Application of Didactic Game Technologies in the Educational Process

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Abstract

This article presents theoretical research, views and information about the application of didactic digital technologies in the educational process.

Keywords: pedagogy, education, personality, didactics, emotion, memory, perception, socialization, stress, cognitive, games, "education.

Technologies of didactic games are based on activation and acceleration of student activity. They realize the creative potential of a student and are of great importance in identifying and implementing practical solutions for development. The main types of didactic games are: intellectual (mental) and action and mixed games. These games help the participants to develop mental, physical, moral, psychological, aesthetic, artistic, organizational, work and other skills. "Some students are satisfied with traditional teaching methods used in lectures, some prefer practice, and some prefer scientific research, problem situations, large-scale learning methods. welcomes and responds to that. It is very important for students to learn through different methods. In computer science, activity is recognized and motivation is considered a powerful force, thus providing incentives. In order to strengthen education in building self-confidence, it is necessary to have a timely constructive connection, to have a criterion-referenced, systematic evaluation. requires high standards in many skills such as science reporting, software development, analytical thinking, planning and presentation. Student induction is important as the population feels the need for student programs. The student index must be available before admission to the institution of higher education. The user must have an idea about the institution, all announcements are provided to encourage recognition of strong motivation and educational problems in the teaching computing science. For example, during the development period, they need to take greater responsibility for their own education. Again, constructive feedback on finished work regularly provides information on ways to achieve excellence. Admittedly, technology among students enables them to learn, and most of them have mobile phones in their hands and participate in networks. The use of information resources, modern technologies have an impact on the character of students, their approach to learning. The time students wait is for someone to put information on their cell phones, laptops, or iPods. This has led to student learning called "mobile learning" or m-learning (Wassell et al., 2006). For example, audio dating and texting are considered an alternative means of obtaining information for students who cannot attend classes partially or for some reason. The use of these mechanisms and educational tools in education is gradually being supported at the first stage and creates wide opportunities for students to learn." In the educational process, didactic games are mainly used, which increase the motivation of students, their abilities and interests in various directions, and show their inclinations towards a profession. Didactic games are divided into theoretical, practical, physical,

role-playing, practical and other types. Currently, didactic games on the computer are of particular importance.

Didactic games help students to analyze, think logically, research, calculate, measure, make, count, observe, compare, draw conclusions, make independent decisions, work in a group or team, ethics It is divided into games aimed at the development of education, speech development, language teaching, teaching new knowledge and other types of activities. Through the use of didactic games, it is intended to achieve educational goals that are difficult to achieve using other methods. There are didactic games related to various educational subjects, which serve the purpose of quality teaching of these subjects. According to the theory of general games, when classifying all existing types of games, they are divided into functional, thematic, constructive, didactic, sports and military games. Dialectic games are especially important among them. Games should be considered the main activity of school-aged children. This is the basis for conducting research by pedagogues and psychologists to study and further increase the educational value of games at this age. As a result, from the beginning of the 60s of the previous century, business games were used in the USA, and then in other Western countries. Researchers of business games have stated that this method is one of the most basic, effective and cost-effective educational methods. Another type of didactic games – brainstorming method was first used by A.F. Osborn in 1939. He called this method the idea bank. It is based on solving problems by: - creating a problem situation: - generating ideas: - testing, evaluating and solving the best ideas to give as many, sometimes completely unexpected, ideas as possible the creation of a favorable environment determines the effectiveness of brainstorming training.

Game modeling technology. Business game lesson – it is possible to acquire new knowledge by ensuring the active participation of students in the process of solving problems on the subject of the lesson. A role-playing lesson is a lesson to strengthen knowledge based on the distribution of pre-determined roles to students in the study of issues on the subject of the lesson and the organization of their fulfillment of this role during the lesson. Theatrical lesson is a lesson that provides in-depth, accurate information on the topic of the lesson by organizing scenes related to the topic of the lesson. A computer lesson is a lesson conducted on the basis of computer materials (multimedia, virtual training course, etc.) related to the subject of the lesson. The auction lesson is a lesson to show how much each student knows about a certain section of the academic subject. The fair lesson is a lesson that is conducted through an interesting explanation to the class based on the interaction of students who have mastered the topic of the lesson in advance. "Fishing" game – Each student writes one interesting question on small pieces of paper. They fold it and fasten it with a paper clip, the teacher collects it in a special box and mixes the questions. Pupils pick one question with a magnet and answer it. A hook is a magnet attached to a string, and a paper clip sticks to the magnet. In this way, all members of the group are required to answer questions about the fish they have caught. This question-and-answer method increases students' interest and teaches them to be quick. Principles of organization of didactic houses. Transferring the model of the real situation in production and taking into account the dynamics of production. We know very well that the production process has the character of development and constant change. This variability and dynamic development must be taken into account in the process of organizing business games. Taking into account the content and form of professional activity.

One of the main tasks of higher education is to provide highly qualified personnel. In order to fulfill this task, we need to develop business houses that are unique in each specialty.

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