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Develop students' knowledge, skills and competencies through the use of game technology in the teaching of school drawing.

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ABSTRACT: *This article discusses the didactic purpose, scope of knowledge, learning activities, and important aspects of game technology in practice. In given clause the technique of selection and organization of job with the gifted students on plotting and computer graphics is stated.*

KEYWORDS: *Attention, memory, speech, thinking, comparison skills, comparison, similarity, hypothesis, imagination, creativity, empathy, reflection, finding the optimal solution.*

Introduction

The use of game technology is based on the activating and accelerating activities of students. According to scientists, play is one of esthe main activities along with work and study. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express himself, to stabilize his life, to self-manage, to realize his potential.

Play is defined as a type of activity in which the social experience is focused on learning and recreating, in which an individual's self-control is formed and improved. LS Vygodsky describes play as a child's inner social world, a means of mastering social orders. A.N. Leontev sees the game as the freedom of the person to realize the unattainable interests of the imagination.

Psychologists say that the ability to get involved in a game does not depend on a person's age, but the game is unique for each age group.

Gaming activities are dedicated to performing a specific function.

They are:

- charm;
- communicativeness;
- realize their potential;
- treatment;

• diagnosis;
• interethnic communication;
• socialization.

Researchers have developed game features. games are important
The edges are illuminated by SV Shmakov. It is a freely developing activity
differs. Such activity is not just for enjoyment because of the result (event),
but to enjoy the process of activity as they wish
applied.

The game is very creative. It will be as rich and active as possible - a "creative space". The game is emotionally uplifting. It takes the form of wrestling, competition, rivalry. They show that the game has rules that are directly relevant and relative to it, reflecting the content of the game, providing a logical and temporal sequence of its development.

Researchers are theoretically interested in game activity, process, and teaching methods
as

The game as an activity involves goal setting, planning and implementation, analysis of the results, in which the individual realizes his potential as a subject.

Motivation for play comes from the competitive nature of the game, the ability of the individual to express himself, the need to realize their potential.

The game is used as a teaching method and independent technology in the development of concepts, topics and even the subject section.

The game is organized in the form of knowledge and part of it (introduction, reinforcement, practice, control).

The games will be aimed at different goals. They are used for didactic, educational, developmental and socializing purposes.

The didactic purpose of the game is to expand the range of knowledge, cognitive activities, application of knowledge, skills and abilities in practical activities, the development of general skills and abilities, the development of work skills.

The educational purpose of the game is to cultivate independence, willpower, cooperation in the formation of certain approaches, attitudes, spiritual, aesthetic and worldview, collectivism, teamwork, communication.

Activity-developing games focus on the development of attention, memory, speech, thinking, comparative skills, comparison, analogy, hypothesis, imagination, creativity, empathy, reflection, finding the optimal solution, motivating learning activities. ladi.

Socialization games involve engaging in community norms and values, adapting to environmental conditions, controlling passions, self-management, communication skills, and psychotherapy.

There is a concept of pedagogical play in the pedagogical literature. A number of methods and techniques for organizing the pedagogical process, as well as various forms of pedagogical games, constitute “playful pedagogical technologies. In a pedagogical game, the pedagogical goals of education are clearly defined. The basis of pedagogical games is the creation of playful methods and situations that

guide students to learning activities. Pedagogical games are classified according to the type of activity, the nature of the pedagogical process, the methodology of the game, the nature of the field, the game environment.

Accelerated learning technology was developed and implemented by Viktor Fedorovich Shatalov. He showed the great untapped potential of the traditional classroom method of teaching.

V.F. Shatalov's goal:

• formation of knowledge, skills and abilities;

• teaching all children with any individual characteristics;

• Accelerate learning.

Principles:

• Multiple maria repetition, mandatory step-by-step control, high level of difficulty, learning in large blocks, dynamics of activity, the basis of behavior, and the application of its intended basis;

• a person-centered approach;

• humanity;

• non-coercive teaching;

• Conflict of learning situations, awareness of each student's achievements, correction, growth and prospects for success;

• linking teaching and education.

VF Shatalov means the basis of the approximate basis of the child's actions, the method of external organization of internal thinking. The base signal is an interconnected symbol (sign, word, diagram, picture, etc.) that replaces some meaning. A basic synopsis is a system of basic cues in the form of a short conditional synopsis, consisting of visual constructions that can be used to understand a system of facts, concepts, and ideas as part of an interconnected approach to learning materials. VF Shatalov's merits are that he has developed a system of educational activities that ensures adequate and active participation in the lessons. VF Shatalov's methodology consists of 4 stages, which include one method and methodical solution:

1. Study the theory in class: simple explanation on the board (with chalk, visual aids, O 'TV);

- Painted poster - re-explanation of the basic abstract;

- a brief description of the poster;

- Individual work of students on their abstracts, a wide range of blocks of abstracts.

2. Independent work at home: basic syllabus + textbook + parental support. Teach students: remember what the teacher explained using the syllabus, read the material from the book;

Compare what you read with the synopsis; recite textbooks using coding (coding-decoding); remember the abstract as a basis for narration; rework the abstract and compare it to the sample.

3. The first repetition is a comprehensive control over the mastery of the abstract: all students process the abstract in their memory, the teacher checks it in advance; asks "slowly" and on a tape recorder at the same time; After the written work, the oral questioning begins.

4. Oral presentation of the basic abstract is the most important stage of external speech (oral) activity in the process of learning, which takes place in the process of various questions and answers.

The system of educational activities developed by VF Shatalov was experimented with in schoolchildren, but its methodology went beyond the existing disciplines and became widespread not only in the teaching of natural sciences, but also in the teaching of engineering graphics.

