



## **METHOD OF EFFECTIVE USE OF INTERACTIVE METHODS AND DIDACTIC GAMES IN THE CULTIVATION OF THE LOGICAL THINKING OF ELEMENTARY SCHOOL STUDENTS**

Xo'jamberdiyeva Sarvinoz Keldiyarovna  
Lecturer at the University of Economics and Pedagogy

### **Abstract**

This article discusses methods for the effective use of interactive methods and didactic games in the development of logical thinking of primary school students, types of methods, motivation for logical thinking.

**Keywords:** logical thinking, attention, thinking, method, types of method, interactive, intellectual

### **Annotatsiya**

Ushbu maqolada boshlang'ich sinf o'quvchilarining mantiqiy tafakkurini o'stirishda interfaol metodlar va didaktik o'yinlardan samarali foydalanish metodikalari, metod turlari, mantiqiy fikrlashga undash haqida fikr yuritilgan.

### **Аннотация**

В данной статье рассматриваются методы эффективного использования интерактивных методов и дидактических игр в развитии логического мышления учащихся младших классов, виды методов, мотивация логического мышления.

### **Introduction**

In the educational process, didactic game technologies are used in the form of a didactic game lesson. In these classes, the learning process of students is harmonized with the activities of the game. Lessons in which students' cognitive activity is harmonized with gaming activity are called didactic game lessons. Through the activities of the game in a person's life, he performs the following tasks:

1. Through play, an individual's interest in a particular activity increases.
2. Communicative-helps to master the culture of communication.
3. Makes it possible for a person to show his talent, interest, knowledge and self.
4. Prepares to overcome the various difficulties that occur in life and in the process of play, forms the skills of obtaining the target correctly.
5. In the process of playing, the opportunity is created to master the behavior corresponding to social norms, to eliminate shortcomings.
6. Prepares the ground for the formation of positive qualities and qualities of a person.
7. The value system that is relevant to humanity is especially devoted to the study of social, spiritual and cultural, spiritual and universal values will be paid.



8. In the participants of the game, it is envisaged to develop a culture of collective communication.

The association with the game is characterized by its four main activities:

1. The emergence of free-developing activities (in which the participants in the game are supposed to rank roles, tasks, be disappointed in their activities).
2. The composition of the creative environment (the participants of the game are relevant creative and will have independent activities).
3. The emergence of an emotional situation (competition during the game, competition, cooperation, mutual assistance arise)
4. Strict observance of the laws established during the game (o yin content, course, logical sequence, time balance, etc.k.).

The game includes the following issues:

- a) plot of the game;
- b) specific roles, tasks;
- C) the actions (methods)performed to carry out these roles;
- g) the use of gaming tools in clear gamelai or conditional Ravish;
- d) the relationship between the participants of the engraving, communication.

The composition of the game's activities consists of:

1. Determination, design of the intended purpose from the game.
2. To define ways to accomplish this goal.
3. Analysis of the results obtained.
4. The appropriate modifications to the game structure to be played.

Didactic game lessons are used by students to gain knowledge and play activities

plot-role-playing games, creative games, business game, depending on the compatibility, can be divided into conferences, play-by-play. The teacher must first prepare the students for individual and then group games and pass it on to public Games after they have successfully come out must prepare. Because, know that it is necessary for students to actively participate in didactic play classes. it is necessary to have skills and qualifications, in addition, cooperation between the class team, mutual assistance.

When conducting lessons with didactic play, the teacher must comply with the following didactic requirements:

valid short:

- didactic game lessons are educational, educational, recorded in the curriculum, to be aimed at solving the developing goal and objectives;
- to be dedicated to important problems and that they are solved during the game;
- to the principles of the upbringing of a harmonious human personality, Oriental etiquette compliance with its norms;
- game structure vs be in logical sequence.

In order to teach elementary students the first mathematical concepts, the teacher will be in accordance with the goal if he uses the most convenient methods of Education. The importance of didactic games



is great in this. Therefore, the knowledge given to students is organized as a game in accordance with their age characteristics. In the process of such games, students easily master the material given in the textbook on mathematics, which is complex to master, and at the same time the environment. They learn to observe, compare events, think about them, draw correct conclusions from them and substantiate their conclusions. Didactic games are of great importance in the interest of students in mathematics, their correct acquisition of knowledge, skills, qualifications. In the process of preparing for the lesson, it is important to choose the right didactic games. It will be necessary to prepare a didactic material for didactic games, correctly set the time for the didactic game process, as well as clearly plan the need for TC'g-R control, completion of the didactic game. In this case, the following works are carried out: sufficient preparation of didactic material;

- didactic game process-timely control of the previously allowed error and go straight on the road;
- elegance and independence in students with the help of didactic games form and achieve development.

For example: when Class 1 is introduced to the topic "one-digit numbers" in the 2nd quarter, "can you walk right?" if didactic game is used

gives the expected result. This didactic game can be organized in two groups in a competitive manner. Didactic games are mainly aimed at effectively organizing the educational process according to the characteristics and preparations of the ychsh of children, facilitating their access to knowledge and information, providing exhibitionism in education, creating the opportunity to keep students busy with educational materials, not to get tired and bored, creating comfort in mastering the materials prescribed in the curriculum. Didactic materials are prepared by the educator individually for each lesson, which serves to fully express the content of the lesson and for students to understand the content of the lesson well. These include all kinds of visual weapons, various muaminoli situational devices, game, etc. Didactic materials are also created in accordance with didactic principles. By mastering the methods and techniques of education and training by an experienced teacher of advanced pedagogy, with a positive approach to them, a relatively more effective method can vary. It should be noted that it is important that the didactic game used during the lesson is selected in accordance with the topic of the lesson. The use of didactic games when growing the speech of elementary students gives an effective result.

