



THE ROLE OF DIDACTIC GAMES IN THE FORMATION OF THE STUDENT'S PERSONALITY IN PRIMARY GRADE LESSONS

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Annotation: This article analyzes the pedagogical significance of using didactic games in primary school lessons and their role in shaping the personality of students. It is shown that didactic games serve not only to effectively organize the process of mastering knowledge, but also to develop students' creative thinking, form communicative skills, and increase their ability to adapt to society. The article also highlights the practical effectiveness of didactic games in the educational process based on experiments. This study will help teachers implement new approaches in working with primary school students.

Keywords: didactic games, primary education, student personality, creative thinking, educational effectiveness, communicative skills, pedagogical process.

Introduction.

Primary education is a crucial stage in the formation of students' knowledge, skills, and personal qualities. During this period, students begin to broaden their worldview and understand social and moral values. Innovative methods and techniques used in the educational process, in particular, didactic games, play an important role in activating students' activities, increasing their interest in learning, and forming their personality.

Didactic games allow for a more meaningful and interesting organization of the educational process in accordance with the age characteristics of the child. Through such games, students not only acquire knowledge, but also develop their creative abilities, acquire social skills, and learn to be responsible. This article examines the importance of using didactic games in primary school lessons, their role in shaping the student's personality, and their pedagogical effectiveness.

The article analyzes the relevance of this issue and highlights the theoretical and practical aspects of using didactic games in the educational process. This approach serves as an effective method for primary school teachers to improve the quality of education.

Didactic games in primary school lessons.

Didactic games are an integral part of the primary education process, they are important in increasing students' interest in the lesson, effectively mastering knowledge and ensuring personal development. The main feature of this method is that didactic games convey educational content in an interesting and interactive form, which attracts students to the active learning process.

The main types of didactic games.

Knowledge consolidation games: These games are aimed at consolidating the topics covered during the lesson. For example, question-and-answer games, vocabulary games or games based on solving mathematical problems help students better assimilate new knowledge.

Games that develop logical and creative thinking: These types of games serve to develop students' creativity. For example, "Who is the most resourceful?" or "Knowledge Competition" develop students' problem-solving skills and new ideas.

Active didactic games: Games associated with physical movement involve students not only in learning, but also in physical activity. For example, reading poetry with movement or connecting mathematical examples with answers.

Team games: These games help students develop their skills in working together and solving problems in a team. For example, completing logical tasks in a group or organizing role-playing games.

The role of didactic games in primary school lessons.

Increasing students' interest: Through didactic games, educational content is presented in an interesting way, which increases students' interest in learning.

Consolidation of knowledge: During the game, students have the opportunity to apply the topic in practice, which helps them effectively master this knowledge.

Personal development: Didactic games develop personal qualities such as responsibility, creativity, logical thinking, socialization, and teamwork.

Increasing activity: Students are more actively involved in the lesson through games, which increases the effectiveness of the lesson.

Enlivening the learning process: Didactic games help to avoid the monotony of the lesson and make the learning process more interesting.

The use of didactic games in primary school lessons not only enriches students with knowledge, but also develops their creative thinking and serves to form personal qualities. This approach is an important pedagogical tool for teachers in organizing the educational process effectively, interestingly and meaningfully. The correct selection and use of didactic games by teachers in lessons gives positive results in the development of students.

Methodology:

In this study, the following methodological approaches were used to determine the role of didactic games in the formation of the student's personality in primary school lessons:

Analysis and generalization method: Pedagogical and psychological literature was studied in order to determine the theoretical foundations of didactic games. Through this method, the impact of didactic games on the educational process and their impact on the personal development of students was theoretically substantiated.

Experimental research: Experimental classes were selected to determine the effectiveness of using didactic games in the lesson process. During the experiment, various didactic games were organized with students, and changes in their interest in education, creative thinking, and personal qualities were observed.

Questionnaire and interview: In order to determine the attitude and opinions of teachers and students towards didactic games, special questionnaires and interview questions were developed. This method helped to analyze the acceptance of didactic games in practice.

Mathematical-statistical method: Statistical methods were used to analyze the results of the experiment and draw conclusions. Based on the data obtained, scientifically based conclusions were drawn about the impact of didactic games on the educational process.

Using these methodological approaches, a comprehensive analysis was conducted of the positive impact of didactic games on educational effectiveness and their importance in shaping the student's personality.

