

Digital Technology in Primary Education Through Didactic Games Represent

YARASHOV MARDON

Bukhara state university teacher

E-mail: m.j.yarashov@buxdu.uz

Abstract:

Students in the primary grades 1-hour lessons to help them to make up their minds involved in the process increases the degree of master. In the process of education will increase the interest of the reader in the use of various games. The lessons in this article that can be used in the process of didactic games and give the word about digital technology is doing through them.

Keywords: education, efficiency, didactic games, digital technologies, methods, knowledge, skills, skills, mastering the process of education, assignments.

INTRODUCTION

To point out the high quality and efficiency in the education system in all respects, mature, educated and competent personnel is one of the main issues of the preparation of the present day. In order to understand more deeply the role of didactic games in the process of education is primarily in education, game, didactic assignments, it is necessary to dwell particular concepts such as the meaning of the gaming commission.

Children of the teacher education knowledge, skills, and qualifications to give you this knowledge, skills and skills of the students and strengthen them to be filled by a photo that was in the plan process.

Of the learning process of children's memory be enriched, the growth of their speech and thought process. Is a process that occurs using different techniques and methods.

The game — activity soak into the minds of children, this is their activities, depending on the type of game, the realities of the lens, reflects a certain level of life. Game continuation and strengthening of educational activities mentioned in the class to a certain extent. As experience shows, the needs of young readers in small game is necessary.

The main part. Didactic game — education usulubi employer if this method is to achieve certain educational goals, namely to determine the educational material mentioned, it is perfect to foster and strengthen. Each didactic certain goals in the game, for example, any method of calculation, that is, certain didactic instructions to complete a task is determined. Who put make up a part of the

general purpose didactic lesson assignments.

Each game also didactic in any game as the rules will be. If you don't follow these rules of the game, as the game is, that is, the educational game-educational and psychological significance is lost. The task of the game is included for the rules of the game. The task of the game — the teacher and the students who would play any of the game so that the explanation is out of the winner is in the form of the instructions given.

Primary initial teacher education grade students to use one of the most convenient methods to teach mathematical concepts will be worthwhile.

Thus, the importance of didactic games is very great. Therefore, in accordance with the characteristics of the age of the students towards the game as their knowledge is organized. Also given in the textbook on the subject of mathematics students in the process of the game, to push the development of the environment promotes the development of materials that are difficult and easy at the same time, the events are observed compared to see them thinking about the right conclusions from them and to learn the basis of the conclusion. Pupils and interest in mathematics and science knowledge, skills, skills to take on through the implementation of didactic games will be feasible to obtain.

Proper selection of didactic games in the process of preparation to the lesson is important. Didactic didactic materials prepared for games, didactic process control and set the time for games, didactic and objective assessment plan should be able to get the game finished as certain. Thus, the following is done:

- sufficient in preparation for the didactic materials;
- didactic game process would go and let his control at the time of the error along the way;
- the form of didactic educational games independence, alertness and development need to focus on to achieve.

For example: 1-grade mathematics lesson in the “add task components of the theme of”¹ tanishtirilayotganda with “walk on the cast will” when used from the didactic game gives the expected result. This game can be organized in the form of didactic competition in the two groups.

The necessary equipment for didactic game: a4 format paper and colored markers in size.

Using colored markers on a4 format paper size from 1 to 5, the number of paper copies to fill two of the paper not reaching damage to the quality of the writing is written for politelin dressed as a bag, and was the consolidation.

“Can you walk on will cast” the didactic game is organized as follows: the class, students are divided into two equal groups. O'quvchilari uchun place separately in the number group on both the record was created, to be free to move without interfere with one another convenient position in the width of the threshold of the steps is to put the class room. Didactic rules of the game explained to the members of the group. Guruhning the educational mission first digital didactic game will start. They move slowly to allow them to start the game over when the number of. I.e 1, 2, 3, 4, 5 the number of they walked over, will return back after a while, that is, 5, 4, 3, 2, 1 in the form of. Hence the didactic game takes bajargunlarigacha all participants of group.

