

Improving the Professional Methodical Preparation of Future History Teachers through Didactic Games

Rakhimboy Yarmatov¹, Mashkhura Akhmedova²

¹Doctor of philosophy (PhD) Jizzakh State Pedagogical Institute

²Student of Jizzakh State Pedagogical Institute Jizzakh, Uzbekistan



Abstract – This article focuses on the scientific and pedagogical bases of the system of improvement of professional methodological preparation of future history teachers through didactic games and didactic technologies.

Keywords – Didactic Games, Didactic Technology, Socialization Function, Correction Function, Communicativity Function.

It is known that from the first days of our country's independence, the problem of formation of the competence of future history teachers of pedagogical higher education institutions by attracting them to scientific creativity is an urgent and important task of Higher Education, the state standard of Higher Education, which has been repeatedly emphasized in the normative documents of the, the direction of history of the pedagogical higher educational institution is indicated that the future history teacher should be prepared for work in educational institutions of the continuous education system. Among the types of professional methodological activity of the future history teacher's professional activity are the following: teaching, scientific-methodical, socio-pedagogical, educational, cultural-educational, corrective and managerial activity. In addition, the issues of youth education, their level of socio-political knowledge, spiritual and physical perfection, especially spiritual education in our country have been scientifically-theoretically and methodologically based in the strategy of action on the five priority directions of development of the Republic of Uzbekistan in 2017-2021. In particular, the education of young people who are healthy, spiritually and

mentally developed, independent-minded, loyal to the Motherland, have a strict life outlook and increase their social activity is defined as an important issue. In this sense, it is worth noting that the improvement of professional methodical preparation of future history teachers through didactic games is of great importance. In particular, the didactic game has an important feature, unlike a simple game, which has a clear goal of the game and, accordingly, pedagogical results aimed at cognition. Also, one of the main conditions is the participation of all future history teachers in the didactic game. The rules, content, methods of conducting didactic games are developed in such a way that for some, future history teachers whose interest in science is absent didactic games can serve as a starting point for the development of this interest.

Didactic games perform the following functions:

1. Socialization function is a powerful tool for joining a system of relationships.
2. Nation-wide communication provides an opportunity to master universal values, culture of

other nations. Because the games are national and at the same time have an international and nation-wide character.

3. The function of self-expression, that is, the game as a paligon of human practice.
4. Communicativity function.
5. Diagnostic function. The game will help the teacher to identify various abilities (mental, spiritual and creative, etc.) to the students.
6. It is manifested in the game's therapeutic problem and its use as a means of overcoming the various difficulties that arise in reading.
7. Correction function. The inclusion of positive changes in the indicators of the personal structure of the future history teacher adds.
8. Entertainment function.

Also, didactic games have two important features: a) the development of oral speech by the participants of the game; b) the adaptation of future history teachers to the perception of the essence of certain situations. For the formation and regular development of such skills in future history teachers can use a number of types of games in the courses. As you know, games are characterized by their types. In particular, according to the purpose, according to the number of participants, according to the character of the expression of rea. In pedagogy there are types of games based on imitation, symbolic, research. The upcoming history of modeling the mental labor activity of teachers in connection with the game activity, as well as the formation of a process based on clear symbols and rules, new knowledge and activity the style of activity in which the designed activity determines the main character of the game.

The game - a means of knowledge, creativity, spiritual development of teachers of future history. With the help of the game, the world of contemplation of future history teachers is opened even more. Without using the game, it is impossible to fully develop future history teachers. In the process of the game, the future history is formed as a person, when teachers master the system of interaction, enter into cooperation, develop. The game has a special value as a complex socio-cultural and didactic phenomenon and has been an object of many philosophical, cultural, pedagogical psychological studies. Games play a special role in establishing communication among future history teachers. Its complexity is determined by the peculiarity of the game activity in the pedagogical process. As a special feature of

the games, their special pedagogical value, location and exclusivity are recognized. The games are practical oriented and have a special pedagogical significance, which serves to obtain a guaranteed result. In general, one of the important signs that didactic games differ from other types of activities is its structural rigidity. The components of didactic games are as follows:

1. The logic of the game.
2. Movement of the game.
3. The rule of the game.

The logic of the game is mostly reflected in its title. In didactic games, a certain result is achieved. A certain didactic goal is set in the game and the achievement of this goal will form a sense of spiritual and mental satisfaction in future history teachers. Didactic games are an indicator for the teacher that future history teachers have mastered the knowledge or applied the mastered knowledge to practice. In particular, didactic games is the most correct and effective method of educating independent thinking in future history teachers. It does not require any specific materials or conditions, but requires knowledge and skills in the field of organizing the game from the future history teacher. The fact that the game is organized on a certain system and methodological basis, plays an important role in educating the future history teachers with independent thinking skills. The upcoming history of the game lessons in the educational process relies on the acquired knowledge, skills and skills of the teachers, and only then the upcoming history teachers will be able to find effective solutions to the game-they will show a lot of enthusiasm for themselves and those around them. The criteria for choosing didactic game types are as follows:

