



Cap sur l'école inclusive
en Europe



Pedagogical sheet

The didactic game in the lesson of mathematics

Section of the module /E

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General definition and brief description

The didactic game is a specific type of activity in which the teacher consolidates, clarifies and even verifies students' knowledge, enriches them with their field of knowledge, uses and uses their creative abilities. When the game is used in the educational process, it acquires important psycho-educational functions, ensuring the active participation of the student in the lessons, thus increasing the interest in knowing the content of the lesson.

Principles and theoretical foundations

Piaget suggested that play is the best form of assimilation. By assimilation, the child embodies existing ways of thinking, events, objects or situations. Thus, as "pure assimilation", play was not seen as a means of cognitive development, but as a reflection of the child's current level of cognitive development. In the educational process, the game is conceived as a means of educating and educating children as a methodical method of optimal realization of the concrete tasks proposed by the teacher and organization of the activity of knowledge and development psychophysical abilities at all levels. Essentially characterizes the didactic game is the realization of a harmonious connection between the tasks specific to the game activity and the specific tasks and functions.

Use/Application:

For:

Students of the first and second degree

How :

The didactic game must respect the following conditions:

- take into consideration the particularities of each student
- not to access new content until the old content is acquired appropriately through other games, their variants or other means;
- The urge to start something new or harder should be done in a form that creates the loving condition for the student to immobilize the energy resources needed to perform this step. This motivation to create the desire to accomplish the task of the game. Properly organized, sleep-age-based efforts, existing knowledge of the class, games can yield good results.

Why:

The didactic game is a set of actions which, by the relaxation, the good humor and the joy which it gives to the children, also pursue the objectives of the intellectual, moral, technical and physical training of the pupil. As an exercise to become a didactic game, it must aim, a didactic task, to include game elements, attractive content (depending on the type of game and discipline), accurate. Since play is the predominant activity of the student, the teacher must gradually move towards the teaching-learning-assessment process from the primary cycle, especially in the preparatory class.

Instruments felts, large sheets of paper, PPT presentations, computer

Presentation of the methodology: (describe the progress of the activity)

Because we learn the numbers 0-31 and we like to play with numbers, we have gathered appropriate didactic games to train / consolidate the counting, comparison, natural number decomposition, neighbor establishment skills. a number, of knowledge of the terminology. mathematics, etc. training / consolidation of counting, comparison, decomposition of natural numbers, establishment of neighbors of a number, knowledge of mathematical terminology, etc.

The numbers- Didactic games

I'm the number ... What can you say about me?

The teacher (and then a child) says a natural number asking the participants of the game to say all they know about the number.

For example: "I am number 14. What can you say about me?" The answers can be: "You are a peer, you are several tens and units, you have ten and four units, you are the smallest (predecessor) of the number 13. You are double the number 7. You are the result of step $10 + 4$. You are between numbers 13 and 15. You are greater than 12, but less than 16 ". Answers may continue until the leader of the game offers another number.

Do what I tell you!

. Each student will receive a number. The children will regroup or make certain movements according to the requirements of the leader of the game.

Example: the numbers seem to be standing! The figures seem to have the number 2 to raise the hand! Numbers formed of only a dozen to jump in one leg! Figures less than 15 are in front of the class! And so on.

Seek the neighbors!

Each student will receive a token or sheet on which a number is written. It is important that the numbers are distributed randomly. The teacher will ask a student to search for his or her neighbors within a predetermined time (for example, until the other children count to 10). He will cross the class and look for colleagues whose number is nearby.

Which number was lost?

The group of children is divided into three or five groups, each child of the group receiving a number. Children must sit in a growing or decreasing number (to complicate the pregnancy, the numbers may be 2 to 2, 5 to 5 for children to be exposed to a training rule) of a chain). In each group, there will be a "roaming" number, an intrusive number whose place is in another group. Intruders and groups should look for the number of parasites without which lines cannot be formed.

Combine and put in order!

The game is played in teams of 3, 4 or 5 students. Each student receives a number. In the team, they will form all the possible numbers, respecting certain requirements (for example, numbers composed of tens and units) which they will then order in ascending or descending order.



Targeted skills

- active participation of students in the learning process;
- increase student motivation for the learning activity;
- self-confidence based on self-acceptance, responsibility;
- a pleasant dynamic, frontal interaction and pairs, immediate feedback, digital applications, positive communication, cooperation, targeted learning.
- develop a rigorous work style that is scientifically applicable in other fields.

Evaluation criteria

In mathematics, the game has a well-defined role. By playing with numbers, the child with SEN reacts and actively participates in the activity.

The attribution of qualifiers / incentives at the end of a match, whether in team there is an analyst with SEN,

Play as a method of evaluation is not primarily aimed at highlighting the child's disability and blockages. Such an approach definitely excludes the thesis of the irrecoverable nature of the child at BEP. The game elements integrated into the evaluation process can motivate and strongly stimulate this process in all its forms.