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THEORETICAL FOUNDATIONS OF THE USE OF GAMES IN THE FORMATION OF FRIENDLY ATMOSPHERE AND SOCIAL PARTNERSHIP SKILLS IN LEARNERS

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Abstract: This article discusses games, their types, pedagogical capabilities, business games that help students develop skills of cooperation based on friendly relations, the stages of organizing these games, methods of applying games to educational practice and teachers' ability to use games in their work.

Keywords: game, didactic games, location, color, sound, shape, distinctive, free-style games, fun-filled games, holiday games, folk games, theatrical performances, game trainings and exercises, questionnaires, surveys and tests in the form of games, games based on badass, competitions, debates, confrontations, competitive games, contests, relay races, wedding traditions, game-based traditions, cheating games, winning games, prize games, carnivals.

Introduction

When the learning process is organized properly, students can be encouraged to learn and collaborate. Games play an important role in surprising students, engaging them in learning materials, and encouraging them to be creative in a conscious way.

The popular mind has demonstrated the possibilities of using games as a pedagogical tool. Because games are a convenient form of learning for students.

In order for active games and game-based learning to be able to achieve the expected effectiveness, it is necessary to determine pedagogically correct what tasks can be solved in the process of their implementation.[1,78]. The organization of such games should begin as early as possible in the primary grades. Educators and psychologists point out that the knowledge that a student acquires without being interested in it does not have a positive effect on his emotions and does not serve his intellectual development. Also, students are not able to establish mutually beneficial cooperation with their classmates in the process of acquiring this knowledge.[2,89].

The student can write, read, answer the teacher's questions. However, these activities do not encourage him to think and do not stimulate his interest. Such students are slow in the learning process. The learner may also acquire certain knowledge as a result, but their poor imagination and levels of mastery may not be the basis for them to firmly assimilate and interact with the knowledge. Even because students have mastered the knowledge presented, they are unable to recall it in their memory when needed.

Students cannot ask questions and formulate them. Such students do not try to find solutions when problematic situations arise. They are always trying to find what interests them. That's why teachers need to be able to find what students are interested in and present it to them. Only then can it stimulate students' curiosity and discover new aspects of them. Students who discover new aspects will be willing to collaborate with both their classmates and their teachers.

If the learning process is too complex, students will get bored, and if it is light, their chances of exploration will decrease. Therefore, the teacher should organize the learning process taking into account the capabilities of the

students in the classroom. The focus should be on engaging students in collaboration[3,3153].

To feed their minds, students need to attend classes with a special passion. Only then will the learning process develop them in every way and bring them joy. In such situations, students listen to their teachers and work with them. They take a special interest in mastering the knowledge provided by the teacher and encourage their classmates to do the same. Because students learn about different things. These include the essence, appearance, uniqueness, shape, rag, weight and quality of things.

Through play, the world begins to appear wider in the eyes of students. As important as play is for students, it is also of special value to the teacher as a didactic tool. Therefore, the use of didactic games is one of the important issues of pedagogy.

It is important for teachers to be able to apply the acquired theoretical knowledge in practice. Students are divided into small groups to ensure the effectiveness of the learning process. Students in each group are offered specific situations. Some time will be set aside to discuss it. This time can be up to 5 minutes. Each student should suggest a specific option to solve the situation at the end of the lesson. Other students begin to discuss the options offered on a collaborative basis.

Today, the amount of communication is increasing and its scope is expanding. Students are rapidly learning new information through many networks and means of communication. As students move into the upper grades, a new phase in their lives begins. This will be the basis for expanding collaboration and communication between students. That is why it is especially valuable to use business games to ensure that students engage in collaboration on a friendly basis and to build their skills in this area. Because games that encourage students to collaborate have important social and pedagogical significance.

Game is a tool for students to know, create, develop spiritually and intellectually. With the

help of the game, a new world opens up for students. It is impossible to fully develop students without using a working game. In the process of play, students master the system of interactions, cooperate, develop, are formed as individuals[4,476].

The game has a special value as a complex socio-cultural and didactic phenomenon and has been the object of many philosophical-cultural, pedagogical-psychological researches. Games play a special role in establishing communication between students. Its complexity is determined by the specificity of play activities in the pedagogical process. The distinctive features of business games are their special pedagogical value, freedom and voluntariness. Games have a special pedagogical value as they are practically oriented and serve to obtain a guaranteed result.

In the game process, the presentation of theoretical knowledge plays a leading role, occupying a major part of the educational process. At the same time, the game activity should be continued and the task of developing students and preparing them for cooperation should be solved. There is an opportunity to develop students through play, prepare them for cooperation, educate them, correct their behavior and attitudes, educate them. It is impossible to ensure didactic effectiveness in the educational process without games. Because without them it is impossible to form a well-rounded person who can cooperate with full members of society.

With the help of the game in the educational process a favorable pedagogical situation is created for the abilities, mental activity and interaction of students, specific objects are interchanged. Through games, a number of qualities are acquired in students. These include demonstrating strength, coordinating actions, focusing, engaging in interaction and communication, and recognizing each other's potential. In the process of the game, the opportunity to acquire new knowledge about material existence, to test their own experiences expands. Through game activities,

students visualize and model reality. As a result, they develop imagination, intelligence, intelligence, motivation to learn.

