



METHODOLOGY FOR TEACHING PRIMARY SCHOOL STUDENTS LOGICAL THINKING THROUGH DIDACTIC GAMES

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Abstract

This article analyzes the role and importance of didactic games in developing the logical thinking skills of primary school students. Effective methodological approaches to activating students' thinking processes, directing them to draw independent conclusions, and increasing interest in lessons through didactic games are described. The article also analyzes the types of games aimed at forming logical thinking, the procedure and results of their use in the lesson process. The study shows the advantages of using innovative methods in primary education and gives practical recommendations for teachers.

Keywords: Didactic games, primary school, logical thinking, student activity, methodology, educational effectiveness, innovative approach, development of thinking, educational process, child psychology.

Introduction

Play, like work and education, is one of the main types of human activity, and is a unique phenomenon of our existence.

In human practice, play activity performs the following functions:

- entertainment to distract from everyday affairs (to amuse, arouse interest, inspire - this is the main function of the game);
- communicativeness: mastering the dialectics of communication;
- showing oneself in the game as a training ground for human practice;
- game therapy: overcoming various obstacles that arise during life activities;
- diagnostic: self-awareness in the process of play, identification of deviations from normal behavior;
- performing a corrective function: introducing positive changes into the composition of personal indicators;
- interethnic communication: mastering social values that are common to all people;
- socialization: inclusion in the system of social relations, mastering the general norms of human existence [8, B.192].



As an activity, the game includes an integral part of planning, goal implementation and analysis of the results of the individual's self-expression as a subject. The motive of game activity is provided by its volitional nature, the possibility of choice and elements of competition, satisfying the need for self-expression.

As a process, the game includes: a) the role assumed by the players; b) game actions as a means of implementing these roles; c) the use of objects in games, that is, the replacement of real objects with certain conditions in games; d) real relationships between players; d) content - the sphere of the environment conditionally accepted in the game.

The game has long been used as a method of education, for the purpose of transferring the older generation's experience to the younger generation. The widespread use of games can be observed in folk pedagogy, in preschool and extracurricular institutions.

In modern general secondary schools, game activities are used in the following cases:

- as an independent technology for mastering a concept, topic, and even some sections of the subject;
- as an element of a relatively large-scale technology (sometimes significantly important);
- as a lesson (lesson) or its part (introduction, explanation, reinforcement, exercises, control);
- as a technology of extracurricular activities (for example, traffic lights, cheerful starts, etc.).

The concept of "game pedagogical technologies" includes a fairly wide range of methods and methods of organizing the pedagogical process in the form of various pedagogical games.

First of all, it is important to remember that play is a complex socio-cultural phenomenon in education, both as a means of communication and as a means of accumulating life experience.

There is probably no need to explain how necessary such qualities are for a child in his later life, first of all, at school, where the child should join a large group of peers, pay attention to the teacher's explanations in the classroom, and control his actions when completing homework assignments.

Thus, the differences between regular and creative games are manifested in the following: in creative games, children's activity is aimed at implementing a



conceived idea, while in regular games, the main thing is to solve a problem and follow the rules.

The question of the role of educational games in the lesson is very important for the methodology of the subject. Obviously, it is not possible to give specific recommendations on this issue. The role of the game in the course of the lesson and its duration depend on many factors, which must be taken into account when planning the lesson. These factors include: the level of education of students, the level of assimilation of information, the level of complexity of the material being mastered or the control of material from other languages, and the specific goals and objectives of the training session.

The transition to the adolescent stage of personality development is characterized by bright physical and spiritual growth, an expansion of interest in knowledge, and a desire for self-evaluation. In the implementation of these processes, sports, motor, intellectual, role-playing games have their place. Creative and role-playing games are put in the first place. This can be explained by the increasing importance of communication in the life of a teenager.

Therefore, in the middle stage of education, competition games, competitive games are considered tools that increase the effectiveness of the learning process. They differ from ordinary games in that they necessarily involve elements of competition. For some students who are not interested in the subject, competitive games can serve as a stimulus to arouse interest. Therefore, the use of such games in the classroom has a significant effect on students who do not have a stable focus and have low interest in the subject.

In general secondary schools, a special place is occupied by forms of training that ensure the active participation of each student in lessons. These issues can be successfully solved through the technology of game forms of education.

