



## Research Article

# THE SIGNIFICANCE OF DIDACTIC GAMES IN THE LESSONS

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## ABSTRACT

This article is devoted to the consideration of the role of didactic games in the period of teaching literacy of students with mental retardation. The views of domestic teachers, psychologists on the use of didactic games in the educational process are reflected. The article defines the basic conditions for organizing and conducting didactic games, provides examples of specific didactic games used in teaching literacy.

## KEYWORDS

Didactic game, literacy lessons, younger students with mental retardation.

## INTRODUCTION

One of the important stages of school education of children in special (correctional) educational institutions is teaching literacy. During this stage, tasks are solved not only for teaching reading and writing to younger students with mental retardation, but also for

the formation of their speech hearing, correction of the phonetic and phonemic side of speech, shortcomings of the sensorimotor sphere: visual perception, spatial orientation, fine motor skills of the hands.



### THE MAIN RESULTS AND FINDINGS

Teaching literacy (reading and writing) plays an important role in the correctional and developmental process, since the quality of assimilation of school material by mentally retarded children throughout the entire education depends on the successful implementation of the tasks of this stage. This, in turn, mediates an increase in the effectiveness of students' social adaptation.

In connection with the general underdevelopment of analytical and synthetic activity in younger schoolchildren with mental retardation, the formation of all language generalizations is difficult, and the assimilation of the laws of the language is slow. The limited ideas about the world around us, the weakness of speech contacts, the immaturity of interests, and the decrease in the need for speech communication cause slow and abnormal development of speech in mentally retarded children. Subsequently, they experience difficulty in mastering all the operations and actions included in the processes of reading and writing.

To work with such groups of children, additional techniques are needed, aimed primarily at correcting existing shortcomings and increasing interest in learning. The main directions in the work on the formation of motivation for learning are to create such conditions when students constantly feel the need to master literacy, when they are offered accessible tasks, the completion of which gradually restores the child's lost confidence in his abilities.

Interest in acquiring literacy among younger students with mental retardation develops especially actively if the teacher uses didactic games in the classroom.

The significance of the game was expressed by philosophers, thinkers, scientists: Plato, J. A. Comenius, J. Locke, J. J. Rousseau, M. Montessori, K. Ushinsky, L. Tolstoy.

The problems of using games in the educational process were studied by well-known practitioners, innovators - A. Makarenko, V. Sukhomlinsky, V. Yakovlev.

In his writings, V. A. Sukhomlinsky wrote that without play there is and cannot be full-fledged mental development. The game, in his opinion, is a spark that ignites the flame of inquisitiveness and curiosity. Without the play of mental forces, without creative imagination, it is impossible to imagine a full-fledged education.

According to K. D. Ushinsky, it is useful to introduce game moments into the serious educational work of students so that the learning process is more productive.

A. Makarenko considered the game an important teaching method, noting that there is no big difference between the game and labor, that in every good game there is labor effort and thought effort, there is the same responsibility as in labor.

Considering the role of play in the mental development of a child, L. S. Vygotsky noted that in connection with the transition to school, play not only does not disappear, but, on the contrary, it permeates all the activity of the student.

T. Maslova quite deservedly considers the game one of the effective means of mental development of children. She notes that the inclusion of a didactic game in the pedagogical process contributes to the fact that children who are passionate about the game,

imperceptibly acquire certain knowledge, skills and abilities.

V. M. Bukatov, referring to V. N. Kruglikov, suggests using the following definition of a didactic game: assessments; one of the active learning methods.

Remembering the words of A. S. Makarenko that “a good game is like a good job”, every teacher should learn how to skillfully use the game in the classroom. In order to productively use didactic games in the classroom, it is important to have an idea of the role of didactic games in teaching.

A. V. Zaporozhets, assessing the role of didactic play, emphasized: “We need to ensure that didactic play is not only a form of mastering knowledge and skills, but also contributes to the overall development of the child.”

Of no small importance should be given to didactic play during the period of literacy training for children with mental retardation. Unlike games in general, a didactic game has an essential feature - a clearly defined goal of learning and the pedagogical results corresponding to it, which can be substantiated, highlighted in an explicit form and characterized by an educational and cognitive orientation. In order for the teacher to successfully use didactic games, he must be well aware that each game, including didactic, has its own logic, different from the logic of the educational task. The essence of this difference lies in the fact that the game unfolds only in a conditional, imaginary situation, where the child needs to perform certain actions to solve game problems.

Didactic game, on the one hand, contributes to the development of

schoolchildren with mental retardation of attention, memory, thinking, independence, initiative. On the other hand, it solves a certain didactic task: learning new material or repeating and consolidating what has been passed, forming educational skills and abilities.

