

DIDACTIC GAME AS A MEANS OF SENSORY EDUCATION OF PRIMARY CLASSES.

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Annotation: *in this article, didactic games on sensory education, which contribute to the effective organization of the educational process in primary grades, include in all types of educational activities, since sensory education is the main base on which the comprehensive development of personality is built. In it, the student learns new knowledge much more successfully than in other activities. This is because the game inherently meets the needs of the student, it is understandable and accessible to students.*

Keyword: *didactics, student, knowledge, abilities, education, visibility, pedagogical influences, formation, physical, ethical.*

Аннотация: *в данной статье дидактические игры по сенсорному воспитанию, способствующие эффективной организации образовательного процесса в начальных классах, включают во все виды учебной деятельности, так как сенсорное воспитание – это основная база, на которой строится всестороннее развитие личности. В ней ученик значительно успешнее усваивает новые знания, чем в других видах деятельности. Это происходит потому, что игра по своей сути отвечает потребностям ученика, она понятна и доступна ученикам.*

Ключевые слова: *дидактика, ученик, знания, способностей, воспитания, наглядность, педагогические воздействия, формирования, физический, этический.*

A child in life is faced with a variety of shapes, colors and other properties of objects, in particular toys and household items. Different scientists define sensory education differently. For example, according to Poddyakov, sensory education means purposeful improvement, development of sensory abilities (sensations, perceptions, representations) in children. Zaporozhets A.V. defines sensory education as follows: it is aimed at the formation of the child's processes of sensation, perception, visual representation.

L. A. Wenger understands by sensory education the consistent, systematic familiarization of the child with the sensory culture of a person. Thus, having analyzed the above definitions, we can say that sensory education is purposeful, consistent and systematic pedagogical influences that ensure the formation of sensory cognition in a child, the development of sensory processes (sensations, perceptions, visual representations) through familiarization with the sensory culture of a person.

Sensory education has a great influence on the development of a child's

perception and the formation of his ideas about the external properties of objects: their shape, color, size, position in space, taste, and so on. It is with the perception of objects and phenomena of the surrounding world that cognition begins.

The sensory development of a child literally from the first days of his life is the key to the successful implementation of various activities, the formation of various abilities, the readiness of the child for school.

The success of mental, physical, and aesthetic education largely depends on the level of sensory education, that is, on how completely the child hears, sees, and feels the environment.

That is why it is so important that sensory education is systematically and systematically included in all moments of a child's life, primarily in the processes of cognition of the surrounding life: objects, their properties and qualities. Thus, the problem of the formation of sensory culture is a priority, is of paramount importance in the development of the child and requires close attention.

But, as you know, the main form and content of organizing children's lives is a game, a game is the most favorite and natural activity of preschoolers.

Playing, the child learns touch, perception and assimilates all sensory standards; learns to compare, compare, establish patterns, make an independent decision; develops and learns the world.

I started my work in this area by studying pedagogical literature, analyzing the research of scientists on sensory education of preschoolers. At the beginning of the year, I conducted diagnostics to identify various skills and abilities in children, i.e. I determined the level of readiness of children for learning. The sensory abilities of the babies were tested. I found out that only a small part of them distinguish between basic colors and sizes, and only a few tried to distinguish the shape and distinguished. The purpose of my work is the formation of sensory culture in preschool children by means of didactic play (the formation of ideas about the color, shape, size of objects, location in space, smell, taste, sounds, etc.)

Based on the goal, the following tasks follow:

TASKS:

To form sensory standards (color, shape, size)

To form the ability to identify the essential features of objects.

To form the ability to compare objects with each other, to look for similarities and differences.

Teach children to determine the quantitative and qualitative relationships of objects.

Development of auditory attention.

Development of fine motor skills of the hands.

Then I decided on the participants of the work: group educators, children, parents. Thus, the stages of my work can be represented as follows:

stage 1 – informational and analytical. At this stage, the first task of the work was solved: Collecting and analyzing information on this problem

Stage 2 – design. At this stage, the following task was solved:

The selection of tasks and diagnostics to identify the level of sensory development of children at the beginning of the project.

Stage 3 – creative. Acquisition and creation of didactic games for the development of sensory skills.

Stage 4 – creating conditions for working with children. At the last stage, the following task was solved: to teach children to accurately, fully and dissect objects, their various properties and relationships (color, shape, size, location in space, to develop sensory processes.

