

## THE ROLE OF DIDACTIC GAMES IN THE TRAINING OF FUTURE TEACHERS

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### ABSTRACT

This article discusses the importance of didactic games in the training of future teachers.

**KEYWORDS:** education, upbringing, didactic games, developmental goal, creativity, younger generation, future teacher, efficiency, grammar understanding.

### INTRODUCTION

The lesson is the inner content of didactic communication, the radiant wisdom of life. In this sense, the effectiveness of the lesson depends on the teacher's creative preparation for it. As the teacher prepares for the lesson, he must first set a goal for the lesson. The educational, pedagogical, and developmental goals of a lesson are clear, and no meaningful outcome can be achieved without identifying ways to achieve them in a mutually beneficial manner. Therefore, prospective teachers should keep in mind that choosing the right teaching method from each young teacher requires thorough theoretical knowledge and pedagogical skills. New learning lessons also use partial recollection tasks in order to turn the acquired knowledge into skills and competencies, based on a more problem-based teaching method. A creative teacher with his own style does not build a lesson on the basis of a textbook, but creates it. Because in preparation for the lesson, a teacher who loves his field should carefully read the scientific and methodological literature on the subject. As the great enlightened poet Sufi Alloyar wrote: "Do your work carefully, do not be left behind" (7-90). In fact, in primary education, the main lessons are taught through pedagogical games, ie didactic games. After all, one of the main forms of life for the younger generation is play. For a child, play is a reality. Play is a harmful need of the growing child's body, and through it children develop organizational skills. But the game is a game in any situation. There are also games that play an important role in instilling in children a sense of independence, justice, and mutual support.

Didactic game is an educational method that aims to achieve specific educational goals, that is, to master, reinforce and deepen the material covered. Each didactic game has a specific task (2-20).

The best didactic games are designed as an independent activity that encourages the child to acquire knowledge and skills. That's why a child should always play, even when he is busy with important work. If the game is combined with the organization and formation of children's lives and activities, it will have a very important educational value.

Didactic games develop children's mental abilities, sensory organs, thinking, teach children to be attentive and independent, and have a positive effect on learning. Only a didactic game should be a game in its essence and should not be like a lesson. Only then will didactic games be fun and help children develop a sense of joy and happiness (3-18). The teacher introduces the children to the game in accordance with the rules. The teacher shows the children objects and games and explains their role and how to deal with them. But the fact is that such a brief comment before the game is not always clear to all children. Therefore, it is advisable to introduce children to the content of the game and the resources needed for the game much earlier.

Before starting a game, the teacher should pay attention not only to the existing knowledge in children, but also to choose games that will help to consolidate the acquired knowledge, as well as to equip it with new knowledge. The creativity of the teacher, the educator plays an important role in this.

The correctness of the methods of selection, conduct and organization of didactic games is a decisive factor in the success or failure of its influence. Because in a didactic game, even the wrong method turns into a dry exercise.

One of the most important conditions for the successful organization of a didactic game is the active participation and fun of children in the game. To do this, the teacher must comply with all organizational

arrangements. It is important to remember that children are the teacher's first assistant in solving games and other didactic tasks (1-10).

Didactic games are different, they are often held in the form of competitions.

The educational aspect of each game is important. Because didactic games teach perception, patience, perseverance, the ability to solve a problem quickly and correctly in its place. Therefore, if children explain different basic knowledge from an early age in different ways, especially through games, then the resources will be easier and faster to learn. It will be remembered for a long time. Children often try to memorize grammatical rules. The use of different grammar games in the classroom saves teachers from this situation.

Prospective teachers should be aware that literary language and skills are formed by introducing students to the phonetic structure of words, syllables, and spelling rules for simple sentences, which are the basic elements of language and a sense of being conscious of speech is nurtured. Grade 1 students learn to distinguish one sentence from another through oral and written communication. Who is the subject? or what? They know that their questions will be answered, and they will know that there is a full stop at the end of the sentence.

Below, for this purpose, we present the structure of several games that can be used directly to teach grammatical concepts to students, and these games are used by us in the classroom.

"Word" Game

The aim of the game is to strengthen students' speaking skills.

Instructions: notebook, pen, word cards.

How to play: Write the words on the potato and make a sentence based on them. For this purpose, five students will be placed on the board. They get the following cards: mom, gone, to the factory. The children came to school. Here's the class, ours, the bell, the bell. Students need to talk. The student who quickly and correctly composes a sentence from the given words and represents the number of words in the sentence by drawing a line on the board is the winner of the game.

Out of the five students on the board, the first, second and third place winners will be determined. The game lasts 5-6 minutes. The game is used to reinforce the lesson by repeating the past.

"Who finds it fast?" Game.

The object of the game is to identify the syllables in a text.

Guides: Sample text on a whiteboard.

How to play: The teacher writes a smaller text on a board on a topic. Students read the text to determine how many sentences or words are in it. When the teacher asks, the student who answers both tasks correctly is considered the winner of the game. The game can be played orally or in writing. This game takes 8-10 minutes.

In short, the effective use of interesting didactic games in the classroom to enhance students' scientific competence sharpens thinking, strengthens cooperation, increases ingenuity, increases agility, and most importantly, has a good result. In this sense, the first concept of the ancient word game is mental training (8-72). This means that future teachers must be well aware that the content of didactic games is one of the cornerstones of lesson effectiveness. As the scholar J. Rumi said, "Action is understood through action, knowledge through knowledge, meaning through meaning, and form through form" (9-213). In primary education, the main lessons have a deep meaning in the performance of didactic games and reach the young student's heart and mind.

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