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Possibilities of Using Didactic Games in Primary Grade Mathematics Education

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Abstract

It was proved that it is important for students to master the subject by providing them with knowledge, skills, and skills using didactic games in mathematics lessons in elementary grades.

Keywords: didactic game, mental games, who is agile, circular example, mathematical domino, find the number, what has changed.

Play is important in the life of preschool children. The need for play remains in their early school years and takes a special place.

Didactic games should be organized taking into account the characteristics of the object and its material. The variety of all games should form a clear system that includes various educational games of primary school students.

Didactic games are based on interesting content aimed at performing actions, solving problems, mental and physical activity of the child. Through them, the features of analysis and comparison are developed in the process of thinking. The importance of didactic games in the educational process is that they serve the education, upbringing and development of students. The positive emotions that arise during the game activate the activity of students, strengthen their memory and attention. During the game, students unknowingly perform many actions, exercises, and solve problems.

Although the children's attention is focused on the game, performing the actions of the game, they overcome difficulties and master the existing knowledge in new conditions. For example, the teacher tells the young explorers that they have found an encrypted letter and that it is necessary to find the cipher symbols and read it. This problem can be completed if the column of examples is unwrapped and the numbers are replaced with the desired letters. Students solve examples quickly and with interest. They know very well that if even one example is solved incorrectly, letter ciphers cannot be read. Usually, such exercises are performed cheerfully, because the game situation brings excitement to the students' activities. During the game, students are not only educated or acquire new knowledge, but also develop in all aspects. That is, their memory, speech, thinking, and creativity will improve.

The game is not the goal, education is the means. The game should not be viewed as a means of recreation and pastime. This diminishes its value as an educational tool. It should be considered as an educational activity and should not be separated from other activities. In the teaching experience of advanced teachers, one can see many types of didactic games and excellent ways of using them.

The analysis of this material and its generalization is not complete, because there is no completely unified opinion on the classification of types of didactic games. Based on the conclusions made on the

basis of a critical analysis of the work of advanced teachers, a critical look at the literature, it is possible to give the following classification of didactic games without deepening the contrast of points of view.

1. Didactic games can be educational, teaching and controlling, depending on the intended purpose.

Educational games can be divided into:

a) related to the preparation of new educational material for children;

b) games aimed at strengthening, expanding and deepening previously acquired knowledge, skills and competences.

Controlling games include games whose main purpose is to determine the level of preparation of children, and which are aimed at controlling and taking into account knowledge.

Conditionally educational games can be distinguished. If the game is aimed at training individual personal qualities (attention, attentiveness, observation, moral virtue, self-control in the team, etc.), it is called an educational game. "The best calculator", "Who calculates correctly and quickly", "Find the number", "Is it enough for everyone?" such games have a great educational value.

2. Didactic games can be divided into sections depending on the types or activity content:

a) literally based on repeating the behavior and reasoning of the teacher;

b) activities that require independent application of knowledge, skills and competences acquired under the guidance of a teacher (under previously formed conditions or under different conditions):

d) games called intellectual games are among them.

Such games include games that teach students to analyze, compare, classify, think (logical games), and apply new knowledge in different circumstances. For example, let's consider the game called "Find the name of the flower on the card".

Three cards are taken for the game. Let one of them depict, for example, a lily of the valley, the second - a lily of the valley, and the third - a lily of the valley.

Three students are sitting at the desk in a row. On the shoulder of one of them, a card with a pink picture, on the second a card with a butterfly, and on the last card with a picture of a flower is hung with a hook.

The third student looks at the cards in the front row and begins to answer:

- ✓ I have a flower drawn on my card.

Seeing the card in the front row and hearing the answer of the student behind, the second student also answers:

- ✓ My card depicts a ladybug.

Based on the two answers, the first student knows that the card on his shoulder shows a ladybug.

All answers are correct. Each student must explain his answer at the end of the game. The game will be replayed several times.

3. Whole-class, individual and group games (on the organization of students' educational activities).

In games performed as a whole class, all students are given one common problem. The condition of the game is told by the teacher or the problem of the game is written on the board. Individual games, in which each student is given the opportunity to complete their own problem.

A group of two or more students is formed to play group games. They work and communicate with each other.

The practice often uses general class games conducted under the guidance of the teacher. To reveal the possibilities and features of such games, we turn to the game called "Toy Store" (the game is used in the

first grades, during the preparatory period, to teach comparison of objects by color and size, counting will be held).

The teacher recommends the following issues and questions:

- choose a toy you like, show it and say its name. What color is it? Who else chose this color toy? Is the red toy bigger or the green one? Which one is small? How many toys are there? Dolls or mice?

These games are classified according to the size and complexity of the given problem, according to the level of support provided by the teacher (without reducing the complexity of the problem). To organize them, didactic distributed material is often used in the form of cards - problems.

For example, let's look at the examples of "Circulation".

1. Classification of the size of the problem.

All students are given one question: Can these examples be "circular"? Check it out. Cards with 6 examples written in two columns are distributed to the students. Students with medium knowledge are given 4 examples in each column, and students with low knowledge are given 3 examples.

2. Classification of the complexity of the problem. Let's look at the option of card problems arranged by the level of increasing complexity.

a) Solve the "circular" examples:

15 – 5 = 12 - 3 =

10 + 6 = 9 + 2 =

16 – 4 = 8 + 4 =

b) mark the disabled action in such a way that the resulting examples are in the "Rotational" state.

10 – 6 = 10 - 3 =

12 – 7 = 12 - 9 =

11 – 4 = 13 + 5 =

d) Restore the number and sign so that the resulting examples become "Rotational".

