

USE OF DIDACTIC GAMES IN EDUCATION OF PRE-SCHOOL CHILDREN

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Abstract. The article talks about the use of didactic games in the process of preschool education. Methodological aspects of organizing didactic games are described. Organizational parts of didactic games are presented.

Game technologies are the most effective modern approaches in the education of preschool children. In all types of activities, children's wishes come true through game technology. As a result of the game, the developing personality of the child gets acquainted with new rules, conditions, components, the ability to solve complex tasks is formed. The game helps children acquire important skills and experiences that they will need throughout their lives. Didactic games are specially organized and perform a clearly defined didactic task. Games allow you to perform actions in different situations. Most didactic games are based on the principle of self-learning, the game guides the child to acquire knowledge and skills. Didactic games are a different methodological method of teaching. It helps the formation of knowledge in children. A game is a purposeful process. In the process of game activity, the child's personality develops, it directs each student to get closer to the world of adults, learns knowledge, work and physical activity. The game has a democratic character, children cooperate with their peers, equality is implemented in the distribution of roles. In game activity, the goal is not the completion of the results, but the process itself. The game is important in the development, education and upbringing of children, and serves as a means of psychological preparation for various life situations in the future. The educational and educational aspects of the organization of the game are that in any game the rules are followed, and each rule of the game ends with a goal. Also, elements of improvisation are used to choose the most optimal options for performing game actions.

Educators of pre-school educational organizations should follow the following pedagogical principles when organizing didactic games:

1. Relying on existing knowledge and directing children to direct perception;
2. control that didactic tasks are complex, but understandable for children;
3. support various game activities and interests;
4. gradually increasing the complexity of didactic tasks and game actions;
5. clear and correct explanation of the rules of the game.

The organizational parts of didactic games are as follows:

- ❖ explanation of the organizational part of the game
- ❖ performing an educational task
- ❖ performing game actions
- ❖ compliance with the rules of the game
- ❖ analysis of game results.

Showing the actions of the game, in the process, the teacher teaches the children to perform the actions correctly, if the opposite situation occurs, the expected result is not achieved (for example, a child looks even if it is impossible to look, it is necessary to close the eyes if it doesn't close). When determining the roles in the game, the educator chooses its participants, players, fans and judges according to the discretion of the children. The direct participation of the educator in the game requires paying special attention to the age characteristics of the children, the level of preparation, the complexity of the didactic tasks, and the rules of the game.

The teacher's participation in the game directs the participants of the game (gives advice, questions and reminders). The end of the game is the most responsible process, the results of which are analyzed, children perform independent actions in the game. Preparations are made for games aimed at deepening and generalizing knowledge, developing sensory abilities, activating cognitive processes (memory, attention, thinking, speech). The games must be in accordance with the state requirements and the "First Step" state curriculum, as well as the age characteristics of the children. It is necessary for the educator to determine the convenient time for playing the game (for example: training or independent activity or optional period of the day). When choosing a place for the game, it is advisable to take into account that it is comfortable and that children do not interfere with each other. The game can be held in a group or on a playground. Identification of game participants (whole group, small groups or individually) is also carried out. Didactic materials are prepared (toys, various items, pictures, natural materials). In order to conduct the game, the educator must prepare himself carefully, determine the content and rules of the game, the procedure, the course, the place of the game and the methods of leading the game.

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