

The Importance of Developing Language Learning Skills of Primary School Students through Didactic Games

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ABSTRACT

This article discusses didactic games, their definition, and their importance in language learning for primary school students. The need to develop language learning skills of primary school students through didactic games has been addressed.

KEYWORDS: *didactic game, creative activity, educational tool, motivation, skill, socialization*

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Play is a place of "internal socialization" of the child, a means of studying and teaching social relations (L. Vygotsky).

INTRODUCTION

The process of globalization, which is currently taking place around the world, requires the younger generation to master several foreign languages. In accordance with the State Program "Year of Youth Support and Public Health", the development of foreign language teaching as a priority of education policy, radically improve the quality of education in this area, attract qualified teachers and the need to increase interest in learning foreign languages was emphasized [1].

Therefore, to create the necessary conditions for the promotion of foreign language learning among the population and their perfect mastery, to coordinate the introduction of internationally recognized programs and textbooks for teaching foreign languages at all stages of education and modern teaching of teachers. In addition, decrees on the teaching of foreign languages, the need to teach foreign languages from the 1st grade on December 10, 2012 "Measures to

further improve the system of learning foreign languages" In addition, on November 6, 2020, PF-6108 "Measures for the development of education and science in the new period of development of Uzbekistan" was approved. The decree "On measures" also emphasizes the need to pay special attention to the study of science and language acquisition from an early age of the future generation of our country. May 6, 2021 President In a video conference on improving foreign language teaching under the leadership of Shavkat Mirziyoyev, the head of our state said: "The emphasis should be placed on teaching foreign languages differently. Big businesses are being built, technologies are being installed. There is a need for perfect knowledge of a foreign language. Leaders of all regions, education-related organizations should not lose sight of our focus on the Uzbek language, but should be serious about teaching foreign languages. Graduates of schools, lyceums, colleges and universities must be fluent in at least 2 foreign languages"[2].

It was also noted that one university in each region will be designated as a base university for foreign

languages. Therefore, the whole system of education will focus on more effective methods of teaching foreign languages, didactic tools. That is, interactive language teaching materials, an Internet platform and mobile applications will be created, and popular video lessons will be widely used in schools and kindergartens. Because play is a child's favorite pastime in kindergarten and school age, the child explores the world through play. If foreign languages are taught in a game, it will increase the effectiveness of language skills several times. The game not only increases the physical activity of the child, but also helps to develop mental alertness. In the process of learning, effective methods for learning foreign languages, interactive methods are being developed. Games are becoming increasingly important.

LITERATURE ANALYSIS AND METHODOLOGY

During the years of independence, the leading pedagogical scientists of our country Sh.J. Gulyamov Activation of students' learning activities in mother tongue lessons, A.Ya. Bobomurodova use of games and assignments in mother tongue education,

T.U. Ziyadova studied the possibilities of increasing students' vocabulary in the process of mother tongue education, MS Saidov studied ways to apply learning tasks designed for children's thinking in mother tongue education, T.T. Ganiev studied the issues of increasing students' cognitive activity in the process of mother tongue practice. Also, as a work close to the research topic, I.A.Allaërov, O.R.Roziqov, R.Ibragimov, B.R.Adizov, M.H.Mahmudovs"[3].

DISCUSSION

Didactic games are types of games with rules specially created by pedagogy for the purpose of teaching and educating children. They are aimed at solving specific problems of teaching children, but at the same time, they have an educational and developmental effect. One of the effective ways to increase the cognitive activity of school students is a didactic game. Throughout the game, the wonderful world of childhood is connected to the wonderful world of science that students enter. The game can be called the eighth wonder of the world because it has so much education, and development opportunities. During play, children gain a variety of knowledge about things and events around them. The game develops children's observation and the ability to identify the properties of things, to identify their important aspects.

It is known that the peculiarity of didactic games is that they deal with issues related to education,

teaching and learning in the classroom on the basis of the game, in accordance with its rules. That is why psychologists and educators of the past and present have paid serious attention to the use of didactic games in their research. Despite the fact that the role of didactic games in students' play activities is so highly valued by psychologists and educators, there is no general consensus on how to use these games. In relation to didactic games in pedagogical research. This is mainly due to the complexity and versatility of games. Some authors consider didactic games as an independent learning activity for students, others as a method, and still others as a form of education.

The Annotated Dictionary of the Uzbek Language defines a game as "entertainment, free movement or exercise for leisure, exercise based on certain rules to compete with others." [4]. The encyclopedic dictionary states that "it is important in the upbringing, education and development of children as a means of psychologically preparing them for the future life" [5].