- Participants by composition – games for boys, girls, adolescents, adults;
- By the number of participants - single, double, small group, large group, class team, competitive teams, classlararo and mass games;
- On the process of the game - games aimed at thinking, thinking, topagainty, actions, competitions, etc.;
- By the standard of time-the lesson, the part of the training time allocated according to the plan, which will continue until the goal of the game is achieved, the winner or the winners are clear, and other games.

Didactic ability plays an important role in improving the professional metallic preparation of future history teachers. Didactic ability-to understand complex knowledge to future

history teachers in an easy way. In this regard, it is planned that the teacher will make the educational material understandable to future history teachers, tell them clearly and understandably the subject or problem, they will arouse interest in future history teachers to think independently actively. Of course, such training will give more its effect if it is applied in a timely manner and correctly in its place. We will dwell on this below. "Speaker" game. Description of the game. In this game, future history teachers are not allocated to the team (group). The previous lesson (chapter) is measured by how much definition, description, explanation, error and correct speech future history teachers made. So the technological process is based on individuality. Also the game "7x7". In this regard, the game "7x7" is also important in improving the professional methodical preparation of future history teachers through didactic games. This game was named so because it was done on a special game board 7x7. This game is intended for future history teachers to repeat the topics mentioned, to answer the given questions accurately, quickly and correctly, to believe in themselves and to analyze and evaluate the knowledge possessed by all future history teachers. In the organization of the game "7x7" it is desirable to focus on the following aspects when dividing future history teachers into groups::

- Random;
- Voluntary;
- Equal depending on the degree of mastering;
- Psychologically, according to the degree of alignment with each other.

It is recommended to use didactic games in the organization of classes in the category of Social-Humanitarian Sciences on the basis of innovative pedagogical technologies. Didactic games serve for the formation of certain qualities in future history teachers through disciplines that fall into the category of socio-humanities.

Carrying out lessons through didactic games in the category of social and humanitarian Sciences helps children to quickly enter into mental activity and create adoration. At the beginning of a new lesson or at the time of strengthening the last lesson, the question "Who is where?", "Who answers now?", "Who is clever?" Using didactic games such as "fulfill the condition correctly", it is possible to increase the interest of future history teachers in the lesson. The purpose of pedagogical research is aimed at satisfying the same need. Didactic games lead not only to the practical direction of teaching, but also to the independence of the theoretical

knowledge that the teacher and Future History readers master in the course of the lesson. It should be noted that before the organization of didactic games, it is necessary to thoroughly prepare for this process. The main emphasis in this is on the selection of suitable for the subject from didactic games, which are used in the process of training, determining at what stage of training they will be carried out, the condition of the game the teacher initially gives a clear understanding to the future history teachers. Although, interactive games do not give depth to new knowledge, it ensures that the lesson is interesting.

In the place of the conclusion, we can say that the direction of history of pedagogical higher educational institution the professional methodological preparation of future history teachers based on the above-mentioned didactic games, the direction of history education can improve the competence of professional methodological preparation of future history teachers.

REFERENCES

- [1] Decree of the President of the Republic of Uzbekistan "on the strategy of action for the further development of the Republic of Uzbekistan". Collection of legislative acts of the Republic of Uzbekistan.- Tashkent, 2017.
- [2] Azizova Q.M. The role of didactic games in the formation of the pupil's personality in increasing the effectiveness of Education. "Modern education", 2018, №6. P.68-69.
- [3] Ismailov A.F. Summarizing the topics covered in history lessons through didactic games. "Modern education". 2015, №10. P.55,58.
- [4] Sadullaev B.B. The system of social interaction skills development based on friendly relationship in students through games. The abst. of the Doc. of phil. in pedagogy. Samarkand-2019. P.11.
- [5] Sabirov J. Graduation qualification work on the topic "the use of didactic gaming technologies in geography education". Gulistan-2016.
- [6] Qosimova M. The use of didactic games in improving the effectiveness of socio-humanitarian Sciences. "Modern education". 2014, №7. P 42-43.
- [7] Gafforova T., Nurullaeva Sh., Haydarova O. Native language and didactic materials for primary classes. - T.: "Mentality", 2004. - 74-B.