is one of the most simple, effective, and cost-effective.

There are a variety of didactic games from several disciplines that can be used to provide high-quality instruction in these subjects. All possible game kinds are classified into functional, thematic, constructive, instructional, and military games, according to general game theory. Didactic games occupy a unique position among them since they allow students to complete educational tasks. Preschoolers' favorite pastime is playing games. As a result, teachers and psychologists are doing research to better understand and improve the educational value of games at this age. As a result, in the early 1960s, business games began to be employed in the United States, followed by other Western countries. According to business game researchers, this approach of teaching is one of the most simple, effective, and cost-effective.

A. F. Osborn was the first to employ another sort of didactic game, the method of mental attack, in 1939. A bank of ideas is another name for this strategy. It is based on resolving the following issues:

➢ creating a difficult scenario;

➢ forming viewpoints;

➢ reviewing, evaluating, and selecting the best ideas.

The effectiveness of a mental assault attack is determined by creating the best atmosphere possible for team members to generate as many, and sometimes utterly unexpected, ideas as possible in order to identify and solve an issue. The teacher's ability and pupils' degree of preparedness are the most important factors in this. Those in charge of organizing didactic games should be familiar with and follow all of the materials utilized,

as well as the development of acceptable didactic tools and safety technologies. Because the efficiency of training is influenced by the quality of didactic tools, their relevance, ease of use, and proper application.

The efficient use of didactic and role-playing games in the structuring of modern education is given special emphasis. In the learning process, didactic game technologies are deployed in the form of didactic game lessons. Such seminars are especially important for translating students' theoretical knowledge gained in a certain activity into practical skills and competencies. Students' learning is blended with play activities in didactic and role-playing classes. As a result, didactic play lessons are defined as sessions that integrate students' learning activities with play activities. Didactic gaming technologies work by energizing and speeding up student activity. They play an important role in identifying and implementing practical solutions to realize and develop a student's creative potential.

The practical application of didactic games is intended to accomplish learning objectives that are difficult to reach through other means. There are a variety of didactic games from several disciplines that can be used to provide high-quality instruction in these subjects. A variety of game technologies have been developed nowadays that are very simple to employ in the learning process.

Didactic gaming technologies aid in the acceleration of learning by assuring the efficacy of the learning process, instilling certain tasks in students, and maximizing the use of time to build information, skills, and competences. The usage of game technology boosts a person's enthusiasm for a specific activity. It allows them to demonstrate their abilities, interests, expertise, and individuality, as well as to solidify their social standing and improve self-management skills. Students can also use didactic game technology to assist them develop moral and volitional traits. When planning didactic game lessons, keep the following didactic requirements in mind:

1. Didactic game lessons should be designed to address the program's educational, pedagogical, and developmental goals and objectives.

2. Throughout the game, devote yourself to important problems and solve them.

3. Adherence to the Eastern moral norms and principles of upbringing a harmoniously developed person.

4. The game's structure makes sense.

5. By adhering to didactic principles and spending as little time as possible in these lessons, you can save money.

LIST OF REFERENCES:

1. Ishmuhammedov R., Abdukodirov A., Pardayev A. Innovative technologies in education (practical recommendations for teachers and group leaders). -T .: Talent, 2010

2. Yuldashev U., Ibragimov H. Pedagogical psychology. T .: 2008.