These are general definitions of the game, and the essence of didactic games is defined in the Didactic Glossary as follows. "Didactic play is a type of learning activity that stimulates the student's interest and activity in reading based on the modeling of the object and process being studied." In the dictionary of pedagogical terms, "didactic games are special educational games aimed at developing the knowledge, skills and abilities of students" [6].

In addition, E.I.Pasov noted the following points about the game: In the book "Foreign language lessons at school": "Game" - 1) activity; 2) lack of motivation, coercion; 3) individual activity, deeply personal; 4) team and team upbringing; 5) development of mental functions and abilities; 6) teaching with hobbies; 7) is a strong incentive for the effective adoption of a foreign language "[7].

Didactic play is an educational tool through which specific educational goals are achieved, that is, the studied learning material is strengthened and deepened. Didactic games encourage creativity. Because each game, each repetition of it requires a new approach to the task, and the need to solve it leads to creative research. According to PPBlonsky, play is the main type of child activity. In the process of play, the child sees life and approaches it creatively, exercises his strength and develops the ability to aim [8]. This means that school teachers need to actively use games in their work. Without games, there can be no creative activity or full-fledged education. Through games, firstly, knowledge is acquired, and secondly, delicate

interpersonal and group relationships are formed.

Through the use of didactic games in the educational process, two main types of children's activities are combined: learning and play activities. As a result, it will be easier to teach students, taking into account the age characteristics of students and the requirements of the curriculum. "We know very little about the game as a multifaceted tool, its features. is a way of communication" [8]. So, play is seen as an activity, a tool, a method, a factor, and a way. The form of education is considered to be D.B.Elisonin, A.I.Sorokin, weapon S.I.Yanovskaya, method O.S.Gazman.

Proper use of games in schools will increase the effectiveness of education and increase students' interest in science. Game - as an independent learning involves the acquisition of a subject, section, topic, concept; - Used as an element of general technology; - The game is organized as part of a lesson; Play is a very emotional activity, so it requires seriousness in the educational work of children and young people. As a child grows and develops, the content of the game changes, the play activity is normal in the early stages, but then it gradually becomes richer and better. Through games, students move on to other activities, such as work and learning. As a result, their vision of life expands and their creative activity grows.

Psychologists view play as a type of activity that forms new qualities and attributes in a child's personality and promotes their overall growth. For example, L.S. [10].

Several scholars have argued that the psychological mechanism of playful activity is based on fundamental needs such as self-expression, self-determination, self-control, and self-reliance. In particular, D.N. Udnadze, who gave a unique definition of the game and put forward such an idea, described the game as "an effective form of mental behavior inherent in the individual." A.N. Lyontev, on the other hand, describes the game as a product of a person's imagination, in which a person's imaginary but difficult-to-realize interests come into being as an imaginary reality. This means that school teachers need to actively use games in their work. Without games, there can be no creative activity or full-fledged education. Through games, firstly, knowledge is acquired, and secondly, delicate interpersonal and group relationships are formed. Through the use of didactic games in the educational process, two main types of children's activities are combined: learning and play activities. As a result, it will be easier to teach students, taking into account

the age characteristics of students and the requirements of the curriculum.

Thus, play is a strong stimulus for children to learn a foreign language. Didactic game forms in foreign language lessons can perform a number of psychological functions"[11].

Development of the mind - memory, attention, perception.

The entertaining function is to create a comfortable learning environment, making the lesson fun.

The function of addition is to remove emotional tension as a result of intensive study in the classroom.

Psychotechnical function is the formation of learning skills to conduct more effective activities and learn more material.

The evolving function is the development of personal qualities.

The exchange function is responsible for the harmonization of the team, the establishment of emotional connections and verbal communication, i.e. its communicative direction.

Didactic play can be not only a form of teaching, but also a tool, as it is a source of knowledge and skills formation. This will allow you to awaken and store students' knowledge, diversify the clarity of the material, make it cheaper, as well as enhance independent work. That is, the most effective and easy way to teach a foreign language is through didactic games. There is no limit to the amount of content that children can play.

CONCLUSION

Early school-age children can reflect all aspects of adult life in their play. The importance of play is to influence the development of the child's personality. The game involves the child at each age to learn about the world around him and the relationships between people. It is a game in which the child's attitude to the material world and to people changes. Children's needs, desires and interests are directly expressed in the game.

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