This didactic graders to the number of time the game is determined. Didactic games in the process from the list on the right and the reverse of the number is by successful completion students with certain skills. From the list on the right of the number from training to have the skills and the reverse does not give the expected result. It o'qibatida they upset they can become. Also cho'chimaslik should be. The process is also repeated in subsequent lessons-repeated as a result of qo'llanaverish gives expected results. The only teacher at the head of the class the students this didactic from the

game was only recently uncovered do, but in addition to lessons on time, also in the process of doing homework at home can be used freely. Thus, the format of a4 size paper and colored markers need not be simply a class that is used as a weapon in the use of colored chalk can also impress xattaxta writing should be. School governors are also very latest all may not be active. Some pupils will be very tortinchoq of the class. They also have their all of the time “”not qinaladilar out of the nest. Such students also participate in the process of didactic games in the process of the lessons that are created can. Poylab time in writing such students to be laid colored chalk xattaxta stand weapons, at home, apart from the attention of others they can do to strengthen knowledge by drawing on the asphalt fulfilling and independent.

Such cases are sometimes also yes, the number of such familiarization with the teacher in the process of didactic uses only a room from the game-yu two-three can use in the process of familiarization with a room number. Break time at home or in the didactic game using this independent but students of knowledge boyitadilar. Most importantly, we didactic teachers for each of the lessons in teaching the students the right choice in the game and we get it is taken.

1-grade mathematics lesson in the “add 10” to the topic of² the readers with tanishtirayotganda “Silent” from the game that we think gives the expected result when used didactic.

“Silent” didactic game can also be done in groups. “Silent” in the way of competition the game also didactic in the organization is carried out. This can be carried out in two types of didactic games.

1-type: drawn within it. In the center of the circle +2 are written. While the outside of the circle inscribed number. The outer circle around it =] has been put to this, if s = keyinichki from outside the inner circle in the center of the circle given the number of the sum of the number given is recorded.

2-type in: the number in the center of the circle is given on assignments subtracted from 2 to 10, if the same task, the same must obey the ipga tizib in the form of beads. For example: $10-2=$ task is given, if given outside the circle = small doiracha then into 8, 6, 4, 2 is written in the style.

2-grade mathematics lesson in “100 addition and multiplication within the theme of” from³ starting, add the number and data collection and distribution process in 100 recycled notebook on the multiplication test their knowledge, in order to strengthen the “active group” we recommend the use of didactic games.

“Active group” to be held separately in any of a number of didactic games also, the class also can be organized with the team. In the process of sitting in the last row rotary meeting notebook parta gives the teacher a question to the reader. For example: Teacher: add 2 to the number of zarina 3sonini. The answer to that question gets into the hands of the trail through 5 and Zarina partadoshi dilshod add the number 2 to number 5 that the transmission of the trail. The answer to that question through the trail notebook 7 dilshod zarina nurbek to add the number 2 and the number 2 put on a regular reader will transmit audio. This will continue until the didactic game yig'ilgunga recycled notebook. This is also repeated in the next game didactic lessons from the process-the repeated use gives the expected result.

This summary is formed on the generation of didactic training skills through the game, when you can replace with ayirma find on assignments. For example: Teacher: parta sitting in the last row number is to subtract 2 from the number 9 dildora few? The trail gets into the hands of Dildora 7 subtract 2 from the number 6 and the number of shaxnoza partadoshi the transmission of the trail that will be few. Shaxnoza put on the trail notebook dildoraning 4, subtract 2 from the number 8 to number

several shaydo a regular reader will transmit audio. 3-4-breeding activities you can complete in the class and also to be through. It also increase up to 9 on a schedule to a certain extent have the knowledge, skills, if you have reason to start the process of multiplied by 2 it will be worthwhile. When all the skills have been a factor that is formed on the rotary in the process of collecting the instructions on a sheet out from out from the instructions in the deployment process can also be used on the second. Didactic games that determine the winner in this group are encouraging. He certainly encourage you to identify a didactic game winners each qo'llanilgach expected results.

Proper use of readers in the interest of science mathematics and logical matter also returns the expected results. Logical issues to readers thinking, and creativity addicted to looking at it. For example:

-Removed 10 from 10 and another 10 rare form. How rare is this fulfilled? (Solved gloves).

-4 pieces bring Dilmurod candies on a plate. To be the partner of candies gave. The pieces in plate 1 after the candies have remained. How? (Plate with candies was given a partner).

Conclusion. The master of science in mathematics and a primary school textbooks new generation is currently publish only than be has become a complex process. Darliklarning can slow down somewhat difficult to take the knowledge of the readers of the passion. So let's put the passion to take the knowledge of readers sunishiga way, but that interest boosts, calculation abilities, from primary school through didactic games in order to develop effective and appropriate use digital technology in mathematics lessons should. This day has been important at the level of today's requirements for the preparation of qualified personnel is one of the factors listed.

