

TEACH CHILDREN TO THINK INDEPENDENTLY THROUGH DIDACTIC GAMES

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Abstract: *the article provides information on the development of children's independent thinking ability through didactic games. In addition, the article contains detailed information about didactic games, known as creative, plot and other types. Children's games are the basis (or source) of their physical and spiritual development. Children's games include various activities - work, thinking, creativity, fun, etc. All these actions can affect children's games. It must be emphasized that children's games are not only educational, but also behavioral.*

Keywords: *education, games, children, thinking abilities, activity, teacher, preschool organization.*

НАУЧИТЬ ДЕТЕЙ САМОСТОЯТЕЛЬНО МЫСЛИТЬ ЧЕРЕЗ ДИДАКТИЧЕСКИЕ ИГРЫ

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Аннотация: *в статье дается информация о развитии способности самостоятельного мышления детей с помощью дидактических игр. Кроме того, статья содержит в себе подробную информацию о дидактических играх, известных как креативные, сюжетные и других типах. Детские игры являются основой (или источником) их физического и духовного развития. Детские игры включают в себя различные виды деятельности - работа, мышление, творчество, веселье и т.д. Все эти действия могут отразиться на детских играх. Необходимо подчеркнуть, что детские игры - это не только образовательная, но и поведенческая основа.*

Ключевые слова: *образование, игры, дети, мышление способность, деятельность, педагог, дошкольное учреждение.*

It's known that preschool age children's main activity is games. Children games activity attracts itself many scientists around the globe [1]. In preschool organizations, children games activity usually is based on according to the literatures that forms every child as person and affects to children positively. Game activities that organized in preschool organizations could serve as the earnest of success and forms good personal qualities of children behavior.

When children become older they begin to be more independent and their perception of the world look grows and become wider. When children try to know their environment better, it is necessary to be with them in practical relationship. In this case children attempt to know some aspects that appropriate to their intelligence one hand and including inappropriate aspects another. For instance, children make imitation of driving a car, riding a horse, sailing and administering a ship and wearing heeled shoes. But it's known that they couldn't manage it naturally. These necessities could be managed through game activities only in case of facilities shortage and children increasing demands. That is why, it is important of meaningfulness of children activity.

It's known that during the game, children could satisfy themselves with activities that appropriate to adults through imitating different movement. So, different types movement are gathered in children games. Children's games are the basis (or source) of their physical and spiritual development. Children games include itself different activities - working, thinking, imaginative, fun and etc. These all mentioned activities could reflect in children's games. It's necessary to underline that children's games are not only educational but also behavioral basis.

During the game, children develop and form their individual qualities – spiritual and educational. Furthermore, using such kind of methodology, children begin to imagine and reflect necessary things for satisfy their desires. During the imagination through games children can create legendary persons, that is a proof how game environment could increase their knowledge in frame of imagination and creativeness.

Games are a crucial point of children development in frame of independent thinking, behavioral advancement, logical and physical progress. Games also connected with preschool educational organizations that necessary for daily routine in the educational process. There are many types of children games that various in compliance with their meaning and directions. Preschool educational pedagogical system distinguishes children's game into two big groups: **creative** and **rule** games.

Creative games usually are made by children themselves where they are able to use their imagination and knowledge that connected with a game. In creative games children imitate behaviors of adults and use their environmental knowledge, which is reflection of their impression. In creative games possible to notice children's independent features, organizational process and creativeness.

Rule games are organized by adults and introduced for children. These games in accordance with its difficulties are sorted by various children ages. By reason of adults' organizational process, many children games are based on national tradition. It means these national children games are legacy of ancestors.

Both types of children's games are colorful with its varieties. For instance as creative games could be **plot role games**. But didactic and musical games also could be as creative games. Even if both type games are organized and played in preschool organizations, these two types have familiar attributes: purposes, tasks and conclusions etc. According to the development of children, their games change by their interest. During the game, children take purposeful toys for their games and do special movement and gestures.

Games that perform in fresh air – that relate to jogging, throwing or sliding make children physical strong and useful for them. After midday sleeping games are role playing games, building games, fair-tails didactic games and etc, which develop children's knowledge and spiritual features. Plot-role games with its meaning develop children's activities that awake relationship to the event and through this way they understand sense of thankfulness, make them happy and physical strong.

