

## THE ROLE OF DIDACTIC GAMES IN THE FORMATION OF THE STUDENT'S PERSONALITY IN PRIMARY SCHOOL MOTHER TONGUE CLASSES

**Shamurotova Feruza\***; **Iskandarova Noila\*\***; **Mavlonova Rayhon\*\*\***

\*Student of the Faculty of Pedagogy,  
Department of Primary Education and Sports Education,  
Urgench State University, UZBEKISTAN  
Email id: feruza@mail.ru

\*\*Student of the Faculty of Pedagogy,  
Department of Primary Education and Sports Education,  
Urgench State University, UZBEKISTAN

\*\*\*Student of the Faculty of Pedagogy,  
Department of Primary Education and Sports Education,  
Urgench State University, UZBEKISTAN

**DOI: 10.5958/2249-7137.2022.00294.4**

---

### ABSTRACT

*This article discusses the importance of didactic games in teaching elementary school students. The early stages of school play an important role in a child's life. Therefore, the period of primary education is the most responsible period in the educational process. At this time, as the child becomes literate, his worldview is formed, the ability to think develops. During this time, every activity aimed at developing the child's mind has a great impact on the formation and development of the child's mind. Therefore, in this period, first of all, it is necessary to pay attention to the organization of the educational process in an interesting and effective way, to create and develop positive learning motives. This is because the period is characterized by the child's transition from play to mental activity, that is, to learning.*

**KEYWORDS:** *Didactic Games, Primary School, School, Mother Tongue, Memory, Mental Activity, Knowledge.*

---

### INTRODUCTION

Login teaching children to play has a specific educational purpose. That's the decent thing to do, and it should end there. Forms and methods of play are different from other types of education. Didactic game modes are endless; it is possible to repeat and change, to add different innovations. For example, we repeated 5-7 types of Silence games with the whole class and with some children more than 10 times. What has changed? The game was played with 5 different visual aids. As a result, the game's skills are uniform and strong, and it is possible to listen to and follow every rule of the game. Didactic games, in terms of their form, consist mainly of creative games played in kindergarten, as well as games that the teacher explains through storytelling and reinforces by asking students one by one. also differs unilaterally. Didactic games serve the purpose of teaching and are interesting, interesting and understandable. Children practice hard to

---

win, they become accustomed to completing each task, and as a result they become more interested in didactic tasks. Didactic games help to better understand the purpose of each lesson, the purpose and objectives of each exercise. Didactic games involve the demonstration of learning, the teacher's speech, and the children's movements, resulting in unity in cognition (visual, auditory, skin sensory cues). This encourages the children to think about what the teacher is saying and to express what is being said, that is, to follow the rules of the didactic game themselves. The structural features of didactic games in this way allow for the analysis of student performance. That's why all the kids have a lot of fun playing. [1,2]

**The main part.** There can be no real mental development without games. The game is a spark that sparks students' interest and curiosity. Play is a method used by adults - teachers, educators, parents - to develop certain qualities in primary school students. Through play, students facilitate the acquisition of knowledge, learn to interact with a variety of subjects, and develop a culture of communication. Through play, a child's personality is formed, which in turn develops mental qualities related to the organization of future learning and work activities and interaction with people. Through play, children learn to exist and try to change the world. In this way, the game forms the basis of human activity. In the game, a person demonstrates the ability to reflect the being. The most important part of the game is that for the first time the child needs to influence the world and is formed. During the school years, the lunar forms develop more widely. Student play is of interest to many scholars, including philosophers, sociologists, biologists, art historians, ethnographers, and especially educators and psychologists. In psychology, play is considered to be crucial in the development of the child's psyche. It is only in play that all aspects of the personality are formed in the child in unity and interaction. Didactic play is an active activity in the field of creating an imitation model of the studied events and happenings. The main difference between the game and other activities is that its subject is human activity. The main activity in the didactic game is collaborative learning. Today, under the leadership of the President of the Republic, great attention is paid to the use of computer technology, and it is necessary for a person to express himself as a user in the development of computer technology. Because the whole life of a person is to store information, to receive it. But no matter how perfect the human brain is, it cannot store all the information in its memory and pass it on to the next generation. Therefore, it is necessary to use information technology. In fact, information technology is the basis for the successful development of science and technology, the development of innovation and intellectual activity of students. [3,4]

In this regard, the use of information technology in education and upbringing has led to the need for training in order to increase the effectiveness of education. Therefore, it is important for primary school students to develop computer skills. In order to solve this problem, according to the order of the Ministry of Public Education No. 123 of June 9, 2011 on the approval of the curriculum for secondary schools for the 2011-2012 academic year, 2 The organization of computer science classes in grades 4 is shown. Fulfilling the tasks set out in the order means developing a system of using computers and information technology in primary education, increasing the level of computer literacy of students. Because this science, taught in elementary school, can teach you how to arm yourself with information technology. Today, computer technology can be used to calculate, write, read, organize, speak, draw, make models, receive information, process, and play. In this regard, it is used in the teaching of science in the primary

grades to demonstrate natural phenomena through multimedia, to monitor and master the knowledge, skills and abilities of students. [5]

**Summary part.** The tradition of extensive use of didactic games in the teaching and upbringing of children, formed in folk pedagogy, was developed in the practical experience of teachers and in the work of scientists. Czech pedagogue Ya.A. Comenius stressed that play is the main form of a child's activity, and that it is the game that suits the nature and interests of the child. 'kidladi. It also brings them closer to their peers for a game with their peers. Didactic games are used in the upbringing of children in two ways: for the formation of a harmonious person and for narrow didactic purposes. Play is a major form of student activity. Play is one of the most important types of mental activity, in which all types of abilities are developed, the student's perception of the world around him expands, and the richness of speech increases. Didactic games have a positive effect on the development of students' various abilities, cognition, speech and attention. Nowadays, educators are creating games with ready-made content and rules. There are clear rules in games that help to develop certain qualities in a child's personality. Games with ready-made rules and content have the following features: the game is enhanced. Game idea (or task) and game effect make up game content; game effects and player relationships are governed by the rules of the game. Rules and ready-made game content help students organize the game independently. Didactic games can be divided into three types: verbal, word games, game lessons, popular action games). Great ideas and game tasks are important for didactic games. The most important element of a didactic game is its rules.

## REFERENCES

1. Abdullaeva HA, Bikbaeva NU. et al. The concept of primary education. Primary education. 1998;(6):12-12.
2. Abdurahmanova N, Jumaev M., Urinbaeva L. Didactic materials on mathematics for primary school. Tashkent: "Istiqlol", 2004, 65p.
3. Azizkhodjaeva N. Pedagogical technology and pedagogical skills. Tashkent: "Teacher", 2003. pp 23-48.
4. Abdieva D. Cooperation with Soros is the key to success. Primary education. 2003;(2):17-22.
5. Boronova Sh. Use of interactive methods in mother tongue lessons. Continuing education. 2004;(3):34-38.