



WAYS TO USE DIDACTIC GAMES IN THE EDUCATION AND UPBRINGING OF PRESCHOOL CHILDREN

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Annotation. Didactic games are illuminated by their importance in the mental development of children. As a result of his observations, the importance of didactic play in the mental aspect of children and in the cultivation of their speech is revealed. Also, the main conditions for the organization of a children's game with a deficiency in intelligence are indicated.

Keywords: didactic game, mental activity, defectologist, mentally retarded child, preschool child, training.

In addition to its use as a means of influencing the development of mental activities of children, didactic games are widely used in the cultivation of speech, with the environment, in the introduction to nature. And exercises in the form of games attract, interest the attention of children, as a result of which children easily repeat words or curses that need to be repeated without tormenting themselves and not forcing them. In the process of didactic games, work is carried out on the development of vocabulary of mentally retarded children, practicing the correct pronunciation of sounds, teaching them to be able to correctly express verbal intonation.

According to the results of our research, the use of didactic games aimed at increasing the level of development of children's cognitive processes during training has shown that it is very effective. Therefore, the work of the defectologist on the use of didactic games in the education and upbringing of mentally retarded children of preschool age gave positive results, increased the level of development of mental operations and processes.

The defectologist must constantly introduce children to didactic play, teach him various methods of play, and provide him with access to communication with peers using various means of communication.

Organizing and conducting a didactic game is a very complex task for a defectologist. The role of a defectologist in a didactic game is twofold: on the one hand, he leads the educational process, organizes a game with children. On the other hand, he will be the participant, friend, coach of the game and will direct each child to perform the actions of the game. It also demonstrates how to behave in the game. One of the main conditions for the use of didactic games in teaching is the observance of alternating processes in the organization of games. When organizing games, the educator must take into account the convenience, repeatability, consistency and step-by-step complication of all uchun assignments.

In order for a didactic game to be properly organized, the following basic conditions can be distinguished:

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- 1) the presence of an educator with certain knowledge and skills in didactic games;
- 2) the impressiveness of the game. This ensures the interest of children, the desire to listen, participate in the game;
- 3) the need for an educator to enter the game. He must participate as a participant and leader of the game. The educator must ensure the progressive development of the game in accordance with the game and educational tasks, but, at the same time, not to put pressure, fulfill the secondary role and correctly direct them in such a way that they do not perceive children;
- 4) optimization of entertainment and training when conducting the game, the educator must always give educational assignments to children;
- 5) the means and methods that increase the emotional response of children to the game should be considered as a path to the implementation of didactic tasks.

In the process of using the didactic game in the education of preschool children, the defectologist should take into account the following:

1. During the game, the educator-defectologist should create and maintain an atmosphere of self-confidence in children and their environment. From this we can conclude that the above is built on the basis of all: the attitude, politeness, support and approval of the actions of children of an adult person.
2. These types of games, organized by a defectologist, are a carefully thought out and prepared process. To reduce the complexity of the game, there is no reason to remove its cognitive part.
3. The educator-defectologist must know how ready the participants in the game are for this activity of children.

Next, it is necessary to determine the number of players. In different games, their number will be different. If possible, it is necessary to strive for the participation of each child in the game. Therefore, if a part of the children carries out the activities of the game, the rest must play the role of overseer, judges, that is, all participation in the game. During the game, competitions can be organized between an individual and a small group. This will give the game even more pleasure.

The next stage in the organization of the didactic game is the selection of didactic materials and guides for the game. In addition, it is necessary to clearly plan the time parameter of the game. To increase the activity and interest of children, it is necessary to know in advance what changes can be made to the game and take into account the possibility of situations that are not planned in advance when conducting didactic games.³

Finally, after the game, it is necessary to think about drawing conclusions. Team analysis of the game is of great importance. It should be remembered that the assessment is quick, and most



importantly, the quality of the performance of game actions by children. It is necessary to be sure to pay attention to the manifestation of children's behavior in the game and their personal characteristics: it is necessary to observe what abilities appeared in the game, determination in achieving the goal. It is dared to constantly show your children their achievements.

Didactic play is a component of the holistic pedagogical process, it is combined and interconnected with other forms of education and upbringing. The transition from game to game should be flat and without sensations, as if having a bridge consisting of "half-game", "half-learning". Experienced educators say that games arouse interest in this discipline among preschool children, allow each student to develop an individual ability and increase cognitive activity.

The effectiveness of didactic play depends on their systematic use, the ability to associate the subject with the usual didactic exercises.

When solving the problem of the development of cognitive activity, it is necessary to consider the development of the child's independence of thinking as the main task. This means that it is necessary to emphasize the main, characteristic features of objects, use groups of games and exercises that form the ability to compare. In the activities of children of primary preschool age with poor mental development, they should learn from groups of games that develop the ability to distinguish real phenomena from unrealistic ones, groups of games that teach self-control, speed of reaction to speech, phonemic hearing, ingenuity, etc. The application of such games is the task of every educator who works with mentally retarded children.

The choice of targeted didactic games depends on the specificity of the rules of these. Their tasks differ from each other: some reveal the content, others move it, others perform a purely didactic task. In didactic Games, students with intellectual developmental disabilities pay more attention to game actions, which is considered very important for them. It is possible to conclude from this that the role of didactic games in correctional education is extremely large, since such games help children to acquire knowledge quickly, easily and without boredom. The more didactic games are used during training, the more training efficiency will increase. But these games should not distract the child from the topic and should not be aimed only at entertaining. The main purpose of didactic games is "playing and learning".

For a defectologist, organizing and conducting a didactic game correctly is a very difficult and responsible task. The game should help to improve the quality of mastering software materials and serve to develop the mental processes of preschool children. After all didactic games are completed, the winner requires the identification of the child or group, the results of the work are considered with the active participation of the entire class. Especially the most important emotional moment is the time to congratulate the winner (with a pendant, match tickets, medals, etc.). Ignoring this condition leads to a loss of interest in the game, failure to fulfill the game task.

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