The game looks carefree and easy from the outside. In fact, it requires the player to spend maximum energy, think, control himself, and act independently.

Game forms of education allow using all levels of knowledge acquisition, for example, creative and research activities. Creative and research activities are considered very effective, in which the student masters the methods of learning.

The game is multifunctional. We will dwell only on the didactic, educational, and developing functions of games.

Didactic games - this term can be used directly in relation to games, since they are purposefully included in the section of didactics.



Currently, there are a sufficient number of classification and systematization views of educational games in the methodological literature, corresponding to one or another classification criteria. For example, they may depend on:

- goals and objectives of educational games;
- forms of conduct;
- methods of organization;
- level of complexity;
- composition of the number of participants.

According to the form of conduct, games are divided into: subject, mobile, plot or situational, role-playing, competitive-game, intellectual games (rebuses, crosswords, quizzes), interactive (communicative, interactive) games.

According to the organization, games are divided into computer and non-computer, written and oral, supported and unsupported, imitative-modeling and creative, etc.

All educational games, depending on the level of complexity of their actions, are divided into simple (single) and complex (multiple) situations, and depending on the time of their implementation, they are divided into continuous and non-continuous.

Depending on the number of participants, games are divided into individual, pair, group, team and collective. As is known, the first of the listed, that is, individual games, demonstrate the implementation of an individual approach to students and the "communication" of the learner with the source of information. In the remaining games, a differentiated approach can be implemented, such as individual communication of partners with each other, for example, in the process of learning foreign languages.

There are several groups of games that develop the intellect of students, increase cognitive activity.

Group I - object games, as manipulations with toys and objects. Through toys - objects - children learn and learn about shapes, colors, volumes, materials, the animal world, the world of people, etc.

Group II - creative, plot-role-playing games, in which the plot is a form of intellectual activity.

"Happy coincidence", "Zakovot" and other similar intellectual games. Information - in educational work has the characteristic of knowledge, but, first of all, it is an important component in extracurricular work.



Role-playing games are of great importance for children of younger school age. They are characterized by the fact that, playing, the student takes on a certain specific role and, in an imagined situation, begins to perform actions, repeating the habits of a specific person. Despite the variety of plots, one and only one content is hidden behind them - human activity and human relations in society.

During their games, children of primary school age try to acquire the qualities of people who attract them in real life. For this reason, children like roles associated with heroism, courage, and openness. Students begin to portray themselves in role-playing games, trying to express what they cannot do in real life. For example, a student with low mastery takes on the role of a student who masters well. The positive aspect of such a game is that the child begins to set himself the requirements necessary to become a good student. Thus, we can consider role-playing games as a method of self-education for a primary school student.

Group III games - used as a means of developing children's cognitive activity - are games with ready-made rules, which are usually called didactic games.

As a rule, they require the student to solve a puzzle, find a riddle, and most importantly, to know the subject. The more skillfully the didactic game is constructed, the more skillfully the didactic goal is hidden. The knowledge embedded in the game is absorbed by the student unconsciously, involuntarily, while playing.

Group V games are intellectual games - games-exercises, game-trainings that affect the mental sphere. These games are based on competitions and, through comparison, show the students playing them their level of preparation, ways to achieve perfection, that is, increase their activity in cognition.

Group VI games are a separate group of games, which are called mobile games. They occupy a significant place in the younger school age. Since the child's body is growing, it always requires movement. Children enjoy playing ball, running, jumping. Various movements help improve metabolism, blood circulation, and breathing. Mobile games affect the formation of personal qualities: they develop will, thinking, and courage. Team sports games and competitions develop the skills of teamwork, support for a friend, and fight for the honor of the class and school. However, teachers and captains should remember that competitions are an effective tool for organizing children's game activities, but they require special preparation to increase their productivity. Competitions should never be allowed to become a goal, they should not be held for the sole purpose of winning first place, receiving prizes. In this case, it forms negative aspects: arrogance, envy, etc.



The following are important conditions for the effective conduct of student competitions:

They should be organized as a team activity; for this, the conditions of the competition should be set not for individual children, but for all participants;

Correct calculation of achieved results: encouraging children who are improving their results and evaluating their success;

Evaluation of educational effectiveness - forms of relationships and skills that students have mastered during the competition; in such an assessment, all participants in the game can be winners;

A teacher who can use all six types of game activity will have a huge number of methods for organizing students' educational activities.

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