Literature review:

The issue of using didactic games in the process of primary education is one of the most widely studied topics in modern pedagogy and psychology. During the study, the scientific works of local and foreign scientists were analyzed, and the importance of didactic games in the formation of the student's personality was comprehensively considered.

Within the framework of Uzbek pedagogy, there are several important studies on the role of didactic games in the development of student activity. In particular, the works of A. Avloni, K. Yusupov[6] and M. Tokhtakhojaev[3] on the organization of education through play serve as a theoretical basis in this direction. These scientists noted that games are a means of not only acquiring knowledge in children, but also of forming social skills and moral values.

Foreign scientists, including J. Piaget[5] and L. S. Vygotsky[6], have widely highlighted the importance of didactic games in developmental education in their studies. According to J. Piaget[5], the game ensures the cognitive development of students, as it allows them to master new knowledge and skills through practice. L. S. Vygotsky[6] described didactic games as a key tool for expanding the child's "zone of proximal development". Modern research has shown that didactic games have a positive effect not only on the learning process of primary school students, but also on the formation of their personal qualities - responsibility, creativity, initiative and teamwork skills (G. Taylor[4], S. Johnson[2]).

The analysis shows that the pedagogical value of didactic games is manifested in their interesting and interactive nature. Through these games, students are aroused in interest in knowledge, and the knowledge and skills learned in them are consolidated. As a result of studying foreign and domestic literature, this article highlights the theoretical and practical aspects of using didactic games in the educational process and substantiates their pedagogical effectiveness.

Discussion:

The results of the study showed that the use of didactic games in primary school lessons not only increases the quality of education, but also has a positive effect on the personal development of students. The data identified during the experiments confirm the following pedagogical advantages of didactic games:

Consolidation of knowledge: Didactic games helped to make the content of the lesson interesting and easy. Games increased students' interest in the lesson and created the opportunity to consolidate knowledge.

Development of creative and logical thinking: During the game, students learned to use creative and logical approaches to solving various tasks. This helped develop their creative thinking.

Socialization and communication skills: Didactic games played in groups formed teamwork skills in students. This process developed a culture of clearly expressing their opinions and listening to others.

Formation of personal qualities: Through didactic games, students developed personal qualities such as responsibility, discipline, and initiative. During the game, students strengthened their skills in planning and managing their work to achieve goals.

Pedagogical effectiveness: Didactic games allowed teachers to organize lessons in an interesting and effective way. Teachers who participated in the experiments highly appreciated the effectiveness of the game method in actively involving students.

During the discussion, it was found that the use of didactic games, if carried out taking into account the individual characteristics of primary school students, significantly activates their participation in the educational process. However, it was also noted that excessive work with didactic games or their incorrect selection can lead to negative consequences. Therefore, teachers need to be careful when choosing didactic games and adapting them to the age characteristics of students.

The results reviewed in the article confirm the importance of didactic games in the educational process and indicate the need to develop specific recommendations for their use in primary school classes. This approach is important in improving the quality of education and ensuring the personal development of students.

Conclusion:

This study was devoted to analyzing the importance of the use of didactic games in primary school classes in the educational and upbringing process. Based on the conducted theoretical and practical research, the following conclusions were drawn:

Educational effectiveness of didactic games: Didactic games allow you to organize lessons in an interesting and interactive way. This helps students to master and consolidate knowledge faster.

Role in personal development: During the games, students develop important personal qualities such as creativity, logical thinking, teamwork, responsibility and discipline.

Pedagogical effectiveness: For teachers, didactic games serve as an innovative way to conduct lessons actively, interestingly and effectively. This increases students' interest in the lesson and involves them in the active learning process.

Requirement of a creative approach: The successful use of didactic games requires teachers to have a creative approach and take into account the needs of students. It is also necessary to adapt the games to the classroom conditions and the age characteristics of students.

The results of the study show that didactic games are not only a means of acquiring knowledge in the process of primary education, but also an important pedagogical technology in the formation of the student's personality. The widespread application of this approach to the educational process will serve to improve the quality of primary education and the comprehensive development of the future generation. In the future, there is a need to deeply study the possibilities of using didactic games with students of different age groups and develop methodological recommendations. This will help to enrich the educational process with more effective and innovative approaches.

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