LIST OF USED LITERATURE

- 1-sinf matematika L. O'rinboyeva, Sh. Ismailov, N. Ruzikulova, U. Raxmonov, M. Jumayev, N. Ismailova, N.Usmanova. Darslik. Toshkent-2021
- 2-sinf matematika L. O'rinboyeva, Sh. Ismailov, N. Ruzikulova, U. Raxmonov, M. Jumayev, N. Ismailova, N.Usmanova. Darslik. Toshkent-2021
- Yunus, Y., & Yarashov, M. (2023). Effectiveness of experimental work aimed at forming general labor skills in students based on gender equality and differences. In *E3S Web of Conferences* (Vol. 420, p. 06011). EDP Sciences.
- Jobirovich, Yarashov Mardon. "Advantages of the Introduction of Digital Technologies into the Educational Process." *Pindus Journal of Culture, Literature, and ELT* 7 (2021): 17-20.
- Jobirovich Y. M. The Role Of Digital Technologies In Reform Of The Education System //The American Journal of Social Science and Education Innovations. – 2021. – T. 3. – №. 04. – C. 461-465.
- Jobirovich, Yarashov Mardon. "TOOLS OF USING DIGITAL TECHNOLOGIES IN PRIMARY EDUCATIONAL COURSES." *EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE* 2.4 (2022): 119-123.
- Jobirovich, Y. M. (2024, February). BOSHLANG 'ICH SINF MATEMATIKA DARSLARIDA MATNLI MASALALAR USTIDA ISHLASH. In *International Conference on Adaptive Learning Technologies* (Vol. 1, pp. 5-8).
- Jobirovich, Y. M., & Otabekovna, R. N. (2024, February). 3-SINFLARDA GEOMETRIK MATERIALLARNI O'RGATISH ME'ZONLARI. In *International Conference on Adaptive Learning Technologies* (Vol. 1, pp. 27-32).
- Jobirovich, Y. M. (2024, February). MAKTABGACHA YOSHDAGI BOLALARDA MATEMATIK TASAVVURLARNI SHAKLLANTIRISH TA'LIMINING ASOSIY DIDAKTIK TAMOIYILLAR. In *International Conference on Adaptive Learning Technologies* (Vol. 1, pp. 22-26).
- YARASHOV, M. (2023). The Process of Creative Organization of Primary School Mathematics Education through Digital Technologies. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 30(30).

11. Yarashov, M. (2023). BOSHLANG 'ICH TA'LIM FANLARINI RAQAMLI TEXNOLOGIYALAR ORQALI INTEGRATSIYALASH. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 46-49.
12. Olloqova, O. (2023). BOSHLANG'ICH SINIF O'QUVCHILARIDA PRAGMATIK KOMPETENSIYANI SHAKLLANTIRISHDA BADI'Y MATN TAHLILINING AHAMIYATI. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 25-29.
13. Mamanazarovna, O. O. (2023). Formation Of Students' Pragmatic Competence in Mother Language Classes on The Basis of the "4k" Model. *Journal of Pedagogical Inventions and Practices*, 24, 33-36.
14. Olloqova, O. (2023). KOMMUNIKATIV MASHQLAR ORQALI O'QUVCHILARIDA PRAGMATIK KOMPETENSIYANI RIVOJLANTIRISH. *Theoretical aspects in the formation of pedagogical sciences*, 2(17), 134-140.
15. Mamanazarovna, O. O. (2023). FORMING PRAGMATIC COMPETENCE THROUGH TEACHING STUDENTS TO COMMUNICATION. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(5), 720-723.
16. YUSUFZODA, S. MATEMATIKA DARSLARIDA MANTIQUIY FIKRLASHNI RIVOJLANTIRISH O'QUV JARAYONI SIFATINI OSHIRISH ASOSI SIFATIDA. *EDAGOGIK AHORAT*, 59.
17. Yusufzoda, S. (2024). BIRINCHI SINIFDA GRAFIK MALAKALARNI TAKOMILLASHTIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 45(45).
18. Hamroyev, A. R. (2021). Designing students' creative activity in primary school mother tongue education as a methodological problem. *Middle European Scientific Bulletin*, 11.