

# Didactic Game as a Complex Teaching Method

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## **Annotation:**

This article analyzes active teaching methods and their groups. Particular attention is paid to educational and cognitive activities and active learning methods. The classification of active learning methods has been studied. The specificity of the educational capabilities of a didactic game as a method of active learning in comparison with traditional games is revealed.

**Keywords:** Active methods, group methods, individual methods, training, interactive methods, discussion, didactics.

Active learning methods are divided into two large groups: group and individual. Group ones are applicable simultaneously to a certain number of participants (group), individual ones - to a specific person who carries out his general, special, professional or other training outside of direct contact with other students.

Various authors classify active learning methods on different grounds, identifying different numbers of groups of active learning methods.

Yu.N. Emelyanov proposes to conditionally combine active group methods into three main blocks:

- a) Discussion methods (group discussion, analysis of cases from practice, analysis of situations of moral choice, etc.);
- b) gaming methods: didactic and creative games, including business (management) games, role-playing games (behavioral training, play psychotherapy, psychodramatic correction); counterplay (transactional method of awareness of communicative behavior);
- c) Sensitive training (training of interpersonal sensitivity and perception of oneself as a psychophysical unity).

S.V. Petrushin proposes to divide the main methods of active learning into main areas.

Based on the nature of educational and cognitive activity, active learning methods are divided into: simulation methods, based on imitation of professional activities, and non-imitation methods. The peculiarity of simulation methods is their division into gaming and non-gaming. Methods in the implementation of which students must play certain roles are classified as gaming. At the same time, non-game methods include analysis of specific situations (ACS), actions according to instructions, etc. The peculiarity of non-imitation methods is the absence of a model of the process or activity being studied.

Based on the type of activity of the participants in the search for solutions to problems, methods based on: ranking of objects or actions according to various characteristics are distinguished; optimization of processes and structures; design and construction of objects; choosing tactics of action in management, communication and conflict situations; solving an engineering, design, research, management or socio-psychological problem; demonstrations and training of skills of attention, invention, originality, quick thinking and others.

Based on the number of participants, they distinguish: individual, group, and collective methods.

Voronova A.A. identifies three main types of active learning methods:

#### *Case Study Method.*

Situations can be different in didactic orientation and are used in accordance with the task that the leader sets for the group:

situation - an illustration, a specific case proposed by the presenter to demonstrate theoretical material;

Situation - an exercise where participants must highlight and remember some elements; situation - an assessment in which the proposed problem has already been solved, and participants are asked to evaluate it;

The situation is a problem, the group is presented with a number of questions that need to be analyzed and resolved.

Socio-psychological training, where the trainer does not perform a leading function, but plays the role of a benevolent observer, ensures the subjective nature of the participants' communication.

Game modeling or simulation games. Games (simulation) are divided into business games, where a simulation model is predetermined, and organizational games, where participants themselves choose a system of solutions.

There is also a classification of active teaching methods, which involves dividing them into four groups, combining group and individual forms of training, with the primacy of the former.

Discussion methods (free and directed discussions, meetings of specialists, discussion of life and professional incidents, etc.), built on live and direct communication between participants, with a passively detached position of the leader, performing the function of organizing interaction, exchange of opinions, and, if necessary, management of development processes and making a group decision.

Game methods (business, organizational and activity-based, simulation, role-playing games, psychodrama, social drama, etc.), using all or several of the most important elements of the game (game situation, role, active playback, reconstruction of real events, etc.) and aimed at gaining new experience that is inaccessible to a person for one reason or another.

Rating methods (efficiency ratings, popularity ratings), which activate students' activities due to the effect of competition,

Training methods (behavioral and personality-oriented trainings) aimed at providing a stimulating, corrective, developmental impact on the personality and behavior of participants.

Each group of active teaching methods involves a specific organization of interaction between participants in the position of students and has its own specific characteristics. Thus, at present there is no single view on the problem of classifying teaching methods, and any of the classifications considered has both advantages and disadvantages.

Role playing is a game method of active learning, characterized by the following main features:

- the presence of a task and problem and the distribution of roles between the participants in solving them. For example, using the role-playing method, a production meeting can be simulated;
- interaction between participants in a gaming session, usually through discussion. Each of the participants can agree or disagree with the opinions of other participants during the discussion;
- introduction by the teacher of corrective conditions during the lesson . So, the teacher can interrupt the discussion and provide some new information that needs to be taken into account when solving the problem, direct the discussion in a different direction, etc.;
- assessment of the results of the discussion and summing up by the teacher.