Stage 5 – control and analytical. At this stage, diagnostics was carried out in order to determine the results obtained at the end of the work.

Expected results:

1. Educational:

To foster children's interest in didactic play;

To foster the desire to use didactic play in everyday life;

To educate children's desire to study.

2. Educational:

To teach children to perceive and represent objects and phenomena, analyze them, compare, generalize through didactic play.

3. Educational:

To develop children's ability to determine the properties, signs of the subject;

To develop in children, the ability to use sensory standards and methods of examination of objects;

Develop children's attention and perseverance.

When working with children, I use various forms of work: individual, group, subgroups.

During the implementation of my work, I chose a system of didactic games: Didactic games and exercises to consolidate the concept of form: "What shapes does it consist of?", "Find an object of the same shape", "Which figure is superfluous", "Make an ornament", "Magic train", "Wonderful bag", "Finish the house", "Mend the pants", "Geometric lotto", "What lies in the bag", "Whose houses are similar?", "Find the same pattern", "Find by touch", "Find by description" and others. Didactic games and exercises to consolidate the concept of magnitude.

"Compare objects by height", "The longest, the shortest", "Arrange colorful mugs in descending, ascending order", "In which box?", "Further – closer", "Harvest", "Pick up a cup to a saucer", "Assemble a matryoshka doll", "Assemble a turret", "Pick up clothes for dolls", "We are building for charging", "Broken ladder", "Sticks in a row" and others.

Didactic games and exercises for fixing the color.

"What color is gone?", "What color is the object?", "Collect beads", "Multi-colored lotto", "Colored trains", "Name the shades of color", "Balloons", "Arrange the shapes by color", "Collect vegetables", "Lay out a sample", "Pick up a neighbor", "From which tree is a leaf", "Fold the pyramid", "Decorate the Christmas tree", "Fold the rainbow", "Striped rug", "Hide the mouse", mosaic games and others. Didactic games for the development of tactile and taste sensations:

"A wonderful bag", "Define by touch", "A handkerchief for a doll", "Recognize the figure", "Find a pair", "Guess what you ate?", "What, what happens?", "Heavy-light", "Warm-cold" and others.

The work was carried out in stages. At first, she taught children to distinguish between sizes and colors, choosing identical ones. I did not associate ideas about color with the word. She developed the children's memory, attention, logical thinking. For this purpose, didactic games were offered: "Make no mistake", "Pick up by color", "Multicolored glades", "Collect beads", didactic material aroused great interest in children, a desire to act. The kids exchanged objects, compared them, made conclusions. Of course, not all children coped with the task. But still some of the children remained indifferent to the abstract material, so they had to use the games of the plot content "Hide the Bunny" and "Hide the Butterfly", the purpose of which is to teach children to generalize objects by plot and color. I have developed a multifunctional panel "Forest Clearing".

Taking into account the peculiarities of children's perception of color, I used red and blue colors first, then yellow and green. When most of the children learned to distinguish between the four main colors, white and black colors were introduced for familiarization. I also tried to pick up toys and objects of intense coloring. The guys learned the simplest mental operations, namely: to compare, to compare colors.

And of course, the implementation of this work was not without the participation of parents. I conducted individual conversations with my parents ("Games and exercises that promote sensory development and upbringing", consultations ("Development of sensory abilities in young children through didactic games", "Didactic play as a means of sensory education of children", parent meetings, questionnaires to identify the level of knowledge of parents about sensory education.

I designed folders for moving (for example, "Didactic sensory games for children 7-10 years old", and also involved parents in the production and purchase of didactic material.

The result of the work done can be seen if we analyze the results of monitoring the level of development of sensory culture in children at the beginning and at the end of the work. It was the use of didactic games that helped me to raise the level of sensory education in children, to form knowledge of sensory development. Through a didactic game, the children get acquainted with sensory standards, with methods of examining objects. The children developed the ability to accurately and fully perceive the properties

of objects, learned to analyze and compare objects. The children began to pay more attention to didactic games, they had a desire to play didactic games and use the game in everyday life. Children have become more attentive, diligent, and maintain friendly relations during games. In addition, parents also learned and expanded their knowledge about what sensory education is, what it means in the development of a child and what role didactic play plays in sensory education.

Therefore, it can be concluded that in order to form a sensory culture in preschool children, it is necessary to systematically conduct classes using didactic games, as well as use didactic play in the free activity of children.

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