



Use of Digital Games in Children's Activities

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Abstract: *This article analyzes educational digital games that can be an interesting way to study complex subjects that students usually don't like. In this exercise, several educational digital games are used as an educational tool that allows the learner to learn and understand complex subjects without undue stress.*

Keywords: *digital games, teamwork, training, development, goal achievement.*

Back in the 80s, M.I. Makhmutov pointed out the significance and importance of new approaches in the development of a lesson. Therefore, based on the relevance of the problem of developing forms of education, I would like to prepare the reader to comprehend and understand non-traditional active forms and methods of conducting educational work, in other words, to master the methodology for their implementation.

Here it is necessary to consider occupation as the main form of education. Being an important organizational unit of the educational process, the lesson also performs an educational function. It is interesting to note the indispensable dialectic of the lesson: on the one hand, the lesson is a part of the educational process that solves specific intermediate tasks; but on the other hand, a lesson is a kind of whole unit that has a beginning and an end. If it is taught by a talented teacher, then the lesson turns into an independent work of art with an emotional continuation in the form of homework.

The importance of a teacher (educator, teacher or parent) in the upbringing of a child can hardly be overestimated. To teach a child to actively explore the life around him is a big and difficult task that requires a long work of adults.

One of the most common types of developmental learning, which has always been and remains the most popular and popular both in children's educational institutions and at home, is didactic games.

The role of didactic games in the learning and development of the child is the main one, especially at a younger age. This question, one way or another, was probably touched by all researchers of child psychology. Professor of psychology A.V. Zaporozhets, assessing the role of didactic play, writes: "We need to ensure that didactic play is not only a form of mastering individual knowledge and skills, but also contributes to the overall development of the child, serves to form his abilities."

Being a sociocultural phenomenon, the didactic game has its own history and is passed down from generation to generation. According to the researcher of the process of raising a child in the process of playing A.K. Bondarenko: "Didactic games were created and are being created by adults for the development of children, taking into account their needs, interests and capabilities. Children receive the content of the game in a finished form and master it as an element of culture.

Children's play has not always existed. "The game arises in the course of the historical development of society as a result of a change in the place of the child in the system of social relations," writes the well-known researcher of the game, D. B. Elkonin.

It is social in origin, by nature. The game, being a powerful stimulus for the development of the child, does not arise spontaneously, but develops in the process of education under the influence of adults. At a certain stage in the process of the child's interaction with the objective world, a truly human children's game arises.

According to Plato, even the priests of Ancient Egypt were famous for designing special educational and educational games. The arsenal of such games was replenished. Plato in his "State" etymologically brought together two words: "education" and "play". He rightly argued that learning crafts and martial arts is unthinkable without play.

In any historical era, the game attracted the attention of teachers. The game contains a real opportunity to educate and educate a child in joy J.J.

Despite the fact that the game is an interesting, exciting activity, it is also an educational activity, so the game must meet certain requirements:

1. The game must have clear rules that the child knows and unquestioningly observes.
2. Compliance with the rules of the game should lead to a certain result, which the child consciously perceives as a completed task.
3. The course of the game provides each child with the opportunity to choose a specific action, which ensures individual activity in a collective game.
4. It is necessary that the child knows exactly what skill is being trained in this game. It is important that along with the consolidation of already acquired knowledge, the student learns something new.

The use of games and game forms in the classroom is very effective for the development of cognitive activity. So, for example, in biology lessons, you can play a quest game around the school territory. Children are happy to pass the tests offered to them by a competent teacher, during which they learn a lot of new things, and they don't learn even more, but understand that they don't know - this encourages them to work independently, to search for answers in various sources: books, textbooks, encyclopedias, Internet, and, of course, in conversations with parents and friends.

Most children and teenagers enjoy playing video games and computer games. It has become part of the lifestyle of modern people. They spend many hours playing games and improving their skills. This scenario forced educators to think, explore and figure out the connection between education and games. However, the amount of research conducted in this area is extremely small.

Educational games can be grouped into 3 categories. Such as:

- ✓ non-digital games;
- ✓ digital games;
- ✓ team digital games.

The first digital games appeared in the world about thirty years ago in

USA. Soon after the spread of the World Wide Web around the world, digital games also became a pastime for every teenager. By 2000, digital play had become an integral part of children's lives. Children born in 2000 no longer know a world without networks, they breathe a digital world, unlike those born in the 1990s. In 1987, researchers produced a guide to appear in educational games. This guide consists of 4 points:

1. The task is created through clear, fixed goals that are relevant to the student. Uncertain consequences create problems, offering different levels of complexity, hidden information and possibilities. Performance feedback should be frequent and supportive. Finally, the activity should contribute to the sense of competence of the person involved.
2. Curiosity occurs in two different procedures: sensory curiosity and cognitive curiosity. Visual and sound effects, mostly in computer games, can enhance sensory curiosity. When students are

surprised by paradoxes or incompleteness, it arouses cognitive curiosity.

3. Control is experienced as a sense of independence and control on the part of the student. Parts of opportunity, choice, and power subsidize the learning experience management function.
4. Fantasy covers both the feelings and the thought process of the student. Fantasies require not only the emotional needs of the student, but also contain an appropriate description. Finally, fantasies must have an integral connection with the material.

Management of risks. Digital games are designed to work with the risk of failure. Players can restart the session again if they fail and play again to advance to the next level. This was done to encourage the player to take risks, explore and try new strategies. In a familiar environment, the audience usually does not see risks, exploration and failure.

Solution of problems. The most common thing that is observed in the game is the "challenge". These challenges give the player experience in problem solving. When one challenge is overcome, the game creates another challenge that can encourage the player to think and think again while trying to reach the goal.

Permanent memory. Games involve the player and force him to memorize and re-memorize the steps he has taken before. Activities such as solving crossword puzzles or the wheel of fortune.

Competencies based on results. Most games require the ability to win at a higher level or unlock another task or object. Therefore, the player tends to make every effort to achieve high performance in order to get more features or advantages in the game.

Teamwork. When a player plays a multiplayer game, it is advantageous for him to play with other children with different skills. In addition, it promotes teamwork where these players can combine or share their individual skills for the benefit of the team.

Transfer of knowledge. When a player participates in a game, he must know how to control the game and where the player must go next. In multiplayer games, when one is playing with their team, the core knowledge needs to be communicated to the team and how they are going to win and at what specific stage.

Based on the general situation and based on the totality of all the above and mentioned facts, we can conclude that today the method of education through the use of digital games has great chances for its existence, although it has not yet been used before. This teaching method has the highest "efficiency" for students.

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