



The Impact of didactic games on the mental development of children in the Preschool Group

Abduraximova Shaxnoza Abdurashitovna

Uzbekistan State University of Physical Culture and Sports, Uzbekistan.

Received 25th February 2021, Accepted 12th March 2021, Online 19th March 2021

Abstract. In a variety of learning systems, play has a special place. And this is determined by the fact that the game is very consonant with the nature of the child. From birth to maturity, a child pays great attention to play. A game for a child is not just an interesting pastime, but also a way of modeling the external, adult world, a way of modeling his relationships, in the process of which the child develops a model of relationships with peers. For preschool children, play is of exceptional importance: play for them is study, play for them is work, play for them is a serious form of education. The game contributes to the development of perception, attention, memory, thinking, the development of creative abilities.

Key words: Didactic games, travel games, Carpet workshop.

Introduction

A particularly complex pedagogical phenomenon is a didactic game. It is both a play method of teaching preschool children, and a form of education, and independent play activity, and a means of comprehensive education of the child's personality.

Didactic play as a practical method is widely used in teaching mathematics in the classroom in kindergarten. It increases the effectiveness of children's perception of educational material, introduces an element of entertainment into it. The main goal of the formation of elementary mathematical concepts in preschool children is to give them initial concepts, teach them simple ways to perform mathematical actions, and prepare them for the independent use of these skills. With the help of didactic ones, those knowledge and skills that were studied in mathematics classes are consolidated and deepened. Nowadays, the problem of teaching mathematics in kindergarten is becoming more and more important. As a result, the goal was set for us - to determine the theoretical foundations of didactic games and their influence on the formation of mathematical concepts in children.

Materials and methods

In our work, we used many didactic games of varying degrees of complexity, depending on the individual characteristics of children. Analysis of the relevant literature helped to conditionally divide didactic games into the following groups:

1. Games with geometric shapes
2. Games for logical thinking
3. Orienteering games in space
4. Games with numbers and numbers
5. Time travel games

The first group includes games to consolidate knowledge about the shape of geometric shapes. Children are encouraged to recognize in the surrounding objects the shape of a circle, triangle, square. For example, you may ask: "What geometric shape does the bottom of a plate resemble?" The game "Lotto" is being played. Children are offered pictures (3-4 pieces for each) in which they look for a figure similar to the one shown. The children are then asked to name and tell what they found. The didactic game "Geometric Mosaic" can be used in the classroom and in free time, in order to consolidate knowledge about geometric shapes, in order to develop attention and imagination in children. The use of the above games contributes to the consolidation of memory, attention of thinking in children. The second group of mathematical games is aimed at developing logical thinking. At preschool age, children begin to form elements of logical thinking, that is, the ability to reason is formed, to make their own conclusions. There are many didactic games and exercises that influence the development of creativity in children, as they affect the imagination and contribute to the development of non-standard thinking in children.

These are games such as "Find a non-standard figure", "What is the difference between objects", "Mill" and others. These are tasks for finding a missing figure, continuation of a series of figures, signs, for finding numbers. Acquaintance with such games begins with elementary tasks for logical thinking - a chain of laws. In such exercises, there is an alternation of objects or geometric shapes. Children are encouraged to continue a row or find a missing item. In addition, tasks of this nature are given: continue the chain, alternating in a certain sequence squares, large and small circles of yellow and red. After children learn how to do these exercises, the tasks become more difficult for them. It is proposed to complete a task in which it is necessary to alternate objects, to take into account both color and size.

These tasks are aimed at training thinking when performing actions. The third group includes games for orientation in space. Spatial representations of children are constantly expanding and consolidated in the process of all types of activity. The task of the teacher is to teach children to navigate in specially created spatial situations and to determine their place according to a given condition. With the help of didactic games and exercises, children master the ability to define in words the position of one or another object in relation to another.

