

Primary School Didactic Game Content and Implementation Techniques

Raximov Shahriyor Normurod o'g'li

Teacher, the Department "Primary Education Methodology", Faculty of "Pedagogy", Uzbek-Finland Pedagogical Institute

ABSTRACT: The quality and effectiveness of education are improved in the educational process, the content and significance of mathematical concepts are vividly and clearly imagined, and the interest of elementary school students in mathematics is discussed in this article, which makes use of didactic games in math lessons. The mention of growth strategies is made.

KEY WORDS: Didactic games, education, educational process, game task, mathematical knowledge and skills, motivation, mechanical memory.

It is well recognized that the study of mathematics fosters mental acuity, attention development, teaches perseverance and the drive to attain goals, instills algorithmic discipline, and, most significantly, promotes reflection and critical thinking.

Mathematics is the foundation of all sciences, as remarked by the Honorable President Sh.M. Mirziyoyev. A youngster who is knowledgeable about this topic will develop into an intelligent, tolerant adult who can succeed in any line of work. [1].

It is appropriate for the instructor to employ the most practical teaching strategies while imparting fundamental mathematical ideas to primary school children. To impart mathematical information, didactic games are crucial in this respect.

like a result, the mathematics taught to elementary school kids is structured like a game in accordance with their level of understanding. Through the use of such games, students are able to absorb the challenging mathematics textbook content without much difficulty while also developing their observational, comparative, and critical thinking skills. They get the ability to reason clearly and support their opinions.

Through didactic games, it would be acceptable to pique students' mathematical interests and ensure that they correctly acquire the necessary information, talents, and skills.

We place an emphasis on the definition of terms like games, didactic tasks, and game tasks and their significance in education in order to vividly and clearly visualize the substance and significance of didactic games in the educational process. Our goal is to [2].

The process of teaching student's knowledge, skills, and competencies as well as helping them acquire, develop, and solidify that knowledge, skills, and competencies is known as *education*.

The educational process is an environment where students' memories are strengthened and their speech and thinking develop through a variety of techniques.

Students are deeply embedded with the *game* in their thoughts and souls. Their action, to a certain extent, mimics objective reality and life, depending on the type of game.

The trial has demonstrated that the game is a crucial requirement for school-age youngsters.

Identifying, bolstering, and deepening the content taught are some of the educational objectives that are intended to be attained through the use of didactic games. Every didactic game has a clear goal in mind. For instance, the didactic goal of the game "One Step Forward" is to help pupils better comprehend the elements of addition, which they learnt about in earlier courses. [3]. The first ten "Picture method" and the second ten "Circular examples" games each contain a didactic exercise meant to improve calculating abilities.

Like any other game, every didactic game has rules. The game will lose its value as a game, as well as its educational and psychological value, if those rules are not followed. The game job also contains the game's rules.

The objective of the game is to identify who will win by dividing the class into groups of two or three or by individuals and explaining how to play the game to the pupils. The students' objective in the game "Mathematical Riddle" is to listen for the teacher to reveal the order and numbers associated with arithmetic operations. Students perform computations. The game's rules demand that all actions be silent, and the teacher will say it after pushing the answer.

The name of the games used: "Mathematical riddle", "Silence", "A chain of issues", "9 tasks for 9", "Remember what you saw", "Let someone continue the calculation", "Who will enter the house faster?", "Who is agile?", "Forty feet", "Can you walk straight?", "Why are the answers the same?", "What does one say?", "Gate", "Step and step", "Count up and down", "Add and subtract two", "Who's gone?", "What about Thor, how much?", "Which shape is this?", "Smarties", "Many cars", "Who's agile", "Skilled accountant", "Who is the space evaluator?", "Ball", "Mistakes of the Unknown", "Fast Train", "Apple Picking", "Quiet", "Okay", "Step by step", "Knowledgeable" game, "Don't make a mistake", "Who is faster?"

For didactic games in elementary classes, the following resources are used: Images, tables, things on display, an abacus (a counting device), toys, sticks, nuts in a sack, and more sticks. a paper boat and hat produced in 1998, geometrically shaped charts, charts, counting supplies, and boxes.

The following instructional games will help us improve our math skills.

Didactic game: "Mathematical riddle"

Didactic task: Identify and strengthen students' concepts of arithmetic operations and logical thinking.

