



EDUCATION THE EFFECTIVENESS OF CARRYING DIDACTIC GAMES

S. Asqarova

QDPI Music Education Department, Associate Professor

ABSTRACT

This article will talk about educational games, the effect of educational games on the process of training, their use as a target, stages in the application of educational games, games that contribute to the mental development of the student.

KEYWORDS

Educational games, method-forms, stages of Educational Games, groups of games.

Introduction

The task of education today is to teach students to be able to operate independently in the conditions of an information and educational environment that is growing every day, to effectively apply modern information technologies in various fields and to use the information flow wisely. To this end, it is necessary to teach students to create the opportunity and conditions for continuous independent work and to think creatively and make independent decisions.

As you know, educational games are also advanced methods-forms of training in terms of their essence, content, and their use in the process of training. disciplinarian-leads to the formation and upbringing of such qualities as student activity, independence, initiative, quick thinking, confidence in their knowledge, resourcefulness and resourcefulness. The important thing allows the development of reading-cognitive motives in them. Accordingly, the pedagogical point of view of educational games conditionally: educational, training and generalizing; cognitive, educational, developmental; can be grouped in creative forms.

It is also worth mentioning that the effectiveness of any method, form, tool, including educational games in the process of training, assumes their use in their place purposefully.

In our opinion, when applying educational games in training, it is advisable to follow the following steps:

I. Preparatory stage - at this stage, the educator, the teacher must choose educational games that are suitable based on the content of the training material, determine the procedure for their use.

II. The stage of organization – at this stage, it is necessary to create a situation regarding the application of educational play, to perfectly familiarize the educator and students with the purpose, content, conditions of educational play.

III. Execution stage - educational game is organized in the manner of the spoken purpose. In the course of the game, the educator-teacher participates as a manager and supervisor, and the educator-students as an active participant.

IV. Final stage-at this stage, the results of the game are summarized, the active educator-students are encouraged.

Taking into account the age characteristics of schoolchildren, a number of game technologies have been developed that are incredibly effective in teaching science. According to experts, the main type of human activity is formed in three manifestations: labor activity, gaming activity, educational activities. All of them occur in an interrelated way. It is noted that the laws of the formation of mental actions of children on the basis of educational materials at school are composed in game activities. However, it is not correct to say that playful education is the main form of education in working with students. He does not form the ability to know in the reader, but only increases their cognitive activity. Games in the following group can be distinguished, which contribute to the mental development of the student.

Group 1. Subject games that depend on items and objects. In this, the reader can understand the material world, their nature through a toy-object.

Group 2. Creative games with a plot — role-playing game that shapes intellectual activity. For example, "happy coincidence", " what? Where? When?", etc. Such games are not only an entertaining tool, but also a huge heuristic and convincing source of energy.

Group 3. Didactic games based on ready-made rules that develop the mental abilities of the student. According to the rules, it requires the reader to understand, compare, disassemble, generalize, importantly know.

Group 4. Technical and design games that represent the professional activities of adults. They form opportunities for the development of their work in the reader, the collection of the necessary material, a critical assessment of oneself and the activities of others. Labor activity encourages cognitive activity.

Group 5. Intellectual games that take place in a psychic environment. Competition-based games, which allow a comparison indicating the level of student preparation. They encourage self-formation and, consequently, mental activity. As a result of the application of the Games described above in the educational process, opportunities for the broad management of educational cognitive activities of students are formed. From the experiments, let's cite below examples of the following game technologies that can be effectively used in the teaching of the science of music culture:

Game "who says faster"

This is the goal from the game, to grow the skills to say quickly and correctly. In this game, the teacher says the names of the sounds of the music. Students, on the other hand, have to say the sounds that precede, followed by, the sound that is said. For example, what sound comes before fa when you sing? After Si? The reader who answers questions such as will be the winner. Musical games are held primarily to strengthen a stream of lessons held in the classroom. One of the main forms of extracurricular activities, circle training serves to acquire interests that are music, to voluntarily assimilate them into more knowledgeable, modern, musical knowledge.

“The Apples” game

An apple tree mock-up is processed and hung on the board. On the branches of the apple tree, apples should hang. The same apples will be written in different words on the back. Students must go out in sequence, pick up the Apple, and read the inscription on their back and make sentences out of words.

For example: season, apples, autumn, ripens. Whichever reader is able to make the right sentence in their place, the Usha reader will have won. Such games strengthen the knowledge that students receive in the lesson, increase the elegance and curiosity.

