

DIDACTIC GAMES AS ONE OF THE FORMS OF ORGANIZATION OF COGNITIVE ACTIVITY OF STUDENTS IN HISTORY LESSONS IN HIGH SCHOOL

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ABSTRACT

Understanding what a game in general helps to find out the characteristics of its individual types and, in particular, didactic games: A didactic game is an educational activity entertaining for a subject in conditional situations.

Keywords: Organization, cognitive activity, students, lesson, history, high school.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The theoretical basis for understanding gaming technology presents an analysis of philosophical, psychological, pedagogical and methodological literature on the research problem. He allowed to reveal the essence of the game in a general, universal sense, then from the general characteristics of games to come to understand that there is a didactic game, and, as a result, to identify the specifics of the didactic game in the history lesson, to determine the didactic and methodological foundations of the development and use of games, as well as the degree to which the problem is studied in methodological science.

As a result of a theoretical analysis of philosophical and psychological literature (based primarily on the works of I.E. Berland, L.S. Vygotsky, D. B. Elkonin, J. Heizing), we define the game in the broad sense of the word as an entertaining activity for the subject in conditional situations.

Based on the generally accepted provisions in didactics, in the dissertation, under the training is understood such activity, in the process of which there is a purposeful transfer of socio-historical experience and the formation of knowledge, skills. In understanding the essence of the didactic game, its most significant components (components) are highlighted:

- activity, understood as the most important form of manifestation of a person's life, his active attitude to the surrounding reality. Based on the works of Soviet psychologists (A.Leontiev, S.Rubinstein, A.Smirnov, B.Teplov, etc.), we consider it important to note that mental processes develop in the activity, mental, emotional and volitional qualities of the personality, its abilities and character;

- usability, which is understood as a sign of reflection of reality, indicating the non-identity of the image and its object. In our case, combining activity with the concept of conventionality, we mean such activity, which is understood as "untrue", "make-believe", which K.S. Stanislavsky expresses with the words "if" or "as if"; entertainingness, which reflects involvement, "inclusion", interest, emotional nature of activity in conditional situations, which we call a game. Entertaining is a necessary emotional background for any

game and reflects its subjective side - this is a kind of add-on that determines the combination of the first two basic components.

Psychological studies of the theory of gaming activity have helped to identify various classification models of games, among which we consider the classification of games to be the most important and universal: role-playing games and games with rules (A.N. Leontyev, D. B. Elkonin, etc.). Such a division is determined by different approaches to creating a conditional game situation, each of which has, as will be shown in Chapter 2, its own didactic features in connection with their use in a history lesson.

For development and use, the author identifies the following structural elements of the organization of games:

- 1) Game selection.
- 2) Preparing the game.
- 3) Introduction to the game.
- 4) The course of the game (game action).
- 5) Summing up (evaluation and encouragement of participants).
- 6) Analysis of the game (discussion, questionnaire, assessment of the emotional state of the participants).

By identifying the specifics of the game in a history lesson, we note the general that is inherent in both the game and the story. The game, like history, contains elements of drama, tragedy and comedy, paradox and mystery. The game implements fantasy and imagination, which play a huge role in the study of history. T.O. didactic play can help develop students' specific abilities for history classes. First of all, we are talking about the ability to think retrospectively, to mentally reproduce and reconstruct a picture of the historical past. One of the features of historical knowledge is the inability to reproduce through experiment what is being studied, as is possible in physics or chemistry. This shows the subjectivity and conventionality of historical knowledge. This circumstance opens up great opportunities for the existence of the game in the study of history (since the essence of gaming activity is also reflected in subjectivity and conventionality). The game can act as a kind of analogue of an experiment in the humanities. With regard to history, the didactic game allows you to achieve a deeper penetration into the life of the era being studied, an understanding of ethical standards, and to feel the specifics of a particular historical period.

The second chapter "The possibilities of didactic MR in the organization of cognitive activity in the study of new material in the history lesson" is devoted to the directly posed problem: the disclosure of the methodological possibilities of didactic games as one of the forms of organization of cognitive activity of students in the study of new material in grades 5-7

As a result of questioning, interviewing teachers and observing lessons, it was revealed that the game is rarely conducted in the lesson, and practically is not conducted at the stage of studying new material. The analysis of existing didactic games (crosswords, quizzes, lessons-courts, lessons-meetings, games-travels, etc.) showed that they do not use enough potential of eighth-graders when studying new material in a history lesson. The result was the development of new didactic games, which includes more than 30 games we designed.

Examples of these games are shown in Table 1. It shows how certain methods can use various teaching methods that are widespread in school practice. Games are distributed, on the one hand, on the basis of the classification accepted by the author (games with rules, role-playing, complex / combining elements of the first two types /), and on the other, depending on the methodological techniques covered by the game.

Games with the rules "Intelligent Tournament"; "Auction"; "Snowball"; "Advertising poster"; "Continue the story"; "One word"; "Historical alphabet"; "Three directions"; "Mnemonics"; "Word vertically"; "Oral filmstrip"; "3 sentences"; "Word of mouth"; "Tree of

knowledge"; "Field of Dreams". "3 sentences"; "Translator"; "Tree of knowledge"; "Find errors"; "Encrypt text"; "Restoration"; "Oral filmstrip"; "Living picture"; "Find historical inaccuracies."