During the game, students develop interpersonal communication skills. Through this, they learn the skills to collaborate and build friendly relationships with community members. Using a game-based type of activity, students acquire an activity experience that is unique to a socially active individual. Accordingly, play is the most convenient and effective means for students to acquire knowledge, information and social experience

Also, with the help of this didactic tool, students will have the opportunity to express their experiences and feelings.

In the history of mankind, games as a cultural phenomenon first entered the lives of young children. With the help of play, children begin to recognize things and objects without first understanding their essence. They try to know their location, color, sound, shape, distinctive features. They learn, observe, and memorize objects, and as a result, children's worldviews expand. Understanding the nature of games, understanding their educational and developmental potential to students, means knowing their unique aspects and nature. The game is a didactic tool that allows students to self-understand, develop, acquire independent knowledge, express themselves, check and evaluate their own knowledge and behavior, adapt themselves to social life, and realize their own existence.

In addition, play is a form of independent activity of students, which opens a wide way for their physical and mental development.

The game provides complete independence of students' activities and meets their needs for rest, relaxation, enjoyment, cognition, spiritual and physical development.

A game is an activity based on a voluntary, intrinsic tendency, aimed at resolving the problem of how to use a particular object.

The content of the game consists of its plot, rules and action-based activities. The plot of

the game determines the movement of the participants in the process. The nature of the contradictions in the gameplay is also reflected in this plot. The plot ensures that the game process is goal-oriented and interesting and engaging. The rules are mandatory requirements for game participants.

In order for students to fully understand, they need to have the right approach to their activities. It is extremely important to approach students from the point of view of their development. It is not advisable to divide students into adults and children. Their inner worlds exist based on specific situations, and during the game, students share with each other about their inner worlds. Games allow students to organize and demonstrate their experiences.

In student-centered pedagogical approaches, games are described as a means of shaping students with healthy mindsets and intellects. With the help of games, students' inner worlds are manifested in concrete forms, and each student has the opportunity to express himself. The leading task of games is to embody social wealth in the eyes of the reader, to teach them to control situations. Games make up the majority of students' life activities. It is advisable to organize play processes in order to know and understand the specific aspects of students' personality and to observe them in this process. In order for students to be healthy in all respects, they must first be able to engage in play activities.

The games are multi-functional as well as have a variety of content and looks. There are different approaches to the classification of games. Most of them are made from existing parts of the game. Many experts have tried to describe the games into three major groups:

- games based on ready and strict rules;
- free-style games, the rules of which are formed in the very process of the game;
- games that are partly rigid and partly based on rules that are formed during the game process.

However, the above indicators are conditional in nature and there is a possibility of a creative approach to each game process. In this process, participants are required to follow certain rules. The following groups can be distinguished as independent forms of games[5,123]:

- All kinds of children's games;
- holiday games;
- folk games;
- theatrical performances;
- game trainings and exercises;
- questionnaires, surveys and tests in the form of games;
- games based on badass;
- competitions, debates, confrontations, competitive games, contests, relay races;
- wedding traditions, game-based traditions;
- cheating games, winning games, prize games;
- carnivals, auctions in the form of games, etc.

Most games have the following common features:

- free, developmental movement, action-oriented, such games are organized according to the wishes of students, in which students are satisfied with the process of activity, the results of which, in turn, give students pleasure;
- creative in nature, based on a certain degree of mischief, in the process of such games students become very active;
- have the ability to give emotional uplift, including competition, confrontation, competition;
- direct or specially designed rules are reflected in the content of the game, the logical or temporal sequence of the game process.

Games are also classified according to their content, time, location, level of management, number and composition of participants. Such a classification of games is the basis for

determining their pedagogical purpose, to get a clear direction in relation to various game objects, to use them in a thoughtful way. In addition, special attention should be paid to how and to what extent students engage in play[6,55]. The quality of the collaboration, what students will learn as a result of this collaboration, the multifaceted nature of the game, its rare trends, the random nature of the events in the game, the emotions and creative activities of students are the product of collaboration in the game, the rules of the game. the ability of students to approach from a modern perspective, the presence of elements of work, creativity, artistic approach, cognition, logical activity, collaboration in the game are of particular importance.

The active use of games in the educational process took a sharp turn after the second half of the twentieth century. As an educational model, it was divided into non-profit-based games and working games. The first of these is beginning to be interpreted as personal games, the second as teaching models. Working games have a special pedagogical value as a technological way of education. Television and computer technology have played an important role in the emergence of new forms of play[7,58]. That's why today's games are rising to a new, higher level. Colorful working games used in the educational process have a special pedagogical effect. In this regard, the games used in the educational process can be divided into the following types[8,59]:

- physical and psychological games and trainings: including games that motivate students to play, such as sports games, movement games, games in a cheerful mood, liberating and fun, funny games, healing games;
- intellectual-creative games: including games with the help of interesting objects, plot-intellectual games, didactic games, construction-based games, games describing labor activity, games of a technical nature, games of a constructive nature, electronic and computerized games, game teaching methods;

- social games: creative role-playing games, business games;

- Cohesive games: they include team-creative, friendly activity.

