THE IMPORTANCE OF DIDACTIC GAMES IN THE DEVELOPMENT OF SPEECH ACTIVITY OF PUPILS

Boychayeva Sharifa Saidkulovna
National Center for Teaching Educators to New Methodologies of Syrdarya
Region Senior Teacher of the Department of Preschool, Primary and
Special Education Methodologies

Abstract
This article reflects on the use of didactic games in increasing the level of knowledge of elementary pupils and in the development of speech activity, the main types of games, and the fact that pupils act with interest during the game.

Keywords: Didactics, speech cultivation, ability, method, children, play, education, computer, thinking, creative ability.

Introduction

Education is a joint activity of teachers and pupils, in the process of which the progress of the individual, his education and upbringing are also realized. In the process, the teacher communicates his knowledge, skills and qualifications to the pupils through the medium of training, while the pupils have the ability to use it as a result of their mastery of it. In the learning process, pupils use different manifestations of appropriation, which rely on specific differences in the perception, processing, and practice of the information being appropriated. In the educational process, issues of education and upbringing are solved in the form of the cooperation of teachers and pupils at the time of classes, independent work of pupils, and extracurricular activities. To this end, we would like to talk to you about the role of didactic games in enhancing the educational process and growing pupils' speech.

Didactic games create conditions favorable for the assimilation of knowledge by children and promote the development of interest in knowledge. Didactic game technologies are based on the activation and acceleration of pupil activity. They are of great importance in the identification and implementation of practical solutions to the realization and development of creative opportunities in the personality of the reader. Didactic games arouse interest in pupils in relation to the subject and give each pupil the opportunity to develop their individual abilities and educate cognitive activity.

The main types of didactic games are intellectual (mental), action, and mixed games. These games help participants develop mental, physical, moral, psychological, aesthetic, artistic, entrepreneurial, labor, and other skills. In the educational process, didactic games are used, which mainly show the motives of learning in pupils, their abilities and interests in different directions, and inclinations towards a profession.

Didactic games, as one of the components of intellectual methods, lead the reader to launch his inner capabilities, to think, to think freely, to communicate, to be creative, and to expand thinking in the development of speech activity. Especially in it, interest in the environment and

life increases, and the difficulty encountered, how to overcome obstacles, and form critical thinking skills.

Didactic games are distinguished by theoretical, practical, physical, role, performance, and other directions, by type. Didactic games are separated in pupils into games aimed at analyzing, logical thinking, researching, calculating, measuring, making, testing, observing, comparing conclusions, making independent decisions, working as part of a group or team, teaching moral etiquette, teaching new knowledge, and developing other types of activities.

Through the practical use of didactic games, it is envisaged to implement educational goals that are difficult to achieve using other methods. There are didactic games related to different academic disciplines, which serve the purposes of teaching these subjects qualitatively.

In general game theory, in the classification of all existing game types, they are classified into functional, thematic, constructive, didactic, sports, and military games. Among these, didactic games have a special place in the fact that they give the opportunity to carry out educational tasks. Games are the primary form of activity for junior pupils. This has led to research by educators and psychologist scholars to explore and further enhance the educational value of games from this age period.

In elementary school classes, it is advisable if we use various educational games so that we can interest children in the lesson. Because the child becomes interested in science through play and absorbs this science well. Again, the use of various dispensing tools in the lesson also gives good results. I try to use different educational games in my lessons. Let me show an example.

The "one word" method. This method leads readers to speed, to the development of their speech, and to the expansion of their thinking. We can even use it by tabulating it. For example, we show children a picture of apricots, and they need to give information about apricots. They should represent apricots in one word. The spoken word should not be repeated by another reader.

Readers' answers are summed up and recorded in the table. We will find out what information is about apricots.

	Abricot	Sweet	Delicious	Fruit	Early ripening fruit	Grows on a tree
	There will be jam	There will be juice	It has a kernel	Early ripening fruit	Yellow	Dried apricots

So this game can be played in any subject in every lesson. Even in the process of strengthening the lesson, we can use this type of game.

Educational games in general increase the interest of pupils in effective education in elementary grades, successful management of educational and cognitive activities, easy acquisition of theoretical knowledge from the sciences, and acquisition of knowledge. Each educational game has its own entertainment side. There are also games that contain cognitive elements of several subjects of study.

The more skillfully structured the didactic game, the more skillfully hidden the didactic goal will be. The reader involuntarily learns to work with the knowledge entered into the game. The best didactic games are structured on the principle of self-study and direct the pupil to acquire knowledge and skills.

The game is not only pleasure and joy for the child; it is very important in itself. With its help, we can develop his attention, memory, thinking, and imagination. Through play, the child can acquire new knowledge, skills, and develop abilities.

Didactic games involve the exhibition of education, the teacher's speech, and the movement of children, as a result of which unity is born in perception (in the signs of vision, hearing, and skin sensation). This allows the teacher to think over what the children say and express those said, that is, to fulfill the rules of didactic games by the pupils themselves. The structural features of didactic games in this way provide an opportunity to analyze the activities of pupils. That is why all children act with interest during play.

Thus, from the above, we can draw the following conclusions. I think that the use of didactic games in primary education will help pupils develop communication skills and skills, mutual assistance skills, expand the circle of thinking, expand speech activity, and serve to increase the level of knowledge of pupils.

REFERENCES

1. Atayeva N., Salayeva M., Hasanov S. Umumiy pedagogika. T., 2013 y. [Atayeva N., Salayeva M., Hasanov S. General Pedagogy. T., 2013]
2. Avliyaqulov N., Musaeva N. Pedagogik texnologiyalar. T., 2008 y. [Avliyaqulov N., Musaeva N. Pedagogical Technologies. T., 2008]
3. Zunnunov A., Maxkamov U., Didaktika (Ta'lim nazariyasi). O.O'Yu uchun qo'llanma.T., Sharq, 2006y. [Zunnunov A., Maxkamov U., Didactics (Theory of Education). Handbook for Higher Educational Institutions. T., Sharq, 2006]
4. Mavlonova R., Vohidova N., Rahmonqulova N. Pedagogika nazariyasi va tarixi. „Fan-texnologiya" T., 2010y. [Mavlonova R., Vohidova N., Rahmonqulova N. Theory and History of Pedagogy. "Fan-texnologiya" T., 2010]
5. Mahmudov A.X. Uzluksiz ta'lim jarayoniga kompetentlik yondoshuvini joriy qilishning didaktik asoslari // Uzluksiz ta'lim. 2012y. [Mahmudov A.X. Didactic Foundations of Introducing a Competency Approach to the Lifelong Learning Process // Lifelong Learning. 2012].