

**CONTENT AND ESSENCE OF GAME TECHNOLOGY. DIDACTIC GAME
TECHNOLOGY AND ITS PRACTICAL SIGNIFICANCE**

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In advance, the teacher should divide each lesson into certain parts and determine what to pass (teaching) in which part and what it consists of. Then, when the students feel bored, tired or psychological changes during the lesson, it is necessary to introduce a short-term didactic game adapted to the topic in order to add new content to the students' educational activities. Then, students' attention will be focused on the news, and their activity will increase. In such a situation, with the help of the proposed game, it will be possible to master the subject in full on time.

For example, in a lesson on reading drawings, after explaining in stages how to determine the third view of the given two views of the model with the help of models and other instructional tools, a short-term didactic game "Who if it is offered, the students will have the opportunity to practically test how they have mastered the topic.

"Didactic games from drawing" (I. Rakhmonov, T., "Teacher", 1992) dedicated to the use of didactic game technologies in the teaching process, forty-four lessons in the manual for teachers yin types are suggested.

The term didactic game is clustered

Didactic game "Comparison determination".

Game condition. Teaching to read drawings by comparing the views of details and clear images.

The goal. To teach students to read drawings by comparing the views of details and clear images. To strengthen their analysis, synthesis, comparison and thinking skills, drawing reading skills.

Equipment. One A1 format with views of 4 details, and two posters with clear images of those details in the same format. the numbers 1, 2, 3, 4 are written in the corners of the views of each detail on the poster, and the letters A, B, C, D are written on the clear images. The number 1 in the drawings is written incorrectly, that is, confused. If there are several types of such posters, all students in the class will have the opportunity to participate in the game.

Game details. The teacher calls two students to the blackboard and instructs one of them to find the views of detail A with a clear image and write it down on the blackboard. He instructs the second student to find a clear image of the detail and write it on the classroom board. Each student thinks for himself and, for example, writes down A4 as the first A and 4 correspond

to each other, they are clear images and views of the same detail. The second student thinks the same way and writes down, say, 1B. Other students also answer the game condition in the same way.

The teacher ends the game and declares the students who guess correctly as winners.

Reminder. Before the game, it is good to practice with details in one and two views, to build some skills in the students, and then to use details in two and three views. All students' mistakes in their writing should be explained. In order to save time, it is necessary to warn the students that "I will count from one to five" while giving them a little chance to find the answer.

The teachers-pedagogues have the skills to organize the training process aimed at teaching the basics of general education and special subjects in non-traditional ways, to achieve the design of the educational process based on a perfect model, and to use these projects wisely. It can be a guarantee of students' thorough and deep assimilation of theoretical knowledge, formation of practical skills and qualifications.

One of the most important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. Delivering certain theoretical knowledge to students in a short period of time, forming skills and competencies in them for certain activities, as well as monitoring the activities of learners, assessing the level of knowledge, skills and competencies acquired by them. requires a high pedagogical skill from the teacher and a new approach to the educational process.

In recent years, a number of reliable interactive methods and ways of developmental education are being sought to enrich educational content.

This research is carried out mainly in three directions - problem-based, programmed and differentiated education. Especially in the school experience, a problematic approach to education is widespread.

An effective teaching technology in education is problem-based learning.

Problem teaching corresponds to the goals of creative, active personality education.

In the process of problem-based teaching, the student's independence grows more and more compared to reproductive forms of teaching.

There are various definitions and descriptions of problem-based teaching in today's pedagogic literature. A relatively complete and accurate definition is given by M.I. given by Makhmutova, in which problem-based teaching is described as a system of rules for the application of teaching and learning methods that take into account the activities of logical thinking (analysis, generalization) and the laws of students' research activities.

The essence of problem-based teaching is the teacher's management of students' cognitive activities to acquire new knowledge by creating a problem situation in their studies and solving educational tasks, problems and questions. This creates a scientific-research method of acquiring knowledge.

According to the analysis of the current teaching process and the opinion of psychologists and pedagogues, their conclusions that the problem situation begins with unexpected surprise and fascination show that it is close to the truth. In the conditions of teaching, that mental, emotional and emotional state of a person serves as a special impetus for thinking and intellectual research.

It is a state of mental tension specifically required by the goals of knowledge. At the basis of such a situation are traces of previously acquired knowledge and mental and practical methods of action to solve a new task.

The term problematic educational technology is clustered.

Basics of creating problematic situations

The essence of the problematic situation is the conflict between the information the student is familiar with and new facts and events (for which there is a lack of previous knowledge to understand and explain them). This conflict is the driving force for creative acquisition of knowledge.

Symptoms of a problematic situation include:

existence of a fact unfamiliar to the student;

instructions given to the student to complete the tasks, their personal interest in solving the cognitive difficulties that have arisen.

The problem consists of three components: known (on the basis of the given task), unknown (finding them leads to the formation of new knowledge) and previous knowledge (students' experience). These are necessary to carry out research aimed at finding the unknown. First of all, the task of the learning problem is determined, which is unknown to the student, and the methods of its execution and the result are also unknown, but the students, based on their previously acquired knowledge and skills, determine the expected result or the way to solve it. will look for.

In addition, a task that students know and how to solve it independently cannot be an educational problem, and secondly, even if they do not know the methods of solving a task and the means of searching for it, it cannot be an educational problem.

Important signs of a learning problem are:

introduction of the unknown, which leads to the formation of new knowledge;

students have a certain amount of knowledge necessary to carry out research in order to find the unknown.

A necessary condition of problem-based teaching is to create a positive attitude in students to the process of searching for the truth and its results.

The search period of self-knowledge activity can be expressed in special schemes: a problem situation - an educational problem - a search for a solution to an educational problem - a solution to a problem.

When organizing and conducting problem-based training sessions, the teacher must have a good understanding of both its educational and educational functions. A teacher should never give students a ready-made truth (solution), but should motivate them to acquire knowledge, help them to process in their minds the information, events, time and events necessary for training and life activities.

In problem-based teaching, the teacher organizes students' cognitive activities, so that students independently solve intellectual problems based on the analysis of subjects, draw conclusions and generalize, form laws, and apply the acquired knowledge to a new situation.

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