Role-playing games "Zemsky Sobor"; "Zemsky Cathedral"; "Historical drawing room"; Historic "feather sharks"; "Interview with the historical hero" "Zemsky Cathedral"

Integrated games Competition "secular salons"; "Excursion"; "Museum" "Excursion", "Museum" "Problem situation"; "Creative Laboratory", "Excursion"; "Museum"

In the course of the study, methodological possibilities were identified for incorporating game activity into a history lesson both at the stage of preparation for the study of new material, and directly during the study of new.

In preparation for the study of new material, the educational-cognitive task is clothed in a game form. The task is connected, on the one hand, with a new material to be studied, and on the other hand, with the upcoming game. Preparing for the game, students should take the necessary information (names, dates, terms, images and features of the era, etc.) from the new material being studied. Thus, in carrying out the educational task, students master new historical material and at the same time take part in the game or in its preparation.

At the stage of actually studying new material by means of the game, various teaching methods can be implemented (in the systematization of which we rely on classification by sources of knowledge / A.A. Vagin, P.V. Gora and others /): verbal (spoken and printed word), visual, practical. Examples of games that use these methods Games such as Oral Filmstrip, Three Sentences, Word of Mouth, and Knowledge Tree involve some processing by students of information perceived through oral presentation using plot-like narrative techniques, artistic (picture) description, figurative characteristics.

Work with visibility is an integral part of games such as "Excursion", "Oral filmstrip", in which to complete a game assignment, students need to carefully and thoroughly study any image (picture, photograph, map, etc.).

Students carry out various types of practical work in the games "Creative Laboratory", "Museum", etc. These include creating a historical map, reconstructing individual historical documents, and constructing "museum exhibits" that reproduce the realities of the past.

Depending on the intent of the teacher, these provisions during the game can be implemented in one lesson or extended over time for several lessons.

The study revealed a significant difference in how didactic features of role-playing games and games with rules in teaching history are manifested. So, role-playing games are mainly aimed at developing the imagination of schoolchildren, on the basis of figurative, eventual, "humanized" historical material that cannot be unambiguously interpreted and poses problems for students, including moral ones.

Practice has shown: the higher the level of intellectual development of a class or group of students participating in the game, the more interesting role-playing games for them. They carry out work at the transformative and creative-search levels of cognitive activity. However, in order to participate in a role-playing game, students must have profound knowledge of knowledge on a particular topic. If the game is used in the study of new material, students need to have knowledge of the previous topic. Usually, pre-training, which carries a large didactic load, precedes the role-playing game. It includes an independent search and perception of information, its creative processing in accordance with the terms of the role-playing game.

Role-playing games allow you to harmoniously combine factual and theoretical material, emotional and logical, different levels of cognitive activity. Role-playing creates the conditions for students to imagine something that in their direct experience has never happened; it equips schoolchildren with the means available to them of recreating historical reality. Playing the role, liberating the child internally, helps the development of creativity.

As it was found out during the research, in games with rules, mainly reproducing and transforming levels of cognitive activity are used. Simplicity and accessibility explains their great popularity among students. Games with rules can be used much more often, as they usually do not contain a stage of preliminary preparation and are short in time. With good organization, they take from 7 to 25 minutes, in contrast to role-playing games, for which preparation is often necessary, and they themselves are much longer in time and often go beyond the scope of one lesson.

All the above games allow you to study historical material through activities that are carried out in a fun way. It. As practice has shown, it contributes to the strength and quality of knowledge acquired by students.

Pilot work to identify the influence of didactic games on students learning historical facts was carried out in control and experimental classes. And in those and other classes in the study of new material used the same methodological techniques. With the difference that in experimental classes these techniques were carried out in the form of a game.

The conclusion of the dissertation indicates that during the experiment the correctness of the working hypothesis was confirmed; summarizes and contains general conclusions related to the results of research work.

1. A study of the literature, analysis and generalization of materials collected but on the problem gave the author the opportunity to determine the theoretical foundations for the construction and use of didactic games of various types, intended for use in a history lesson.

2. An analysis of the literature and teaching practice led the author to the need to develop a set of games aimed at enhancing the cognitive activity of students in the study of new material.

3. The experimental work carried out in various educational institutions of various cities of Russia, confirmed the educational effectiveness of the developed games.

4. The study showed that didactic games activate cognitive activity at all stages of the study of new material, using the capabilities of methodological techniques aimed at studying historical facts.

5. In general, the theoretical search and the experimental work made it possible to reveal the influence of the games constructed by the author on the assimilation of factual material in a history lesson, which is most evident when students's knowledge is postponed for half a year or a year. The material studied in the process of playing activity is forgotten by students to a lesser extent and slower than material in the study of which the game was not used. This is primarily due to the fact that the game organically combines entertaining, making the learning process accessible and exciting for students, and activities due to the participation of which in the learning process, the assimilation of knowledge becomes better and more durable.

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