THE IMPORTANCE OF DIDACTIC GAMES IN IMPROVING THE QUALITY AND EFFECTIVENESS OF TEACHING THE NATIVE LANGUAGE

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Abstract

The ways of conducting grammar games are diverse, and it is necessary that they be perfectly mastered by school teachers and taught to the students themselves. Grammar games will help to eliminate difficulties in learning language material.

Keywords: Knowledge, assessment, education, qualification, teacher, mother tongue.

Introduction

Didactic games include the exhibitionism of education, the teacher's speech and the movement of children, as a result of which unity is born in perception (in the signs of vision, hearing, skin sensation). This encourages the teacher to think about what the children say and express what is said, that is, to fulfill the rules of the didactic game themselves. The structural features of didactic games in this way make it possible to analyze the activities of students. That is why all children act with excellent interest during play. Experience shows that didactic games help to educate harmony and discipline, since each game is associated with winning, requiring strict and consistent adherence to the conditions and rules of the game. The main task of teaching the mother tongue in elementary grades is to master the knowledge system of this discipline, develop grammatical forms of words, form a literate writing skill. The realization of these tasks is extremely complex and assumes that the teacher acquires a wide variety of teaching techniques, teaches students to think creatively as much as possible and is able to be interested in each activity. To improve children's writing literacy, it is necessary to strengthen the bright tassavur of the word in his memory, to grow the ability to

correctly and quickly distinguish between word composition and sentence fragments. Younger school-age students reflect primarily through imagination. The laws and regulations of the native language, the phenomena of which dictate abstract reasoning. Thanks to this, they often strive to play, to act physically. Based on the current curriculum, game training is often found in the construction of today's lessons. Because the knowledge given to the child

The knowledge given to the student is built on the basis of the knowledge received by children in previous classes. This makes it possible to organize a variety of grammatical games, relying on the previously acquired knowledge of the reader.Because in the grammatical game, which is organized only when there is a certain level of knowledge and skills on the subject, it is possible to actively participate in the student. Another aspect is that the student creatively approaches, operates on the basis of the knowledge he has.

In the process of didactic games, an improvement in the processes of psychic cognition occurs, that is, children develop a perception of the number, large-small size, shape, size, colors of objects. The psychological effects of computer games are especially noticeable in inactive readers who are unable to master the knowledge. After they are first successful, they themselves become active and begin to complete the task. From then on, the teacher will not need to reprimand them. 0 'the learner must quickly get used to the psychology of" computer" and improve his skills. For example, the fact that cursoming is constantly moving down, up, right and left also has a certain psychological effect, until skills are formed in children.

In elementary education students, computer games should be started with simple ones, and then games will be complicated as students progress through skills and interest. As a result, able children can achieve the level of independent work (educational play) on the computer. Computer games are an effective tool in attracting the reader's attention to the material and content of the game to be studied.

Psychollaming argues that in successfully mastering the material, awalo, the power of attention is determined, that some reader is left behind by Laming's comrades, not from the weakness of their intelligence or memories, but from the emptiness of their attention. And computer games attract the attention of all my children. The goal from the game should be clear. At the same time, it is necessary that didactic games are selected in accordance with the program material on

educational subjects, a certain consistency must be observed in their selection. Content is necessary to conduct easier games before difficult games and carefully prepare children for regular games with it. In addition, when organizing didactic games, it is necessary to take into account the individual characteristics of students and pay attention to the fact that they can activate all students. A simple and clear representation of the rules of the game is also important. T of didaktk games in the course of the lesson

The methods of conducting grammatical games are diverse, it is necessary that the teachers of the school perfectly occupy it and teach the students themselves accordingly. Grammatical games help to overcome difficulties in teaching language materials. These games are carried out taking into account the age characteristics of children. Grammatical games promote independence in children. Encourages students to think quickly, respond independently, be mindful, take initiative in every endeavor. Encourages activity. These activities bring the children's attention together. Gives birth to a healthy competitive spirit in students. In the process of performing such didactic games and the tasks assigned to them, students have the qualities of working with the team, respect for themselves and their own team, and for others. In the process of playing, positive attitudes are formed in their culture of treatment. These games show students activity

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