- Role-playing games have a special place in the educational process. Its main feature is that the student assumes a certain role. In this process, the student narrates the thoughts of a particular person and performs his or her actions. The basis of such games is the independent activities of students. It is a team activity in its own right, bringing students' strengths together and creating an environment of collaboration between them. In the process of role-playing games, they acquire the skills to enter into a working relationship based on collaborative activities. Plot-role games. In the first half of the school year, teachers should rapidly develop the skills to engage in play activities in each student. In the process, they need to find the behavioral content that is specific to the role they are playing.

Such skills engage students in collaborative play activities. To do this, they are presented with a story-like plot. In the process of such play, it is important to direct students to creative activity. This allows you to add different roles in addition to the game process.

The roles played during the game activate the students and enrich their fantasy world. As a result of the interaction of different images, cooperation is established between students. When organizing game-based learning activities, students' interests in the process should be studied in detail.

In order to organize theatrical performances, it is necessary to ensure the participation of a group of spectators. In this process, students develop the ability to clearly express the idea of the work using visual aids. Such a complex pedagogical process requires the participation of adults. Adult participation is especially important in preparation for the game.

For a theatrical play process to be realistic and audience-friendly, students also need to have

the skills to prepare a place to put on a show. This is a somewhat challenging task, especially for students in grades 5-6.

In the process of conducting didactic games, the teacher selects special classes. Such situations have been used in situations where students are asked to practice knowledge acquisition, to distinguish and identify specific shapes, and to visualize sizes, colors, areas of motion, and sounds. With the help of didactic games, students acquire the skills of comparison, grouping, performance of specific tasks, cooperation in the appearance and essence of objects. As a result, they develop the ability to focus, persevere and learn.

Musical-didactic games are regularly mastered by students. Acquaintance with a new type of game takes place mainly in the process of musical training. The skills acquired by students in the process of musical-didactic games make it easier for them to perform various tasks in the process of musical activity.

Moving games. The current pace of life, learning status, sluggishness, weight gain is significantly increasing today. All of this causes students to get tired quickly during classes. That is why it is important to use movement games during training. Such games are diverse, they always arouse special interest in students and encourage them to come together. They ensure the physical health and development of students in a coordinated manner. Exercise is the basis of movement games. Moving games instill in students the qualities of freedom, perseverance in overcoming difficulties, mutual assistance, honesty[9,59].

Under the concept of business games, the social foundations of professional activity are revealed. With the help of such games, students develop the ability to model a positive attitude experience. This is the basis of the social experience that is formed in students. Working games are a game-based imitation model that has a special value in preparing students for social interaction. They show the conditions, content, system of relationships,

dynamics of a particular social activity. Working games emerge as an active teaching method. Business games are seen as a means of discriminating against decisions made. Incorporates a plan of action organized from a different perspective. Working games appear as a method of team teaching. In doing so, game participants gain experience in making business decisions and resolving conflicts by performing specific roles. In the process of working games, didactic situations are created that serve to activate and individualize the learning process using special tools.

Fun-filled games. Such games encourage students to express their feelings and admiration. With their help, students demonstrate their experiences. They gain the skills to work collaboratively with community members by gaining experience in social work. Such games include modern dances. Modern dances are a means of encouraging students to be active and express their feelings. This includes horseback riding and carousel riding, equestrian sports, cycling, and swing rides.

Among the liberating games are:

- Unspoken, gesture-based games - gestures, comedy, humor-based imitation games, acrobatic games, puppet shows;
- Humor games: word games, proverbs, winning games, jokes, anecdotes, jokes, scary games, all of which are manifested in the team as a means of protecting the identity of students;
- games based on tricks, tricks, games based on conflict situations, games of magic;
- Games that bring random success: dominoes, lotteries, etc.

Therapeutic games also have a special pedagogical significance. These games originated at the beginning of the last century. As a form of mental gymnastics, it helps to develop collaborative skills in students. With its help, students develop the ability to engage in dialogue, to control their own experiences, to behave among their peers, to treat them with

respect. Healing games help students relax, reduce stress as a means of meeting their needs, and eliminate negative experiences.

Rhythmic, musical games. Games played with the help of music have a great educational value. It helps to develop plasticity, rhythm and freedom of movement of students. Such games are designed to move with objects and objects, to jump, to coordinate movements, to ensure their freedom, ease of movement. Games played with the help of music form a musical taste in students, help them to understand it, to awaken a love for melodies.

Games based on humor and miracles. Students like good humor and appreciate it. Because their basis is play, solidarity, solidarity. The attractions promote cheerfulness and fighting. Humor games are a very valuable human gift that encourages students to be united. They are organized in the form of exercises and competitions. These games are a unique exam and an exhibition of students' personal achievements. At its core is hidden a serious intellectual force.

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