In preschool educational organizations toys also do great matters. Toys fill children's activities and help to fill their imagination and thoughts. Children's majority building movement usually is connected with toys. Boys could spend many hours playing and building a car, tank, steamer and electric train, besides they concentrate their attention to make them realistic. So, girls while they are playing with dolls, they imitate themselves like mothers and they do feed, dress, sleep and other imitations. Necessary to indicate games make children to be more social and help to their development.

Games that include construction materials also influence to the children practices. In building games children divide into several groups where they have own roles to play. Besides building games make children to realize their fantasy. Building games could be managed by preschool teacher.

In building game process children unite each other and this way they could develop their speech abilities. While children are playing with building materials, they can also increase their world outlook. Preschool teacher could use below-given methods during the building game in children's playground:

- before children begin to build something preschool teacher should explain what they had better to do;
- preschool teacher should show every detail where is necessary;
- preschool teacher should explain an given example;
- preschool teacher could offer children to build and finish unfinished object;
- preschool teacher could offer any desirable building project.

So, in stage-games children make a special role of characters of various fair-tales in accordance with its plot. Usually they do these roles with pleasure, for instance: "in the guest", "visiting a doctor", "in the kindergarten", "in the market" etc. Stage-games help children to understand and learn fair-tales; including in this method children try to explain their own ideas according to the content of fair-tale. Stage-games can help children better to understand what they heard of fair-tale, including they exercise to explain their own ideas independently.

Didactic games interconnected with educational process that helps children to increase knowledge. Didactic games are one of educational method that suitable for kindergarten children. Didactic games are also used to involve passive children and make them more social. Besides didactic games help children to socialize and create hormonal relationship that able to make them helpful with each other, through this way they could be happier and that is primary objective of this method.

Plot role games sophisticates in accordance with children's age, but such type of games is rich with its diversity. In this type games some children could show their leader abilities, in this case some children could retell some plots of stories but some could wholly [4]. So, this type of games develops leader features of some children behavior. Children's didactic games could be divided into several types:

- sensory type, where children learn something through sensory abilities;
- logic type, in this type of games children improves their logical and mathematical abilities;
- comparison type, in this type of games children learn to compare objects and develop imagination skills for creation something new or gather one object into wholeness [5].

For speech and independent thinking development of children and introduce them to the literature possible to use another type of didactic game that is known "**People and animals**". This game helps to develop children's speech and independent thinking through dialogues. In this game children should imagine animals' usefulness in the domesticity. Preschool teacher distributes pictures of domestic animals and feathered birds and begin its story:

“Long ago a man lived alone. The Nature endured the strongest drought and majority of animals died. Then some of animals came to man and told:

-Feed us and we help to you too and make your housework easier.”

-Then man asked them: what can you do?

Such kind of didactic games that guide children to the independent thinking should be prepared before the beginning games by preschool children and they should be purposeful and time limited. In preschool educational institutions desirable to organize lessons that include itself educational and fun features.

Next type of didactic game improves children’s rapid thinking abilities. It’s known as **“To answer rapidly”**. In this game preschool teacher gives different themes to the children. Then children begin to count the words that connected to the theme. The rule of game is getting more stars for each more found word. Who collects more stars that is winner. For example, preschool says: “Domestic animals”. Then children answer: “Cow, goat, calf and etc”. Preschool teacher says: “Cartoons”, then children begin to answer: “The jungle book”, “Alice is in Wonderland...”. Again Preschool teacher says: “Educational tools”. Then children answer: “Pen, pencil, pair of compasses”. So, preschool teacher can give different themes and children should find answers. This method helps to develop thinking abilities of children and enrich their vocabulary including makes strong their memory. Such kind of games teaches children to improve their knowledge, makes them more independent, and they learn to answer quickly and correctly. This method gives also knowledge. Through using this method children don’t get knowledge in pure form, but they have possibilities to the improvisation. Improvisation makes children more diligence and improves their spiritual abilities.

In conclusion possible to underline that didactic games could help to improve children’s knowledge as well as literatures and that is possible to see in abovementioned examples.

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