In primary education, didactic games are viewed as a source of information carriers. In the course of the lesson, the organization of didactic Games serves to communicate between students, concentrate and, in turn, to form qualities such as presentability. Regular use of the game in the process of Primary Education provides a natural setting in education, which makes students during the course of the lesson the opportunity arises for them to conduct free activities. The use of the game effectively and in accordance with the content of the lesson being conducted allows the student to during the lesson independent assimilation of the given resources, cultivation of creative thinking, reveals its hidden possibilities and interest in science to students. Didactic games not only develop children's activities, but also encourage them to gather their thoughts in one place, quickly and clearly



state them, actively act in mutual harmony in the process of training. In students, the feeling of gaining knowledge, not lagging behind their peers increases. In the course of the lesson, a lively situation arises. The most important thing is that talent, potential, purposefulness in children come to the surface and become perfect. Didactic games not only develop children's activities, but also bring their thoughts together, encourage them to quickly and clearly state, actively act in mutual harmony in the process of training. In students, the feeling of gaining knowledge, not lagging behind their peers increases. Most importantly, talent in students, purposefulness comes to the surface and develops. From teaching children the game, a certain educational goal is envisaged. This is also the most important importance of the game. The forms and methods of the game are different from other types of talin.

Didactic games involve 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 they say and to 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 activity of students:ini. That is why all students act with excellent interest during the game. Each didactic game involves students from an entire class. For example, in the game "circular examples", all readers solve the problem,"chain "has 10 students,"shop "has 8-12 students, and"Ladder" has all readers solve the problem.In addition, in the game process, even if the student laming does not participate in some of them, they participate in the game with gestures. For example, they close their eyes and listen to how many times they knock, and say "the best accountant", " who is more accurate and faster?", which follow how correctly their comrades are solving the example. This allows the teacher to be in individual mimosabat for student activities.Tarbi of didactic games.the avian significance is seen in the experience that they help nurture cohesion and discipline, since each game is associated with a desire to win, requiring strict and consistent adherence to the conditions and rules of the game. "Who is more accurate and faster?" , " Don't come empty"," the best accountant", " remembering the viewer " to the students being silent in the classroom while playing. they achieve restraint, the ability to climb onto the board at the tip of their feet, calmly come back to their places, listen carefully to the sound, look at the numbers with a mind. Didactic games help to educate students a sense of friendship, brotherhood, hard work. "Who's the better line?". During games like" chain"," ladder"," let the Know continue to count", children fight for their comrades, the rank they are standing in, and the honor of their class..Didactic games help to educate a creative personality, since the repetition of each game requires a new attitude to the execution of the task. And the need to solve it leads to creative search. In didactic games, the most necessary volitional qualities are brought up, such as diligence, perseverance, the ability to bring The started work to the end. Toys in the "shop" type game with the "purchase"itself, the work does not end, but to the output, calculating (adding) the cost of several toys. you also have to think about how much money you need to "return". o' Followers "perform a complex mathematical action in the game of interesting squares -'. In this to the readers perform several steps in one way, comparing the output results. one has to think about the results that can be achieved and abandon the wrong account. All this passes quickly, with excellent interest and



mental activity. In readers who have seen a big, beautiful ball, do not hesitate to go and boldly come up with a number

## Conclusion

Currently, one of the main tasks of teaching mathematics in elementary grades in schools is to educate students as mature people in every possible way. In this, it is important to provide them with knowledge in mathematics, as well as to ensure that the knowledge being learned is justified and thorough, and to form skills and qualifications that can be applied to them. The development of thinking skills, especially in mathematics lessons, as well as the formation of the necessary skills and qualifications for their successful application of the knowledge gained in the future in conscious life activities, should become the main tasks of elementary mathematical education. From this point of view, the teaching of mathematical issues in the educational years, including methods for solving life-specific issues, based on their accumulated experience, and their application, has its own characteristics, their use in revealing the essence of the content of education and the concepts under study, interaction and training with the experience of practical activities of students are considered. The development and practical application of these methods serves to improve the quality and efficiency of training.

One of the requirements of the current era is the upbringing of creative young people who can think logically. The service of primary school teachers in the education of such young people is great in benihoya. Especially the primary school teacher should teach students creativity in classes. The more interesting the mathematics lessons, the more refined the students' thinking, thinking, computing skills.

In order to improve the effectiveness of training and to mature children, the content of the issue that is given the most before is given the first priority, which will provide a productive benefit. Because nowadays, little time in mathematics lessons is devoted to solving examples, independent thinking skills will not develop for younger students on the basis of our low focus on working with issues, especially tasks for resourcefulness: rebuses, interesting issues, puzzles, work with crossword.

Students are not able to reason enough about the issue to be given, in which they determine the conditions according to the numbers given and sought, and follow the steps mechanically, not being thoroughly researched.

## References;

1. Xodjayev B.X. Umumiy pedagogika nazariyasi va amaliyoti. Darslik – T.: Sano-Standart, 2017.
2. Xodjayev B.X., Choriyev A., Saliyeva Z.T. Pedagogik tadqiqotlar metodologiyasi. Darslik. – T.: Iqtisodiyot Dunyosi, 2018.
3. Begimkulov U.S.H. Pedagogik ta'lim jarayonlarini axborotlashtirishni tashkil etish va boshqarish nazariyasi va amaliyoti. //Ped. fanlari dokt. ilmiy dar. uchun diss. - T.: 2007,
4. Djumayeva S. Ijtimoiy va pedagogik nizolar: mohiyati va bartaraf etish yo'llari. //Metodik qo'llanma. - T.: Nizomiy nomidagi TDPU, 2011.