"Memory exercise"

It takes place in all classes. It is performed from words related to a particular discipline or from words related to a kind or theme. More than 2 students participate in this game. While the 1st student utters a word the 2nd student repeats the 1st student's word and adds another 1, the 3rd student repeats the 1st-2nd student's word and the 3rd student also adds 1 word, thus continuing the game. Unable to continue the game i.e. cannot remember the previous words, or find a particular Sox-related otter is removed from the game. The game is thus continued. For example: 1st reader: circle

2nd student: circle, rubob

3rd student: circle, rubob, dutor

In conclusion, it should be said that each of the game technologies that are organized in training should directly serve to reveal the same topic, to strengthen the knowledge of students.

References

1. Askarova, S. M. "UMUMTA'LIM MAKTABLARIDA MUSIQA DARSLARINI TASHKIL ETISH SHAKLLARI." *Oriental Art and Culture* 5.2 (2024): 277-280.
2. Ибраева, К. Е., and С. М. Аскарлова. "ИНСТРУМЕНТАЛЬНОЕ ИСПОЛНИТЕЛЬСТВО КАК ВИД ХУДОЖЕСТВЕННО-ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ." *Oriental Art and Culture* 4.2 (2023): 578-586.
3. Askarova, S. M. (2023). Internet ethics and internet ethics in the information society. *Galaxy International Interdisciplinary Research Journal*, 11(3), 63-65.
4. Аскарлова, Сохибахон Мухаммаджоновна. "Особенности певческого мастерства школьников в подростковом возрасте." *Oriental Art and Culture* 4.1 (2023): 874-878.
5. Askarova, S. "DEFECTS IN THE VOICE OF PUPILS AND WAYS TO ELIMINATE IT." *Galaxy International Interdisciplinary Research Journal* 10.11 (2022): 418-420.
6. Askarova, S. M. "EDUCATION OF SINGING SKILLS IN PRESCHOOL CHILDREN." (2023).
7. Asqarova, S. "XOR VA XORSHUNOSLIK FANI DARSLARIDA KOMPETENSIYALARNI RIVOJLANTIRISH." *Eurasian Journal of Academic Research* 2.7 (2022): 62-65.
8. Sohobaxon, Askarova. "PECULIARITIES OF ORGANIZATION OF MUSICALRHYTHMIC ACTIVITY IN MUSIC CULTURE CLASSES." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 536-539.
9. Mukhammadzhonovna, Askarova Sohobakhon, and Kuserbayev Zhanbolat Asetovich. "MORAL EDUCATION OF STUDENTS THROUGH THE ART OF MUSIC AND SINGING." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 12.02 (2023): 12-16.
10. Asqarova, S. "MUSIQIY TA'LIMIDA ABU ALI IBN SINO MEROSIDAN FOYDALANISH." *Interpretation and researches* 1.1 (2023).

11. Asqarova, S., and M. Xayitboyeva. "UMUMTA'LIM MAKTABIDA XOR TO'GARAGI MASHG'ULOTLARINI TASHKIL ETISHNING O'ZIGA XOS XUSUSIYATLARI." Interpretation and researches 1.1 (2023).
12. Turdiyev, Sh. "CHORAL ART IS A TYPE OF ANCIENT AND MODERN ART." Academic International Conference on Multi-Disciplinary Studies and Education. Vol. 1. No. 10. 2023.
13. Turdiyev, Sh. "YOSHLAR VA MUSIQIY TARBIYA." Interpretation and researches 1.1 (2023).
14. Turdiyev, Shavkat Axmedovich. "VOKAL-XOR SAN'TI TARIXINING ZAMONAVIY SAN'AT BILAN UZVIYLIGI." Oriental Art and Culture 4.1 (2023): 585-594.
15. Turdiyev, Shavkat Axmedovich. "O 'ZBEK XALQ MUSIQA IJODI VA UNING AN'ANALARI." Oriental Art and Culture 4.2 (2023): 321-327.
16. Shodiyeva, G. "MUSIQA MASHG'ULOTLARIDA AXBOROT KOMPYUTER TEXNOLOGIYALARDAN FOYDALANISH." Interpretation and researches 1.1 (2023).
17. Shodiyeva, G. E. "COMPETENT APPROACH TO EDUCATION OF PRESCHOOL CHILDREN."