The game stimulates the cognitive activity of students, causing them positive emotions in the process of learning activities. The educational material that is difficult for a mentally retarded junior schoolchild to understand in a learning situation, offered in the form of a didactic game, turns out to be not only accessible, but also desirable. The use of didactic games contributes both to increasing interest in learning and to improving the quality of learning itself, the strength of the knowledge gained.

The foregoing allows us to formulate the main functions of didactic games:

- the formation of a sustainable interest in learning and the removal of stress associated with the process of adaptation of a child with mental retardation to school;
- formation of actual educational activity;
- formation of skills of self-control and self-assessment;
- formation of communication skills, adequate relationships and development of social roles.
- Didactic games differ from the rest in a number of characteristic features:
- cognitive content in them is combined with the game form;
- there are game rules and game actions;
- didactic tasks are defined.

Thus, a didactic game can be defined as a specially created game that performs a certain didactic task, hidden from the student in a game situation behind

game actions. The child's attention is drawn to the performance of play actions, and the task of teaching them is not realized, the implementation of the learning task is carried out in parallel with the game. Thus, learning objectives in

didactic game is solved more easily, a younger student with mental retardation does not even always realize that he has solved the didactic task.

In literacy lessons, with the introduction of didactic games, as a rule, two tasks are solved: didactic and game, which reflect the relationship between learning and play. In contrast to the direct setting of a didactic task in the lessons of teaching reading and writing, in a didactic game it is carried out through play activity, becomes the task of the child himself, causes a desire and need to solve it, and activates play actions. The didactic goal is realized throughout the game through the implementation of the game task, game actions, and the result of its solution is found at the end of the game.

K. Bahanov considers it possible to single out the following goals of didactic games:

☐ educational - broadening one's horizons, applying knowledge, skills and abilities, developing certain skills and abilities;

- educational - education of independence, will, formation

certain moral, aesthetic qualities, education of cooperation, collectivism, as well as motivation for educational activities;

- developing - development of attention, memory, thinking, speech, imagination,

creative abilities.

The value of the didactic game lies in the fact that the above goals are closely related and interact with each other.

It is necessary to pay special attention to the importance of the didactic game, which:

☐ allows you to avoid everyday life, monotony in the provision of educational material when teaching reading and writing. The game is extraordinary;

☐ enables younger students with mental retardation, obeying only the rules of the game, to gradually acquire knowledge, skills, and literacy skills;

☐ relieves the tension in which the child is when he is offered to complete a number of tasks in the lesson;

☐ accustoms to order, since the system of rules in the game is undeniable. Breaking

rules, it will be impossible to correctly complete the educational task;

☐ contributes to the formation and rallying of the children's team;

☐ has an element of uncertainty, which excites and activates cognitive processes;

☐ develops psychological plasticity;

☐ forms the ability to quickly navigate the tasks proposed by the teacher, more successfully apply theoretical knowledge in practice;

- reduces the level of anxiety;



develops interest in learning and determination in achieving the goal.

The main feature of didactic games is determined by their name: these are educational games. They are created by adults for the purpose of educating and educating children. But for students, the educational value of the didactic game does not come out of covered, but is implemented through game tasks, game actions and rules.

The effectiveness of didactic games largely depends on their systematic and purposeful use in combination with didactic exercises.

At the same time, the didactic game is used in parallel with the main content of teaching literacy to younger students with mental retardation, helps to activate the learning process, master the learning elements.

The introduction of a didactic game into the process of teaching literacy is fraught with a contradiction: learning is a purposeful process, and the game inherently has an indefinite result. Therefore, the task of the teacher, using the game in the learning system, is to subordinate it to a specific didactic goal. The correct conduct of the didactic game is ensured by a clear organization: the formulation of the goal of the game, finding out the number of players (if the task in the form of a game does not provide for individual performance), the selection of didactic materials for

conducting the game, planning the time factor, summing up the results.

It is rather difficult to organize and conduct a didactic game, since with the introduction of a game learning model, the participants in the educational process are in different conditions, in contrast to traditional learning.

When conducting a didactic game, you can focus on the following

basic conditions:

1) The teacher's combination of the necessary knowledge and skills regarding didactic games with knowledge of the psychophysiological characteristics of mentally retarded schoolchildren.

2) The expressiveness of the game. It encourages interest

in younger schoolchildren with mental retardation, they have a desire to listen, to participate in the game.

3) The need to include the teacher in the game. He, performing a secondary

role, imperceptibly for students, controls the progress of the educational tasks offered to children in a playful way.

4) It is important to adhere to the optimal combination of entertainment and learning. When conducting a game, the teacher must understand that the educational tasks offered to younger students with mental retardation can cause difficulties in performing, and these tasks are turned into a game by the form of their conduct - entertaining, ease.