Game task: The quality of math education in basic grades may be greatly improved by using mathematical riddles to teach pupils deeper concepts and foster critical thinking. I'm going to do some math and tell each of you the number of the home you reside in and how old each of you are.

The progress of the game: The teacher acts as a leader.

Teacher:

- Readers, each of you write down the serial number of your house, multiply it by 2 times, add 3 to the result, then multiply by 50, add your age to the multiplication, add 65 again, subtract 215 from the result . Tell me the result.

It can be seen from the result: The last two numbers tell you how old you are and the previous numbers tell you your house number. Such mathematical assignments are given to students themselves.

Task 1. Why are your house numbers different or the same?

Task 2. Why are your ages the same or different?

Task 3. How many digits were formed?

Task 4. What do the last two numbers mean?

Task 5. What about previous numbers?

Task 6. What arithmetic operations were used?

Task 7. Give your answer and show the sequence of processing?

These mathematical puzzles aid pupils in honing their arithmetic skills, enhancing their understanding, and developing critical thinking.

Motivation should be the foundation of didactic games for students; it is important to clarify what is required for this.

The "Mathematical Riddle" game and other didactic games for primary school students are discussed in the article with the goal of showing how children may learn mathematical concepts while having fun.

Children's mechanical memories are better developed at this age, making memorizing and memorization considerably worse.

Our kids are not as eager to memorize, though. Therefore, we as educators should teach children that mathematics will be a constant companion throughout their life if didactic games in primary courses are engaging and packed with genuine facts alongside kids.

As a conclusion, it should be noted that the essay shows how elementary school students may see the mathematical processes of computations through didactic games, and how these games can also reveal true facts.

Children's activities are developed through didactic games, which also help them organize their thoughts, communicate them effectively and rapidly, and collaborate actively while being trained. The children's skill, potential, and drive to achieve a goal must emerge and reach their full potential. Games in a child's life offer a fantastic opportunity to teach him as a person via the use of didactic games. He may learn about himself via the game, become aware of his rights, and, if required, hone his self-control and teamwork abilities.

References

1. Mirziyoyev Sh.M. Yangi O'zbekiston strategiyasi. T.: O'zbekiston, 2021. 467 – b. 227-bet.
2. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. T.: O'zbekiston, 2017.
3. Umumiy o'rta ta'limning milliy o'quv dasturi
4. M.E.Jumayev, N.T.Axmedova B.S.Abdullayeva, N.U.Aslova Boshlang'ich sinflar uchun matematikadan didaktik materiallar (O'qituvchilar uchun metodik qo'llanma) «Toshkent», 2016-yil. 30-bet.
5. Jumayev M.E. Matematika o'qitish metodikasidan praktikum. - Toshkent. «O'qituvchi», 2005-yil.

6. Jumayev M.E. va b. Boshlang'ich sinflarda matematika o'qitish metodikasi. Toshkent., «Fan va texnologiya». 2005-yil.
7. Tadjiyeva Z.G`. Boshlang'ich matematika darslarida tarixiy materiallardan foydalanish. Toshkent. «Uzinkomsentr», 2005-yil.
8. Lolaxon O'rinboyeva, Mamanazar Jumayev, Nigora Ruzikulova, Umid Raxmonov, Shuxrat Ismailov, Nodira Ismailova, Nazimaxanum Usmanova Umumiy o'rta ta'lim maktablarining 1-sinfi uchun darslik «Toshkent». 2021-yil. 34-bet
9. Lolaxon O'rinboyeva, Shuxrat Ismailov, Nigora Ruzikulova, Umid Raxmonov, Mamanazar Jumayev, Nodira Ismailova, Nazimaxanum Usmanova Umumiy o'rta ta'lim maktablarining 2-sinfi uchun darslik «Toshkent». 2021-yil.
10. Lolaxon O'rinboyeva, Shuxrat Ismailov, Xolmirza Yusupov, Nigora Ruzikulova, Umid Raxmonov, Shahlo Haqberdiyeva, Nargiza Yusupova, Aziza Baymanova Umumiy o'rta ta'lim maktablarining 3-sinfi uchun darslik «Toshkent». 2022-yil.
11. N. U. Bikbayeva umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik qayta ishlangan va to'ldirilgan 5-nashri „o'qituvchi” nashriyot-matbaa ijodiy uyi Toshkent – 2020
12. www.ziynet.uz
13. www.pedagog.uz
14. www.edu.uz