Subject. Reading drawings.

The condition of the game. Create a complex sketch of a detail based on a clear image and using the drawn views.

The goal. Strengthen the knowledge and skills acquired by students on the topic of appearances, increase their intelligence.

Equipment. 4 cubes with sides 100x100 mm are made. On the six sides of one of them are clear images of six different details, on the sides of the second cube are the top views of these details, on the sides of the third cube are the front views of those details, on the sides of the fourth cube are the left views of these details. output (Figure 1, a, b, c, d).

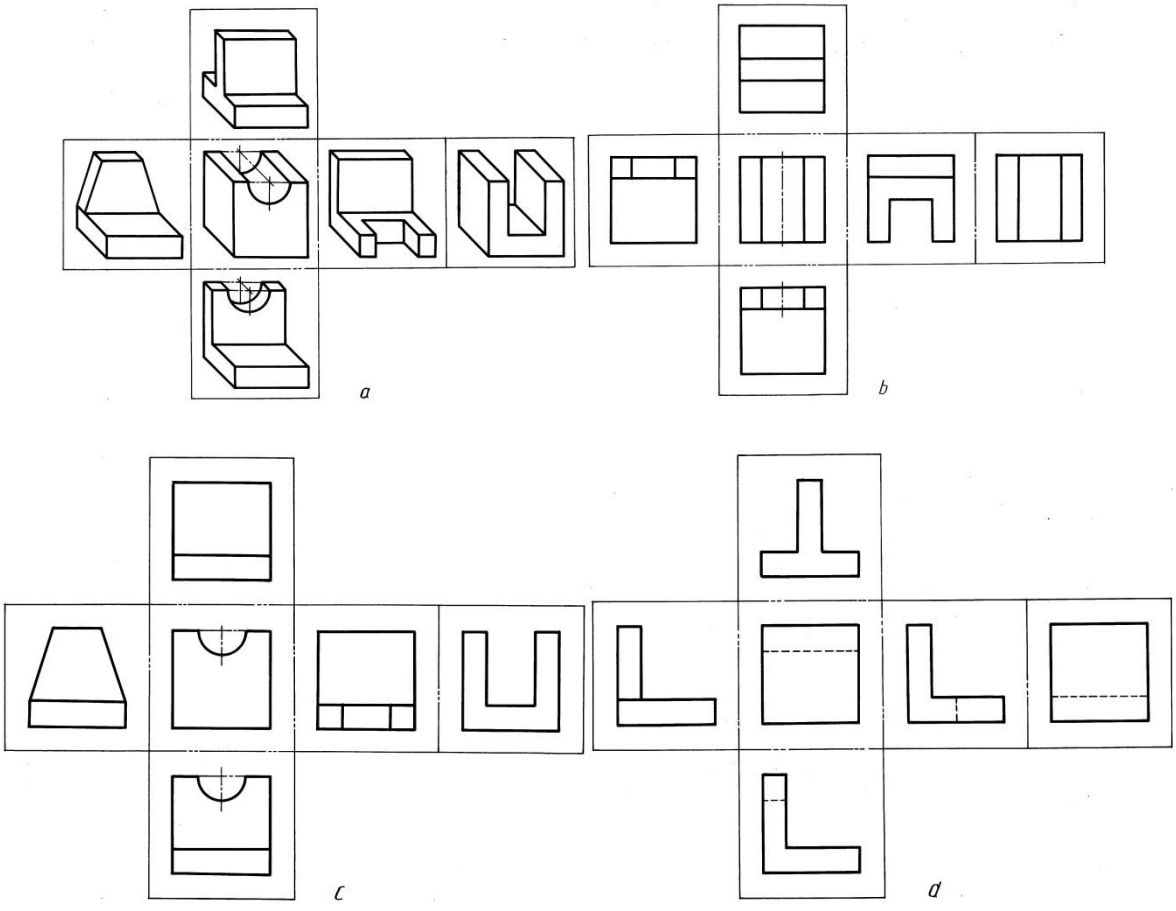

Figure 1

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Make a box that fits four cubes, into which are placed three cubes as a system of planes H, V, W, and in the empty space is placed a cube with clear images (Fig. 2, a, b).

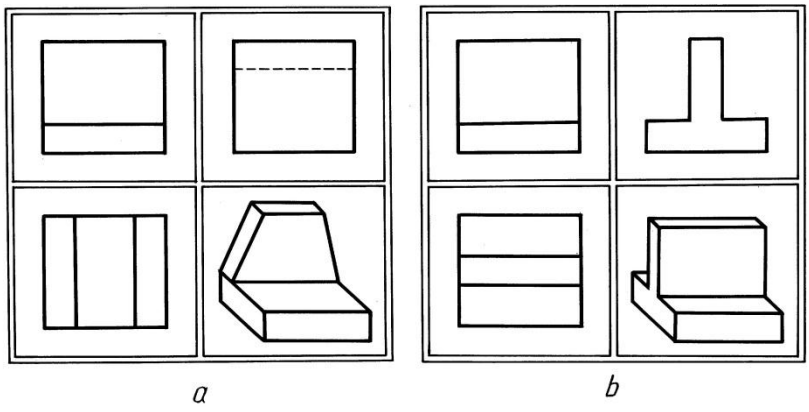

Figure 2

Details of the game. The teacher shows the students one of the vivid images drawn on the sides of the cube and instructs them to rotate the remaining cubes in all directions to find the appropriate views of the detail in the vivid image and to make a complex drawing. In this order, complex drawings of the six details are drawn in series.

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