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## **THE USE OF DIDACTIC GAMES AT THE LESSONS OF NATURAL SCIENCE IN PRIMARY SCHOOL**

A game is a huge, bright window through which a radiant stream of ideas and concepts about the world flows into the child's spiritual world. As V. Sukhomlynskyi said, "A game is a spark that ignites the light of curiosity and interest" [5].

D. B. Elkonin defines a game in the following way: "Human play is an activity in which social relations between people are reproduced outside the conditions of direct utilitarian activity [1].

Modern requirements for primary education involve the formation of cognitive activity of students, which can be implemented by the teacher through the systematic use of various interesting didactic games. With the use of didactic games in the classroom children not only have a desire to learn Natural Science but also develop such qualities as attention, intelligence, ingenuity, figurative and abstract thinking, speech and memory.

A didactic game is a practical group exercise with the development of optimal solutions, application of methods and techniques in artificially created conditions that reproduce the real situation. Thus, the system of actions in the game acts as a goal of cognition and becomes the direct content of the student's consciousness [2, p. 26 - 32].

A didactic game is a valuable tool of upbringing children, it stimulates mental processes and arouses children's keen interest in learning. In the didactic game children are happy to overcome serious difficulties, train their strength, develop abilities and skills. A didactic game makes any educational material interesting and exciting. It creates working atmosphere and good mood, facilitates the process of learning, which does not complicate the learning process. It is important to remember that not every game has an educational value but only the one that acquires the characteristic of cognitive activity.

The inclusion of didactic games and various game elements in the lesson makes the learning process interesting, creates a cheerful working mood in children, facilitates overcoming difficulties in learning. A variety of play activities supports and enhances children's interest in the subject. A didactic game is not the aim of the lesson in itself but a means of teaching and education. It should be considered as a form of transformative creative activity in close connection with other types of educational activities.

The didactic task of the game is determined in accordance with the requirements of the curriculum of the Natural Science course, taking into account the age characteristics of children, for example, the formation of children's ideas about natural processes and objects, the development of both figurative and abstract

thinking, the formation of ideas about relationships in the environment, the development of evaluation and self-evaluation of human activity, intelligence, ability to show willpower to achieve the goal, arbitrary attention, concentration [3, p. 92].

The use of didactic games in the educational process of primary school are aimed at children's mastering ideas and skills of applying the acquired knowledge in new situations, developing attention, speech and memory, reviving creativity, upbringing intelligence and ingenuity. The general task of ecological games is the development of ecological consciousness and culture of behavior in the environment.

At the lessons of Natural Science didactic games can be used in different ways. For example, the whole lesson can be organized in the form of a plot-based role-play when a fairy tale guest came to the lesson (Winter, Spring, etc.). A didactic game can be used as a structural element of the lesson. Game situations can be created several times during the lesson (with the help of a fairy tale characters, toys, elements of competition) [4, p. 2-8].

In primary school it is advisable to use the following didactic games at Natural Science lessons:

- 1) games for the development and correction of cognitive activity (comparison, restoration and addition of the whole);
- 2) games for the development of speech;
- 3) games for the development of emotional and volitional sphere (staging games, games with plot elements, etc.).

Didactic games are not only an effective means of forming primary schoolchildren's environmental knowledge, skills and abilities but also a tool for developing rules of behaviour in the environment, which should be one of the main levers in providing environmental education of primary school pupils.

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