



COMPUTER DIDACTIC GAMES IN ORGANIZING THE EDUCATIONAL PROCESS

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Article history:	Abstract:
Received: 20 th April 2023 Accepted: 11 th May 2023 Published: 20 th June 2023	Didactic games aimed at educational purposes occupy an important place among modern psychological and pedagogical learning technologies. This article provides information about the technologies of computer didactic games based on information communication tools, their implementation of functions and roles in the educational process.

Keywords: computer didactic games, information technology, teaching, pedagogical system, information tool, tasks, crossword puzzle

INTRODUCTION. The introduction of information and communication technologies into education created the basis for the emergence of new methods and forms of education based on the transmission, processing and use of information through electronic means[1]. The use of various forms of didactic games in the educational process gives the expected effect. Didactic games aimed at educational goals are important among modern psychological and pedagogical technologies of education. Didactic games aimed at the purpose of education as a method began to become widespread at the end of the 20th century. Currently, depending on the field of application, didactic games with various modifications have been introduced into educational practice[7].

Didactic games (educational games) used in the educational process differ from entertainment games in their purpose-essence and method of orientation, that is, educational games are specific the end of the stage leads to the emergence of a new learning problem. As long as this is the case, educational games can be considered as a separate form of educational activity that provides for the implementation of certain educational tasks. Based on this, it can be said that a didactic game is an educational activity that is interesting for the subject in conditional situations[8]. Therefore, teaching is a process of purposeful delivery of socio-historical experience, creation of environment and conditions for the formation of knowledge, skills, qualifications and competencies. It should be said that the didactic game is a conditional interactive activity aimed at the formation of knowledge, skills, skills and competencies of the subject .

ANALYSIS AND RESULTS. Didactic games can be considered as a motivational tool to ensure that learners concentrate at the necessary level during the

acquisition of new material, consolidation or improvement of acquired knowledge[9]. Unfortunately, at the moment, such approaches can be observed only in general secondary schools. There is also the fact that higher education institutions are also interested in the practice of introducing didactic games: research works on the topic of didactic computer games are being conducted, scientific works, magazines, collections of conference materials are being published, which specialists are being trained[10].

In the modern education system, it has been widely criticized for using verbal and rational methods and tools of teaching and not taking into account the emotional characteristics of the learner. Didactic games summarize emotional and rational aspects of cognitive activity .

Educational games perform 3 important functions:

1. Intermediate (instrumental) function: formation of certain knowledge and skills.
2. Cognitive (gnostic) function : development of thinking skills in learners .
3. skills in learners .

Each function is implemented through a specific form of educational game: the instrumental (instrumental) function is manifested in training games, the cognitive (gnostic) function is manifested in didactic games, and the third function is manifested in role-playing games.

It should be noted that training in educational games does not consist only of playing games : group and individual work is done during educational games ; discussions and debates are organized, polls and tests are conducted ; situations are created that require role-playing. In other words, educational games expand the possibility of harmoniously using such methods as "brainstorming", development of critical thinking with the help of reading and writing, surveying, reflection[11].

In addition, the practice of educational games has



some peculiarities in pedagogy. In the process of teaching, the game is often used as an auxiliary element - supplementing theoretical materials, and is not considered as the main method of teaching. But on the other hand, according to research studies, as a result of the use of educational games, an average increase of 3 times the effectiveness of education was observed[12].

The organization of teaching and controlling games, that is, the integration of information and communication technologies and pedagogy in the game, is a complex process.

Educational computer games develop logic, improve concentration, focus on an important element, and the ability to make decisive decisions in a short period of time. In addition, computer games can be used at all stages of mastering new educational material and in control: whether it is an initial introduction to the educational material or reinforcement of the learned topic. It is desirable to use game-specific elements in all forms of educational computer programs[13].

For example, in a knowledge sharpening game, tasks can be of three levels of complexity and, accordingly, provide three levels of knowledge acquisition:

1. Simple or simplified - the mastery level is determined.
2. Somewhat complicated (mosaic tests, roulette, maze and other similar games) and intellectual puzzle games (chainword, crossword, cross-chainword, sharada, allword, metagram, anagram, logograph, palindrome, rebus, cryptogram) is the level of focus on increasing knowledge[14].
3. Very complex - the level that determines productivity.

It is in the didactic games with the third level of complexity that the acquisition of knowledge takes place not only through learning, understanding and transmission, but also at the level of skill and perception. The development of such programs with the third level of complexity is, of course, very difficult compared to the development of programs consisting of test tasks and questions[15].

Games developed on the basis of the TV game project "Find the Music" can be cited as an example of games that correspond to the oral teaching methodology. Games of this type focus on students' ability to distinguish musical pieces by sound and thereby expand their perception of music. Games of this type are especially useful for students who have a high level of verbal mastery of the learning material.

Various words (crosswords, chainwords, scanwords, allwords) can be included in the games typical of the

printed text teaching method. Students are offered to solve electronic crosswords of various complexity and topics with the help of a computer. As a result of this, the student (in case he cannot find the right answer) develops the skills of searching for information and purposeful use of Internet networks[16].

Computer games in visual education are a game in the form of a mosaic, in which students are invited to create a single and integrated image from separate fragment images. This type of game is important in studying historical genealogy, history of works of art, historical monuments, activities of famous people.

Games based on the project of "Who wants to be a millionaire?", "Zinama-zina", and "Zakovat" TV games can be included in the types of games typical of the practical method of teaching. Such games are focused on the development of cognitive activity of students. Another important aspect of the game is that the questions gradually become more complex: this causes the student to become more interested and motivated. These types of games are a fun and reliable way to reinforce and test learned material[17].

One such set of tasks is "Traditional Crossword". Its software allows crossword puzzles to be completed on a computer monitor rather than on paper. Unlike crosswords on paper, keyboard and mouse are used as the main learning tool, not a pencil. The use of instrumental game tools to create, solve and develop electronic crosswords increases the student's thinking, forms the ability to express one's thoughts simply and perfectly.

Also, when using didactic games on the computer:

- acceptance of presented assignments by students of a certain audience and interest in it;
- when presenting the answer options for a specific task, consider creating imagination in each student based on educational processes;
- it is necessary to achieve that the structured tasks and questions are within the scope of the student's imagination, knowledge and understanding, and similar factors should be taken into account.

CONCLUSION. So, using didactic games on the computer shows that the knowledge, skills, qualifications and competences acquired by future teachers can be put into practice. Thus, it can be said that the implementation of computer games in the educational process allows solving the most important issues of the field. That is, it plays an important role in the development of student's motivation, formation of reflection, increase of thinking ability, ability to apply acquired knowledge and so on. To achieve more



productivity of computer games, it is recommended to use modeling programs.

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