ANALYSIS OF THE FORMATION OF TEAMS IN CHILDREN THROUGH DIDACTIC GAMES

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Abstract. *This article focuses on the fact that didactic game technologies are based on the activation and intensification of student activity, and great importance is attached to the identification and implementation of practical solutions for the realization and development of creative potential in the student.*

Keywords: *pedagogical practice, mind wheel, slow learner, grammatical and orthographic concept, "Remember what you saw dictation", "The best accountant" didactic games, interest in knowledge.*

INTRODUCTION

Organizing education creatively requires a shift in perspective toward the learning process and a new approach to teaching practices. Didactic game-based technologies play a crucial role in enhancing student engagement and participation. These methods are particularly valuable for identifying and developing students' creative abilities through practical and interactive learning strategies.

The term *didactics* was first introduced in the early 17th century by the German linguist Wolfgang Ratke (1571–1635), who used it to refer to "the art of teaching." In 1613, Christoph Helwig and Joachim Jung documented Ratke's ideas on language instruction in German schools in a work titled *A Brief Report on Didactics, or Ratke's Art of Teaching*. In their work, *didactics* was defined as "the art of teaching and upbringing."

Later, English philosopher Francis Bacon (1561–1626), in his 1620 work *The New Organon*, discussed the classification of sciences and used the term *didactics* in the context of interpreting works of art. Although the term was used in various ways up until the second half of the 17th century, education itself was not yet structured around a coherent didactic system. A didactic system can be understood as a comprehensive framework of ideas concerning the objectives, content, tools, methods, and organizational formats used to guide the activities of teachers and students in the learning process. Didactic games are generally categorized into three main types: intellectual (mental) games, physical (motor) games, and mixed games that incorporate both elements.

LITERATURE ANALYSIS AND METHODOLOGY

Didactic games contribute to the development of a wide range of student abilities, including cognitive, physical, moral, psychological, aesthetic, artistic, entrepreneurial, and practical skills. Within the context of education and character-building, these games are primarily used to boost learners' motivation, foster their abilities, nurture their interests across various fields, and guide them toward potential career paths. When selecting appropriate didactic games, it is essential to consider the participants' age, knowledge level, and stage of personal development. Each game must adhere to specific safety protocols, and ensuring compliance with these guidelines is a core responsibility of the instructor or facilitator. Additionally, the duration of each game should be carefully managed, with a clear understanding of the principles governing its use and their alignment with the objectives of the lesson.

The selection criteria for didactic games may include:

Participant composition: games designed for boys, girls, mixed groups, adolescents, or older students;

• **Group size**: individual games, pair activities, small group exercises, class-based teams, competitive teams, inter-class, or large-scale games;

• **Game process**: games that involve critical thinking, problem-solving, exploration, physical activity, or competitive elements;

• **Time allocation**: games that occupy a portion of a lesson, follow a planned training schedule, continue until the goal is met, or run until a winner is identified.

Didactic game-based exercises can take various forms depending on how they integrate educational goals with interactive play. These include story-based games, role-play scenarios, creative tasks, business simulations, and mock conferences. The aim is to balance knowledge acquisition with active student engagement through meaningful and purposeful activities.

RESULTS

The teacher-pedagogue must first prepare students for individual (individual) and then group games and conduct them, and after the game is successful, prepare them for mass games [4]. Because in order for students to actively participate in didactic game activities, they must have the necessary knowledge, skills, and competencies, and in addition, cooperation and mutual assistance must be established within the group. The main part of didactic game activities includes conference activities also plays an important role. Conference sessions are important in activating students' cognitive activity, expanding their scientific worldview, introducing them to additional and local materials, acquiring skills and qualifications for independent work with scientific and popular science literature, and consciously preparing them for independent life.

Before the conference session, the goals and objectives of the session are determined, and additional scientific and popular science literature on this topic is reviewed. The topic of the session is announced a week before the session and literature is recommended for preparation. In developing students' creative thinking and independent knowledge acquisition skills, the role of didactic games in mastering new knowledge by applying their existing knowledge, skills, and qualifications in a new situation is especially important. A practical lesson is an exercise in acquiring new knowledge by ensuring the active participation of students in solving problems on the topic of the lesson.

DISCUSSION

A role-playing lesson is a lesson in consolidating knowledge based on the distribution of predetermined roles to students in studying problems on the topic of the lesson and organizing their fulfillment of these roles during the lesson. A theatrical lesson is an exercise in providing in-depth, clear knowledge on the topic of the lesson by organizing performances related to the topic of the lesson information lesson. Computer lesson - a lesson based on computer materials (multimedia, virtual training courses, etc.) on the topic of the lesson in the relevant subject.

Auction lesson - a lesson to demonstrate how much knowledge each student knows in a certain section of the subject. Fair lesson - a lesson in which the topic of the lesson is mastered in parts in advance through an interesting explanation to the class based on the interaction of students. Game lesson - a lesson in organizing students' mastery through a game appropriate to the topic of the lesson. Court lesson - a lesson in organizing a new topic by organizing a "court" process with students appropriate to the topic of the lesson. Discussions and results. The role of didactic games in creating motivation in primary school is invaluable.

A game is a method used by adults - teachers, educators, parents - to form certain qualities in primary school students. Through the game, students' knowledge acquisition process becomes easier, they learn to interact with various subjects, they also form a culture of communication. Through didactic games, the child's personality is formed, in which mental characteristics are formed for the organization of educational and labor activities and interaction with people in the future. In psychology, didactic games are considered to be of decisive importance in the development of the child's psyche.

