

USE OF "ROLE-PLAYING AND DIDACTIC GAMES" IN GEOGRAPHY LESSONS

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Abstract: In this article, didactic possibilities of effectively conducting lesson processes using didactic game technologies, students' theoretical knowledge, practical skills and creating educational activity in them, role and geographical knowledge in involving them in the process of social relations. thought about.

Key words: Didactics, educational goals, didactic game technology, didactic game training, teacher-pedagogue, geographical knowledge.

Annotatsiya: Ushbu maqolada didaktik o'yinli texnologiyalardan foydalanib, dars jarayonlarini samarali o'tkazishning didaktik imkoniyatlari, o'quvchilarning nazariy bilimlari, amaliy ko'nikma va ularda ta'limiy faollikni yuzaga keltirish, ularni ijtimoiy munosabatlar jarayoniga keng jalb etishda rol hamda geografik bilimlar haqida fikr yuritilgan.

Kalit so'zlar: Didaktika, tarbiyaviy maqsadlar, didaktik oyin texnologiyasi, didaktik o'yinli mashg'ulotlar, o'qituvchi-pedagog, geografik bilim.

Аннотация: В данной статье рассматриваются дидактические возможности эффективного проведения уроков их процессов с использованием дидактических игровых технологий, теоретические знания учащихся, практические навыки и формирование у них учебной деятельности, роль и географические знания в широком вовлечении их в процесс общественных отношений.

Ключевые слова: Дидактика, образовательные цели, дидактическая игровая технология, дидактическое игровое обучение, учитель-педагог, географические знания.

Introduction. Based on the priority of continuity, continuity of education, personality and interests of the student in the Republic of Uzbekistan, in accordance with their age characteristics, to be able to engage in interaction in social situations in their native language and in a foreign language, to find the necessary information from mediamanba, to sort out, to use them effectively, to constantly develop self-physical, spiritual, mental, intellectual and creative, to systematically increase cognitive skills and life experience independently, to feel and actively participate in the phenomena, phenomena and processes taking place in society, to know its civic duty and rights, to adhere to it, to be devoted to the motherland, loving people and adhering to Universal and national values, to be able to draw up personal, family, professional and economic plans based on, competencies are also formed that increase labor productivity. [1]

Main part. The program and structure of the subjects of geography were revised taking into account the changes that took place in the system of general secondary education schools. Geography teaching is one of the main branches of pedagogical science in terms of its content and essence. The content of geography education at the school and its organization is the main task of the subject of geography teaching methodology. The subject of geography teaching methodology belongs to the system of Pedagogical Sciences in its essence and content. Therefore, the basic concepts and principles of methodological science are closely related to the "didactics" part of pedagogical science. The subject of methodology is based on the study of the young individual - psychological characteristics of students. The textbook is based on geographical cards, additional sources of geographical knowledge, visual weapons, the laws of the subject, which are reflected in the reader in the application of information and communication technologies. [2]

The formation of geographical knowledge necessary for students to apply in everyday activities, study subjects and continue their education; rational use and preservation of natural-material resources, conscious orientation to the choice of a profession. This goal-objectives are carried out in the educational process by the formation of geographical literacy, competencies with a geographical culture in the content of the subject of geography. Geography is based on the interests of education, in accordance with their age characteristics, the following elements of basic competencies are formed. In the educational process, didactic game technologies are used in the form of a game lesson. In these classes, the learning process of students is harmonized through the activities of the game. For this reason, classes in which the educational activities of students are harmonized with the activities of the game are called didactic play classes.

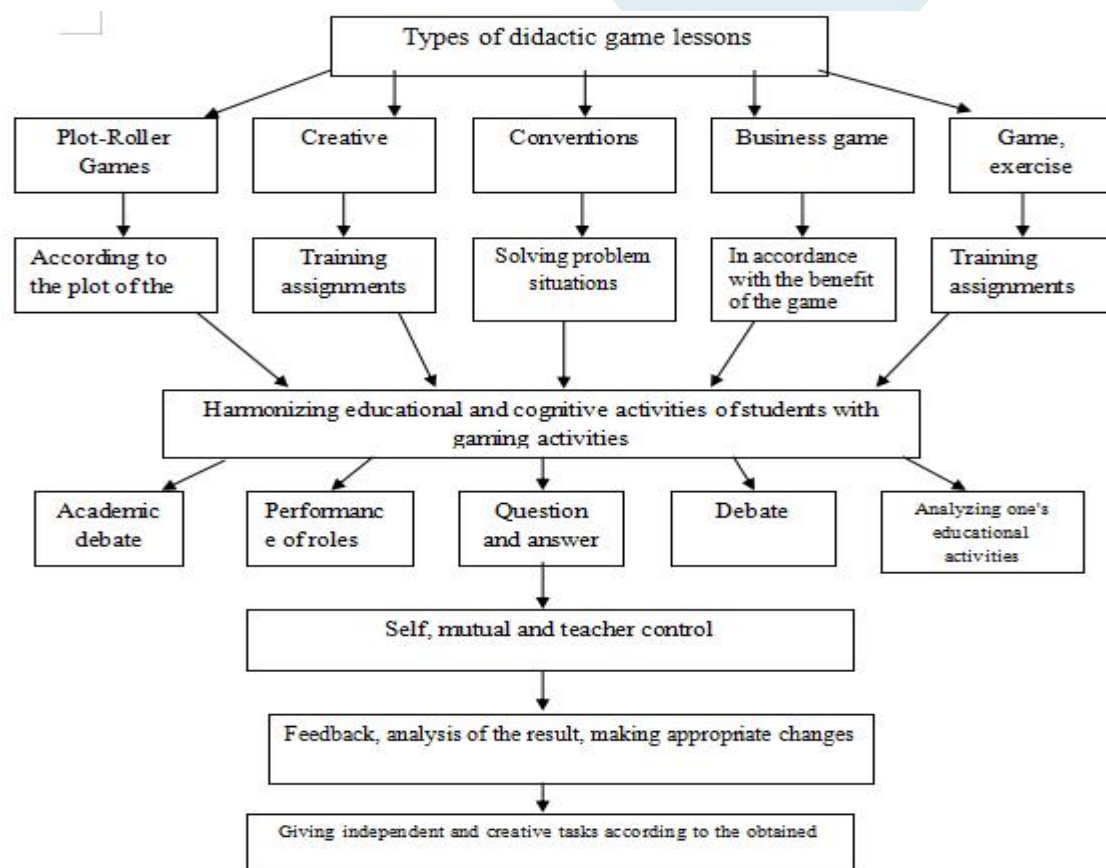
Through gaming activities in a person's life, the following tasks are carried out:

