

**METHODS OF USING DIDACTIC GAMES IN THE INTELLECTUAL AND
PSYCHOLOGICAL DEVELOPMENT OF PRESCHOOL CHILDREN**

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Abstract: The main types of didactic games include intellectual (mental), active, and mixed games. These games help participants develop intellectual, physical, moral, psychological, aesthetic, labor, and other skills. In the educational and upbringing process, didactic games are mainly used to enhance children's learning motivation, develop their various abilities and interests, and reveal their inclination toward a specific profession. This article provides methodological recommendations on the effectiveness of using interactive methods in didactic games during the educational process.

Keywords: Didactic games, memory and attention, teaching methods, creative thinking, upbringing, knowledge, creative and rule-based games, computer tools, small groups, educational technology.

Аннотация: Основными видами дидактических игр являются интеллектуальные (мысленные), подвижные и смешанные игры. Эти игры помогают участникам развивать умственные, физические, моральные, психологические, эстетические, художественные предпринимательские, трудовые и другие навыки. В процессе обучения преимущественно используются дидактические игры, которые показывают мотивацию учащихся к обучению и их склонность к профессии, повышающей их способности и интересы в различных направлениях. В данной статье рассматривается использование интерактивных методов дидактических игр в образовательном процессе.

Ключевые слова: Дидактические игры, память и доверия, творческое мышление, компьютерный инструмент, малые группы, творческие игры и игры с правилами, образовательные технологии, обучение, знания.

Didactic games play a crucial role in the intellectual development of preschool-aged children. They help children enhance their thinking, logical, and creative abilities. Through games, children acquire knowledge, learn to solve problems, and develop social skills. They are also beneficial for emotional development, as they teach children to manage their emotions and interact with others.

The significance of didactic games in the intellectual development of preschool children is immense. Didactic games are not only a source of entertainment but also an essential tool for acquiring knowledge and developing thinking skills. They help strengthen children's logical thinking, attention, memory, and social skills.

Didactic game - is a teaching method aimed at achieving specific educational goals, such as reviewing, reinforcing, and deepening previously learned material. Each didactic game has a particular objective, such as strengthening a specific action, a calculation method, or a didactic task. For example, the didactic task in the game "Theater" is to reinforce children's understanding of the number 5, which they learned in previous lessons. The game "Circular Examples" aims to strengthen counting skills within the second set of ten numbers. Developmental Areas Enhanced by Didactic Games

Didactic games contribute to children's growth in the following areas:

1. **Logical Thinking and Intellectual Abilities**

Didactic games teach children to analyze different situations and develop problem-solving skills. For example, games allow children to learn about shapes, colors, sizes, and comparative concepts.

2. Creative Thinking

Through games, children learn to generate new ideas and solutions, which helps develop their creative and systematic thinking.

3. Language Development

Didactic games help children expand their vocabulary, learn new words, and improve their ability to express themselves. This, in turn, enhances communication skills and helps them articulate their thoughts clearly.

4. Social Skills

By playing in groups, children learn cooperation, patience, self-expression, and listening to others. These skills strengthen interpersonal communication and teamwork abilities.

5. Memory and Attention

Didactic games help improve children's memory and attention span since games often require concentration and quick responses.

The Role of Games in Education

Education is a structured process through which children acquire, internalize, and strengthen skills and competencies. It involves memory enrichment, language and cognitive development, and various teaching methods.

A game is an activity deeply ingrained in children's minds and emotions. Depending on its type, a game can reflect aspects of reality and life. It is a continuation and reinforcement of the learning process within a group setting.

Both educational activity and cognitive activity belong to the same social institution—absorbing social experience. While educational activity focuses on knowledge, skills, and competencies, cognitive activity encompasses creativity, experience, and relationships. The key differences between these activities include:

1. Reproductive vs. Productive Learning

- In educational activities, learning is reproductive, meaning children follow instructions given by the teacher and repeat the actions of others.
- In cognitive activities, learning is productive, meaning children work alongside the teacher, set their own tasks, and solve problems independently.

2. Role in Learning

- In educational activities, the child is the object of education.
- In cognitive activities, the child is the subject, meaning they take an active role in the learning process.

3. Level of Independence

- Children have less independence in educational activities.
- In cognitive activities, children exhibit the highest level of independence.

Research has proven that games are an essential need for young children's development.

Didactic Tasks in Learning

A didactic task is a part of the overall learning objective in a lesson. Every didactic game, like any other game, has rules. Without following these rules, the game loses its educational and psychological significance. The game instructions include explanations of how to play, how to determine the winner, and other essential details.

Didactic games play a crucial role in teaching, upbringing, and developing children. They strengthen children's positive engagement, voluntary attention, and memory. During games, children unknowingly engage in various activities, solve problems, and perform exercises.

Requirements for Didactic Games

1. Didactic games must be chosen according to the curriculum content.
2. They should set specific learning requirements for participants.
3. The success of a didactic game depends on clearly defining its objective.
4. Games should be introduced gradually—simpler games should precede more complex ones. This allows children to develop cognitive skills step by step.
5. The rules and organization of didactic games should consider children's individual characteristics and group dynamics.
6. Game rules should be simple, clear, and well-defined.
7. Every child should actively participate throughout the game; long waiting times can decrease interest.
8. The complexity of tasks should be balanced with children's ability to complete them independently.

When teaching children a game, a specific educational goal should be kept in mind. This is what makes didactic games unique. They allow for repeated variations, adaptations, and the introduction of different elements.

For example, the game "Silence" was repeated more than ten times with different children, and the game "What Changed?" was played five times with different materials. This repetition ensured that children thoroughly mastered the rules and developed strong game-related skills.

Didactic games differ from creative games played in kindergartens and from teacher-led storytelling activities. They are specifically designed to enhance intellectual development in an engaging and understandable way. Children enthusiastically practice and complete assigned tasks, increasing their motivation for learning. These games help children better understand the objectives of each lesson and activity.

Didactic games incorporate visual elements, teacher communication, and children's physical actions, creating a unified sensory experience (sight, hearing, and touch). This allows children to absorb and apply the game rules themselves.

Since these games are structured in an engaging way, all children actively participate with enthusiasm. Didactic games also influence children's emotions, fostering a positive attitude towards learning. Children perform games with great satisfaction and eagerly anticipate the next session.

For example, in the game "Circular Examples", all children solve problems, in "Chain", 10 children participate, in "Little Store", 8–12 children play, and in "Ladder", almost all children take part. Even those who do not actively participate engage through gestures, such as listening to sound clues or observing their peers' performance.

Conclusion, Didactic games help instill cooperation and discipline, as they require strict adherence to game rules and conditions. Games such as "Who is More Accurate and Faster?", "Don't Give Up", "Best Counter", and "Memory Dictation" teach children to maintain silence, move carefully, and focus on numbers.

Thus, didactic games significantly impact children's intellectual development. They are not only effective tools for teaching but also play a vital role in shaping personal and social skills.

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