CONCLUSION

Only in the game are all aspects of the child's personality formed in unity and interaction.

Only in the game does the child's psyche create an important basis for moving to a higher stage of development. Didactic games are active activities in the field of creating an imitation model of the events and phenomena being studied. An important difference between games and other types of activity is that their subject is human activity. The main type of activity in didactic games is collaborative learning. The important features that distinguish didactic games from other types of activity are the rigidity of their structure. The structural components of didactic games are: game logic, game action, game rules. The logic of the game is mainly reflected in its title. In the process of the game, it provides an opportunity for students to demonstrate their abilities, to use their knowledge, skills and abilities to achieve the goal of the game. The rules of the game help to properly organize the game process. They regulate the behavior of students and their relationships. In didactic games, certain a result is achieved, its finale indicates its completion. A certain didactic goal is set in the game, and the achievement of this goal forms a sense of spiritual and mental satisfaction in students. Didactic games have always been an indicator for the teacher of students' assimilation of knowledge or the application of acquired knowledge in practice. The Czech pedagogue Ya.A. Komensky emphasized that the game is the main form of child activity, and it is the game that corresponds to the nature and interests of the child. The scientist emphasizes that the game comprehensively develops the child's mental abilities, expands his ideas about the environment, and develops his speech. Also, playing with peers brings him closer to his peers. Didactic games can be divided into three types: oral, word-based games, game exercises, and exercise (movement) games. The idea of the game and the game tasks are important for didactic games is important. The most important element of a didactic game is its rules. In the process of implementing the rules, the content of the game is implemented. The presence of rules helps to implement the game effect and implement the game task. In the process of implementing the rules, a worldview is formed to implement the content of the game. In a didactic game, the student learns to follow the rules. Because following the rules ensures the success of the game. In the process of participating in the game, creative behavioral qualities and organizational skills are formed. In a didactic game, the child acquires good behavioral qualities. Didactic games are divided into several stages. At each stage, a certain ability of the child is manifested. The educator's knowledge of the nature of these stages is of great importance in determining the effectiveness of didactic games. In the first stage, the child develops a desire to play and begins to show activity in the game. At this stage, riddles, quick sayings, sayings, or conversations can be organized to interest the child in the game. At the second stage, the child learns to perform game tasks, follow the rules, and participates in the game. At this stage, children develop such creative qualities as honesty, perseverance in achieving the goal, willpower, the ability to overcome the concept of losing in the game, and the joy of not only their own success, but also the success of their comrades.

At the third stage of the game, the child knows the rules of the game well. He now approaches the game creatively, introduces innovations himself, and independently searches for creative solutions. In the process of participating in the game, he quickly finds an answer, hides, searches, runs, describes, and performs other similar tasks. Didactic games are the most correct and effective method of educating independent thinking in students.

They do not require specific materials or conditions, but require the teacher to have knowledge and skills in organizing the game. Only the organization of the game based on a certain system and methodology plays an important role in developing students' independent thinking skills. It is impossible to interest a student in knowledge without activating his cognitive activity. Therefore, the most important means of educational education is to constantly interest the student in knowledge and develop his motivation to study in the educational process. Thus, interest in knowledge also contributes to the realization of all the potentialities of the student.

Conclusion.

The game is carried out by dividing the students into groups of two or three students. One student in the group says one of the words related to the topic, the second student repeats the word said by the first student and adds another word. In this way, after 324 words have been said by three students, the turn comes again to the first student. The game continues in this way. If a student gets confused or repeats the word that was said, the group leaves the game. This game is played based on pictures.[6]

While describing a picture, students must find sentences that do not belong to the pictures. This game requires students to be alert, meticulous, observant, and attentive. They carefully observe the picture and listen attentively to the teacher's story. Being able to find each incorrect sentence increases their self-confidence and interest in the lesson. This game can be used not only in native language lessons, but also in extracurricular activities.

The teacher asks a question based on a symbol. Students write the names of the objects that contain this symbol, and the students who find the most correct answers are considered the winners. Conducting this game facilitates the process of providing students with initial information about word groups.

In addition, their vocabulary increases, and qualities such as responsiveness, intelligence, and creativity are formed in them. In the didactic game "Remember what you saw", you can use the task of constructing a number line in relation to the number of geometric shapes by adding.

In this case, students are asked to carefully look at the sample shown by the teacher for 3-4 minutes, determine the number of geometric shapes and how they are located, and write them correctly in their notebooks. To do this, you will need a thick white paper with a red line drawn in the middle, an individual converter with 6 red circles and 6 blue squares, and samples with geometric shapes glued to it to show the teacher as an example.

The game "Quick Answer" The teacher walks around the line, calls one of the students and says a name. The student must find and say an answer that falls into this category. In this game, students must respond before the count of three. Any student who fails to answer in time is eliminated from the game. For instance, in a 2nd-grade class, the game can be played using the theme "Body or Substance?"

The teacher approaches a student and says, for example, "iron." The student must respond that it is a substance. If the teacher says "notebook," the student must reply that it is a body. Using such didactic games in subjects like *The World Around Us* or *Natural Science* helps students develop quick thinking and the ability to respond independently.

These activities also encourage students to be more observant of their surroundings and stimulate their curiosity about natural phenomena. To effectively use didactic games in early education, it is important to recognize that play is a natural and self-directed activity for children.

Therefore, their initiative and independence during gameplay should be supported and encouraged. In addition to fostering friendly competition, such games promote both physical and moral development and help children build a sense of teamwork and cooperation.

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