For example, to the right of the doll is a hare. To the left of the doll is a pyramid, etc. A child is selected and the toy hides in relation to him (behind the back, to the right, to the left, etc.). This piques the interest of the children and organizes them to the lesson. In order to interest children, so that the result is better, object games are used with the appearance of a fairy-tale hero. For example, the game "Find a Toy" begins with the arrival of Carlson, who loves to joke and hid the toy to be found. Any fairy-tale character can be used for this game. There are many games, exercises that contribute to the development

of spatial orientation in children: "Find a similar one", "Tell about your pattern", "Artist", "Carpet workshop", "Travel around the room" and other games. Playing the games discussed, children learn to use words to indicate the position of objects.

The fourth group of games includes teaching children to count in forward and backward order. Using a fairy tale plot, children are introduced to the formation of all numbers within 10, by comparing equal and unequal groups of objects. Playing such didactic games as "What number is gone?", "How much?", "Confusion", "Correct the mistake", "Remove the numbers", "Name the neighbors", children learn to freely operate with numbers within 10 and accompany with words their actions.

Results and discussions

Didactic games, such as "Think a number", "Number, what's your name?", "Make a tablet", "Make a number", "Who will be the first to name, which toy is gone?" and many others are used in the classroom in their free time, with the aim of developing children's attention, memory, thinking.

Such a variety of didactic games, exercises used in the classroom and in their free time, helps children to assimilate the program material. To support the ordinal count, tables help, with fairy-tale heroes heading to Winnie the Pooh to visit. Who will be the first? Who goes second? etc.

The last group of math games serves to introduce children to the days of the week. It is explained to the children that each day of the week has its own name. In order for children to better remember the name of the days of the week, they are indicated by circles of different colors. The observation is carried out for several weeks, marking with circles every day. This is done specifically so that the children can independently conclude that the sequence of the days of the week is unchanged. Children are told that the names of the days of the week guess which day of the week is counted: Monday is the first day after the end of the week, Tuesday is the second day, Wednesday is the middle of the week, Thursday is the fourth day, Friday is the fifth.

After such a conversation, games are proposed in order to consolidate the days of the week and their sequence. Older children enjoy playing the "Live Week" game. 7 children are called for the game, recounted in order and receive circles of different colors, indicating the days of the week. Children line up in such a sequence as the days of the week go in order. For example, the first child with a yellow circle in his hands, denoting the first day of the week - Monday, etc.

Word games are very important for children. Word games help develop a child's natural linguistic flair, preparing him for the study of complex poetic forms, which are studied in his further education at school. Love for language can only be aroused through interest in it.

Riddles help to activate the child's thinking and speech, to more successfully solve the problems of his all-round harmonious development. Riddles have great opportunities for observing the world around them, teach you to perceive life in many ways, help improve speech, train attention and memory, and develop curiosity. Riddles are a "secret", an amazing game, a competition for ingenuity.

Riddles are a treasure trove of Russian folk speech and folk wisdom. They are short, expressive, figurative, easy to remember. These are small poetic works built on beautiful accords and rhymes. This is a phenomenon of both language and art, familiarization with which is very important from an early age. It is like "living water" for children, because folk art really looks like miraculous fairy water.

It brings the joy of being familiar with bright thoughts, subtle feelings, and precision of expression. Children should be introduced from an early age into the multicolored world of words, introducing them from different angles and aspects to what constitutes the building material of their native language. You can teach children to invent, compose riddles.

In the future, you can use the following games "Say it soon", "Days of the week", "Say the missing word", "All year round", "Twelve months", which help children quickly remember the name of the days of the week and the name of the months, their sequence.

Thus, we concluded that with the help of didactic games in the study of mathematics, you can achieve maximum efficiency. Didactic games increase the effectiveness of the pedagogical process, contribute to the development of memory, logic and have a huge impact on the mental development of the child.

If, when carrying out work on the mathematical development of children, didactic play is used, then this allows you to make work with children more productive, improve their attention, imagination and sensory development.

References:

1. Ерофеева, Т.И., Павлова, Л.Н., Новикова, В. П. Математика для дошкольников. — М.: Просвещение, 2017. — 175 с.
2. Сорокина, А. И. Дидактическая игра в детском саду. — М.: Просвещение, 2012. — 98 с.
3. Лозина, В. А. Формирование элементарных математических представлений, Мозаика Синтез, 2019. — 80с.