5) Methods that help to increase the emotional attitude of students to the game should be considered not as an end in itself, but as a way that implements didactic tasks.

6) The visualization used in the didactic game should be simple and capacious, not concentrate the main attention of students on itself, distracting from the main educational task.



7) There should be an atmosphere of goodwill between the teacher and students and respect.

Only under such conditions can a didactic game in the lessons of the Russian language bring useful results and be considered a means of learning.

The skillful organization of the didactic game contributes to its competent conduct. The teacher needs to have a clear idea of the purpose of the game and formulate it correctly. The content of the didactic game, in accordance with its purpose, should answer the following questions: what skills and abilities will younger students with mental retardation acquire during the game, what educational, correctional, developmental and educational tasks will be implemented when using the didactic game during the period of literacy training? It must be remembered that there is a learning process behind the game. Therefore, the main task of the teacher is to direct the forces of schoolchildren to study, to make serious and important work not only interesting, but also productive.

When organizing a didactic game, it is important to select didactic materials and manuals. The teacher, choosing them, focuses on the goals, objectives and content of the game. You should also clearly plan the time parameter of the game. For example, how to introduce children to the conditions of the game in a minimum period of time. It is desirable to foresee what changes can be made to the game in order to increase the interest of students; take into account the likelihood of unplanned situations during didactic games.

Naturally, it is important to think over the summing up after the didactic game.

Based on the results of the game, one can judge its effectiveness, how successfully the didactic tasks of

the lesson were implemented. Analysis of the game allows you to identify the individual abilities of younger students with mental retardation, the characteristics of their behavior, and therefore, to properly organize individual work with them. Of great importance is the independent analysis by students of their activities when performing tasks. However, it should be clarified: if we are talking about younger students with mental retardation, then this task is practically impossible for them. In the primary grades of a special (correctional) school of the VIII type, the teacher analyzes the activities of children in the lesson (out loud), gradually forming this skill

and they have. The teacher should evaluate the speed and, most importantly, the quality of the performance of game tasks by students. It is necessary to pay attention to the behavior of children in the game, to their perseverance in achieving the goal, to note the success of each student, while not forgetting about children with low performance in the classroom. Most often, due to their psychophysiological characteristics, they do not keep up with their classmates. In this case, the teacher is guided by the principle of an individual approach.

Didactic game can be introduced at any stage of the lesson. In order to successfully implement the tasks of a teaching nature, it is important to skillfully distribute the games according to the stages of the lesson, to think over their content. Depending on at what stage of the lesson the didactic game is conducted, its tasks will be different. Accordingly, if this is the beginning of a lesson, then the task of the game will be to organize younger students with mental retardation and stimulate their activity and interest. In the middle of the lesson, the task of the didactic game is aimed at mastering the topic of the lesson. The introduction of a didactic game at the end of the lesson can be



exploratory in nature. In all cases, regardless of the stage of the lesson, the game should be interesting, accessible, contain a variety of activities for children.

In the system of literacy lessons, it is important to choose didactic games for different types of activities: performing, reproductive, transformative, partially search. And despite the fact that the last two types are practically not available for younger students with mental retardation, the teacher should focus on the principle of pedagogical optimism and the "zone of proximal development" of children.

It is recommended that from the first lesson of teaching literacy to bring elements of the game, fabulousness into the lesson. For example, introducing children to the primer, you can tell the children a story in a mysterious voice: "Far in the north, a very tall and beautiful spruce has grown. She grew up, rejoicing in the sun, sky, clean air. All the birds and animals admired her. When people came to the forest, they cut down this tree. But the tree did not die. People gave her a new life ... "After that, the children can be told that paper is made from trees, on which books are printed. It is important to note the work of many people and the need for a careful attitude to books, to nature.

Such a conversation is both informative and educational in nature, and also gives a greater positive result than a regular conversation.

It should be remembered that when choosing a didactic game, the teacher must take into account the individual and age characteristics of students, as well as the compliance of the content of the game with the goals and objectives of the lesson. Didactic games can be conducted in verbal form; combine the word with practical actions or real objects; combine words with visuals.

## CONCLUSION

In conclusion, I would like to note once again that the didactic game is a reliable assistant in teaching children with mental retardation to read and write. Didactic games contribute to the assimilation of school knowledge, skills and abilities, mobilize the cognitive processes of younger students with mental retardation, train the volitional qualities of children and develop the ability to formulate and express their thoughts. The game allows you to make the educational material exciting, create a positive attitude when completing tasks, which greatly facilitates the process of learning. Didactic games do not displace or replace traditional teaching methods, but, building on them, increase their potential.

And despite the fact that at present a sufficient number of manuals with entertaining material have been created to help the teacher, much depends on the personal characteristics of the teacher, his creativity.

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