16 – 9 = 14 – 8 =

19 + 14 = 13 – 7 =

18 + 6 = 10 + 3 =

In the third option, relatively difficult examples are given, and the problem itself is complex, while in the first option, the examples are relatively simple, and they are arranged in the order of solving.

Relatively prepared students who do not need additional instructions begin to solve such problems independently.

After observing and analyzing the work of teachers, we were convinced that games with the same content, but different execution methods, create a wide range of opportunities for a differentiated approach to students. For example, let's consider the game "Shoot the ball into the goal":

A football goal is drawn on the blackboard, and the number 12 is written on the net. Each student is asked to come up with as many examples of addition in a given time with this answer. Such games create conditions for each student to show his potential. That is, some students can find 2-3 different ways to solve the example, others 3-4, and still others can find all the possibilities. Later, the joint analysis of the answers found, bringing them into one system, helps the individual development of each student.

In practice, group games are less common than team and individual games. The use of group games in the educational process is considered an important means of implementing the principle of education in

the educational process. Joint activity in a group has a positive effect on the personality formation of each student. It is in group games that qualities such as a sense of responsibility and duty, mutual control and mutual support are formed. The form of group work helps to create a creative work environment in the classroom. It is better to start group games with two students (at one desk).

Here are some examples of group games.

1. "Travel" game.

This game is played in pairs. One sheet of paper is given to each desk. The teacher shows how to place the paper on the board.

One of the players will be the "driver" and the other will be the "traveler".

The driver has a pen in his hand. The traveler tells him: "Take him to the 10th house." The driver draws a path to this address with a pencil. The game goes like this...

The rule of the game: the car should not cross the drawn line a second time. The driver who reaches the specified number without making a mistake wins.

2. "A lot? Is it low? To the left? To the right?" game. Two students play. Players shuffle two decks of numbered cards and place them on the bottom left side of the table. Sorts each card up or down, left or right according to the order number (left for a small number, right for a large number). If a player takes a card that has been placed in a row, he puts it aside and skips the walk. Whoever puts the last card wins.

3. "Arithmetic" dominoes. Example:

= 4	4 + 3

= 12	12 - 4

= 7	7 + 5

and so on.

For the game, it is necessary to prepare a set of cards with numbers and examples written on them (this can be done by students or high school students). Various options for addition, subtraction (around 10, 20, 100), multiplication or division are written on the cards. The number of cards should be 6-7 when distributed to each student. For each pair of students, the teacher shuffles the cards in a separate envelope. Two people play. The player who starts the game puts one card on the table. The second player must place his card to the right or left of him.

If a student doesn't have the required card, he/she skips the walk. The first one to lay down his card, or the one with the fewest cards in his hand, wins.

When organizing work in a group, the problem of "How to divide the class into groups" arises:

The study of this problem confirmed that it is desirable to unite a group of students with different levels of mastering and different levels of knowledge. Also, in the "traveler" game, it is better for the "traveler" to be a well-educated student, and the "driver" to be a looser student. In this case, a strong student monitors the work of his partner and helps when necessary.

4. Active and moderate games.

Primary school students are among the active age group. It is rare for a child to look naturally apathetic and relaxed. This is also visible during the game. Therefore, it is necessary to add elements of mobility to some didactic games.

"Soft" games mainly include mental games. Some of these games help to strengthen skills and competence.

5. Depending on the speed of work, it is possible to highlight the conventionally named "Fast" games. Aspiring to various competitions is a characteristic of students. Therefore, some didactic games should take the form of a competition for individual and group first place.

Victory in such games is ensured by the speed of movement and its execution without errors. For example, let's consider one such game - "Hurry up, don't get lost";

Examples are written on the board in three columns of the same level of complexity. Three students are drawn, one from each row. With the teacher's task, the students start to solve the examples. Whoever completes the task quickly and without mistakes is the winner.

Explanation: the rest of the students check the work of their friends at work.

6. We will also conditionally show universal games. During such games, any topic can be developed according to the broad issues of the program of primary classes. And it can be used for various purposes, such as checking knowledge, strengthening it, learning something new.

"How many?", "What has changed?", "Toy store", "Find the number" "Find the example" and many other games are universal games that teachers are familiar with. is included.

In the general pedagogical and methodological literature, interthematic games are almost not singled out. Each subject of primary education has a stock of games. Conducting games with an interdisciplinary basis is a necessary condition for the formation of a number of imaginations and concepts. For example, let's look at the content of one such game designed to form an understanding of the shape of objects: The teacher is divided into groups! shows the children a shape and asks them to find objects close to it. The rule of the game is for everyone to share their "discoveries". After a short break, each group names the objects in the classroom, at home, in the garden (etc.). The group that names the most items that match the given shape wins.

The game helps to develop observation, to enrich the word, to consolidate terms in memory.

In the didactic and educational methodological literature, the issue of determining the place of didactic games in the system of other types of activities in the lesson is of great importance. The analysis of literary sources shows that in determining the place of didactic games in the lesson, it is necessary to take into account the main didactic purpose of the lesson, the characteristics of the age of the students, the need for the formation of mental activity methods. It is advisable to use a variety of game situations at all stages of the lesson.

If the 1st graders are more interested in the game, in the next grades they will be more interested in the content and result of the game. They seek to participate in games where they can show their potential and abilities.

Before playing games in the lesson, the teacher should think about the following issues:

1. Didactic, educational and thought-developing purpose of the game.
2. Skills and abilities developed in this game
3. Game equipment.
4. Place and time of the game. Familiarize yourself with its rule
5. Organizational form of the game.
6. Review of game results.

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