The role-playing method is most effective in solving such individual, rather complex managerial and economic problems, the optimal solution of which cannot be achieved by formalized methods. The solution to such a problem is the result of a compromise between several participants whose interests are not identical.

Role-playing requires significantly less time and money to develop and implement than business games. At the same time, it is a very effective method for solving certain organizational, planning and other problems.

Game-based production design is an active learning method characterized by the following distinctive features:

- the presence of a research, methodological problem or task that is communicated to students by the teacher;
- dividing participants into small competing groups (a group can be represented by one student) and developing options for solving the problem (task).
- holding a final meeting of the scientific and technical council (or other similar body), at which, using the role-playing method, groups publicly defend the developed solutions (with their preliminary review ).

The method of game production design significantly activates the study of academic disciplines, making it more effective due to the development of the student's design and construction skills. In the future, this will allow him to more effectively solve complex methodological problems.

A seminar-discussion (group discussion) is formed as a process of dialogical communication between participants, during which the formation of practical experience of joint participation in the discussion and resolution of theoretical and practical problems occurs.

At the discussion seminar, students learn to accurately express their thoughts in reports and speeches, actively defend their point of view, argue with reason, and refute the erroneous position of a classmate. In such work, the student gets the opportunity to build his own activity, which determines the high level of his intellectual and personal activity, involvement in the process of educational cognition.

A necessary condition for the development of a productive discussion is the personal knowledge that students acquire in previous classes and in the process of independent work.

A special role in the seminar-discussion belongs to the teacher. He must organize such preparatory work as will ensure the active participation of each student in the discussion. It defines the problem and individual sub-problems that will be considered at the seminar; selects basic and additional literature for speakers and presenters; distributes functions and forms of student participation in collective work; directs all work of the seminar; sums up the discussion.

During the seminar-discussion, the teacher asks questions, makes individual comments, clarifies the main provisions of the student's report, and records contradictions in reasoning.

In such classes, a confidential tone of communication with students, interest in the opinions expressed, democracy, and integrity in demands are required. You cannot suppress the initiative of students with your authority; it is necessary to create conditions for intellectual freedom, use techniques to overcome communication barriers, and ultimately implement a pedagogy of cooperation.

“Round table” is a method of active learning, one of the organizational forms of students' cognitive activity, which allows them to consolidate previously acquired knowledge, fill in missing information, develop problem-solving skills, strengthen positions, and teach a culture of discussion. A characteristic feature of the round table is the combination of a thematic discussion with a group consultation. Along with the active exchange of knowledge, students develop professional skills to express thoughts, argue their ideas, justify proposed solutions and defend their beliefs. At the same time, information and independent work with additional material are consolidated, as well as problems and issues for discussion are identified.

The main part of a round table on any topic is discussion.

Discussion (from Latin *discussio* - research, consideration ) is a comprehensive discussion of a controversial issue in a public meeting, in a private conversation, in a dispute. In other words, a discussion consists of a collective discussion of any issue, problem or comparison of information, ideas, opinions, proposals. The purposes of the discussion can be very diverse: education, training, diagnostics, transformation, changing attitudes, stimulating creativity, etc.

A business game is also a collective method of learning. In business games, decisions are made collectively, and a collective opinion is formed when defending the decisions of one's own group, as well as when criticizing the decisions of other groups.

A didactic game is a complex teaching method, since it can include a whole range of active learning methods, for example: discussion, brainstorming, analysis of specific situations, following instructions, analyzing documentation, etc.

The specifics of the educational capabilities of didactic games as a method of active learning in comparison with traditional games are as follows:

- 1) The game recreates the basic patterns of movement of professional activity and professional thinking based on the material of dynamically generated and resolved learning situations by the joint efforts of the participants. In other words, the learning process is as close as possible to the real practical activities of managers and specialists. This is achieved by using models of real socio-economic relations in business games.
- 2) The method of didactic games is nothing more than a specially organized activity to operationalize theoretical knowledge and translate it into an activity context. What in traditional teaching methods is “farmed out” to each student without taking into account his readiness and ability to carry out the required transformation, in a didactic game acquires the status of a

method. There is not a mechanical accumulation of information, but an active one .  
deobjectification of some sphere of human reality.

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