PROGRESSIVE GAME TECHNOLOGIES IN DEVELOPING THINKING SKILLS IN PRIMARY SCHOOL MOTHER TONGUE LESSONS

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Abstract.

This article discusses the importance of using progressive, that is, innovative game technologies in developing pupils' thinking skills in primary school mother tongue lessons. In modern education, traditional teaching methods alone are not always sufficient to develop pupils' independent, logical, creative and critical thinking. Therefore, the use of interactive games, digital platforms, artificial intelligence-based tasks and modern educational technologies is becoming increasingly important. The article analyzes the pedagogical value of game-based learning, the role of artificial intelligence in preparing language tasks, and the effectiveness of digital tools in improving pupils' speech, vocabulary, text comprehension and reasoning abilities.

Keywords: primary education, mother tongue lesson, thinking skills, progressive game technologies, innovative methods, artificial intelligence, digital education, interactive learning, creative thinking, logical thinking.

Introduction.

In the modern educational process, the development of pupils' thinking skills is considered one of the most important tasks of primary education. Especially in mother tongue lessons, pupils not only learn letters, words, sentences and texts, but also develop the ability to understand, compare, analyze, express opinions and draw conclusions. For this reason, mother tongue lessons play an essential role in shaping children's intellectual, speech and creative abilities.

In the topic of this article, the term **"progressive game technologies"** is used in the meaning of **innovative, modern, interactive and digital game-based teaching methods**. Such technologies help to make the lesson more interesting, active and effective. In primary classes, pupils are naturally interested in games. If educational content is presented through games, pupils participate more actively, remember information better and develop independent thinking.[1]

Today, the development of artificial intelligence and digital technologies creates new opportunities for mother tongue lessons. For example, artificial intelligence tools can help teachers create short texts, questions, vocabulary exercises, creative tasks and logical assignments suitable for pupils' age and level. Digital platforms such as Wordwall, LearningApps, Kahoot, Quizizz and other interactive tools also make it possible to organize lessons in a more engaging way.

Therefore, the use of progressive game technologies in primary school mother tongue lessons is not only a means of entertainment, but also an effective pedagogical approach aimed at developing pupils' logical thinking, creative imagination, speech activity and independent learning skills.

Main Part.

Game technologies are one of the most effective methods in primary education because they correspond to the psychological characteristics of young learners. Primary school pupils learn more easily when the learning process is connected with movement, competition, curiosity and creativity. In mother tongue lessons, games can be used to teach sounds, letters, syllables, words, sentences, parts of speech, text comprehension and oral speech.

For example, games such as **"Find the Word," "Make a Sentence," "Find the Mistake," "Choose the Correct Word," "Continue the Text," "Who Is Faster?"** and **"Question and Answer Chain"** develop pupils' attention, memory and reasoning. These games encourage pupils to think quickly, compare language units, correct mistakes and explain their choices. As a result, pupils do not remain passive listeners; they become active participants in the lesson.[2]

One of the main advantages of progressive game technologies is that they develop different types of thinking at the same time. When pupils find an extra word in a group of words, they develop logical thinking. When they continue a story, they develop creative thinking. When they correct mistakes in a sentence, they develop analytical thinking. When they explain why a word or sentence is correct, they develop critical thinking and speech competence.

Artificial intelligence can also be effectively used in mother tongue lessons. However, it should be used under the teacher's control and according to pupils' age. AI should not replace the teacher, but should serve as an assistant in preparing interesting and differentiated tasks.

For example, the teacher may use artificial intelligence to create a short text:

Text:

Spring has come. The sun is shining brightly. Flowers are blooming in the garden. Children are playing happily.

Based on this text, pupils may complete the following tasks:

1. Give a title to the text.
2. Find the main idea of the text.
3. Continue the text with two more sentences.
4. Find adjectives in the text.
5. Make one question based on the text.
6. Explain the meaning of the sentence "Flowers are blooming in the garden."[3]

Such tasks help pupils develop comprehension, vocabulary, grammar knowledge and independent thinking. Artificial intelligence can also help create different versions of the same task for pupils with different learning levels. For example, for stronger pupils, the task may be to write a short story, while for weaker pupils, the task may be to complete missing words in sentences.

Another useful AI-based activity is **"Smart Question Game."** In this game, the teacher prepares a short text with the help of AI, and pupils create questions about the text. Then pupils exchange questions and answer each other. This method develops reading comprehension, logical thinking and communication skills.

Digital game platforms also have great importance in modern mother tongue lessons. For example, **Wordwall** can be used to create matching games, word sorting exercises and grammar quizzes. **LearningApps** is useful for interactive tasks such as grouping words, matching synonyms and antonyms, and completing sentences. **Kahoot** and **Quizizz** can be used

for quick tests, competitions and revision activities. These platforms increase pupils' motivation and make assessment more interesting.[4]

For instance, in a lesson about nouns, pupils can be given a digital game where they must divide words into groups: people, animals, things and places. In a lesson about adjectives, pupils may match objects with suitable descriptive words. In a sentence-building lesson, pupils may arrange mixed words into correct sentences. Through these tasks, pupils learn grammar not by memorizing rules only, but by using them in practice.

Progressive game technologies also support collaborative learning. Group games teach pupils to listen to each other, respect opinions, discuss answers and make joint decisions. For example, in the game **"Build a Story Together,"** one pupil begins a sentence, another continues it, and the next pupil adds a new idea. This activity develops imagination, speech fluency and logical sequence.

In addition, modern technologies can be connected with traditional classroom games. For example, the teacher may prepare QR codes with hidden questions. Pupils scan the QR code and answer the question or complete the task. This method creates a sense of discovery and increases interest in the lesson. Similarly, interactive boards, multimedia presentations and digital flashcards can make mother tongue lessons more visual and effective. However, it is important to use these technologies purposefully. A game should not be used only for fun; it must serve a clear educational goal. Each game or digital task should be connected with the lesson objective. The teacher should consider pupils' age, knowledge level, psychological characteristics and technical possibilities. Artificial intelligence and digital platforms should be used safely, ethically and with teacher supervision.[5] The effectiveness of progressive game technologies can be seen in several aspects. First, pupils become more active during the lesson. Second, they remember new words and grammar rules better. Third, they learn to express their thoughts clearly. Fourth, they develop the ability to analyze, compare and draw conclusions. Finally, they begin to perceive mother tongue lessons as an interesting and creative process. Thus, the integration of innovative game technologies, artificial intelligence-based assignments and digital learning platforms into mother tongue lessons contributes to the development of pupils' thinking abilities and improves the quality of primary education.

Conclusion.

In conclusion, progressive game technologies play an important role in developing thinking skills in primary school mother tongue lessons. Since the word "progressive" in this context means innovative and modern, it includes interactive games, digital platforms, artificial intelligence-based tasks and other new educational technologies. The use of such methods helps pupils develop logical, creative, analytical and critical thinking. Game-based learning increases pupils' interest in the lesson, strengthens their vocabulary, improves speech activity and encourages independent expression. Artificial intelligence can help teachers prepare age-appropriate texts, questions and differentiated assignments, while digital platforms make the learning process more interactive and effective. However, the successful use of progressive game technologies depends on the teacher's pedagogical skill. These technologies should be used with a clear purpose, in connection with the lesson content and according to pupils' learning needs. When innovative games and artificial intelligence tools are used correctly, mother tongue lessons become more meaningful, engaging and productive.

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