- through the activity of the game, an individual's interest in reading, work increases;
- during the game, the person's access to communication, that is, communicative – helps to acquire a culture of communication;
- makes it possible for an individual to show his talent, interest, knowledge and self;
- helps to overcome the various difficulties that occur in life and in the process of play and to structure the skills of obtaining the intended correctly;
- in the process of playing, the opportunity is created to master behavior corresponding to social norms, to eliminate shortcomings;
- prepares the ground for the formation of positive qualities of a person;
- a system of values that are relevant to humanity, with a particular focus on the study of social, spiritual-cultural, national and universal values;
- it is envisaged to develop a culture of mass communication in the participants of the game. [3]

Didactic game classes can be divided into: plot-role Games, creative games, business game, conventions, play-by-play, depending on the knowledge of the students and the harmony of the game's activities.

The teacher-educator must first prepare the students for individual (individual), then group games and conduct them, and after the game is successfully released, prepare them for Public games. Because in order for students to actively participate in didactic play classes, it is necessary to have the necessary knowledge, skills and qualifications, cooperation and mutual assistance between the team of the group should arise.

Didactic game technology



Distinctive features of didactic playful training

Didactic game training	Using this training according to the content of the topic	Didactic functions of training	Readers ' activity
Plot-rolli	When it is possible to illuminate achievements in various fields of science, to make interdisciplinary connections, to solve problems in nature and in everyday life	Literary-artistic coverage of social relations in everyday life, connections and connections between objects of nature and natural phenomena	Acquire knowledge and skills by performing certain roles
Creative game	When there is an opportunity to develop previously mastered knowledge and skills	Solving problem situations through the creative application of previously acquired knowledge and skills	Assimilates a new topic through creative search
Business people game Auction	When it is possible to give a description to different objects, compare them	Expanding the worldview of students, vocational guidance on the basis of socio-	Adopts a new theme by participating in the auction

		economic relations in society	
Conference	When the knowledge of different fields of science is embodied and there is an opportunity to highlight the achieved achievements, to make interdisciplinary connections	Acquaintance with additional and local materials, independent work with scientific and popular literature, preparation of young people for independent life, career guidance	With the status of "scientists", he conducts research on specific topics
Press conference	When it is necessary to use the knowledge that students have acquired before, covering different fields of science	Introduction to additional and local materials, independent work with textbooks, popular scientific literature	Taking the status of "Scientists" and "Reporters", he masters the topic

A teacher-pedagogue is required to prepare intensively for conducting didactic games and to comply with the following didactic requirements when conducting them:

- didactic play sessions should be aimed at solving educational development goals and objectives of the topics noted in the program;
- dedicated to important problems in society and in everyday life, that they are solved during the game;
- compliance with the principles of upbringing a harmonious personality and the norms of Oriental etiquette;
- to be in a logical sequence in terms of game structure;
- during training, didactic principles must be followed and achieve the least amount of time spent.

Among the didactic playful activities, the convention training also plays an important role. Conference classes are important in activating the cognitive activity of students, expanding the scientific worldview, introducing additional and local materials, gaining skills and abilities to work independently with scientific and popular literature, and consciously preparing for independent life.[4]

Conclusion it is effective if, through the means of didactic games, the arousal of interest in knowledge in students is organized based on his interests. In students, there is always a desire to know the news, the regular development and strengthening of interest in knowledge nurtures the positive attitude of students to study increases the level of assimilation. The student's interest is not only positively influenced, but also affects the active development of psychic processes such as thinking, perception, memory, attention.

Geography teachers should acquire special methodological knowledge and skills, have methodological training, which will be necessary in pedagogical practice. In our view, pedagogical technology is a set of systems that allow to harmoniously organize the educational and cognitive activities of the teacher in the process of teaching and mastering knowledge in order to increase the effectiveness of the educational process, to activate this activity, to apply effective teaching methods, tools and forms, to determine their interaction.

The success of the educational process will depend on the scientific and methodological level of the teacher and the high level of pedagogical skills, keeping up with the times, the skills of activating and managing the cognitive activity of students. Every teacher who keeps up with the

Times will spend similar games in the educational process on time to fulfill these desires and dreams in his students, preparing the ground for the acquisition of students ' interests in learning and the activation of cognitive activity.

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