

Linguistic - Didactic Games in the Development of Language Skills of Students

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ABSTRACT

This article discusses the importance of linguistic-didactic games in the development of students' language learning skills.

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

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INTRODUCTION

School should treat human language as a universal tool and an object of knowledge. The play needs and desire of school students to play should be used and directed to solve specific learning problems. If the game enters a holistic pedagogical process, it will be an educational tool. In the game, the child acquires new knowledge, skills and abilities. Games that contribute to the development of perception, attention, memory, thinking, creative abilities are generally aimed at the mental development of a school-age child. That is, interactive language teaching materials, an Internet platform and mobile applications will be created, and popular video lessons in schools and kindergartens will be widely used. If languages are also taught by mixing them into a game, it will increase the effectiveness of language skills several times. Play not only increases a child's physical activity but also helps to shape his mental alertness. In the educational process, effective methods for learning languages, interactive methods are being developed. In particular, for modern pedagogy, linguistic didactic games play an important role in the study of languages by students.

LITERATURE ANALYSIS AND METHODOLOGY

In recent years, a number of scientific and methodological studies have been conducted on the development of language learning skills of schoolchildren. In particular, Sh. Yusupova and N. Yuldasheva in their research promoted the teaching of the mother tongue on the basis of new pedagogical technologies. A.Gulamov, M.Saidov and N.Alavuddinova conducted research on the methodology of independent work, formation of creative thinking skills through teaching the native language [1].

The use of didactic games for the upbringing and education of children is reflected in the works of scientists and in the practical work of many teachers. Indeed, didactic games have a special place in every pedagogical system of school education and still do. F. Frebel developed a system of didactic games, which is the basis of education and upbringing in kindergarten [2]. He emphasized that the task of primary education was not to learn in a simple sense, but to organize play, highlighting play as a special

tool needed for the development of school-age children for the first time in the history of pedagogy.

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 [3].

It is known that the feature of didactic games is the conduct of 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 pedagogues 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, no general consensus has been reached on how to use these games. Attitudes toward didactic games vary in pedagogical research. The main reason for this is the complexity and versatility of the games. Some authors view didactic games as an independent learning activity for students, others as a method, and still others as a form of learning.

An explanatory dictionary of the Uzbek language reads: "It's a training session based on certain rules to compete with others." 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" [4, p. 232].

These are general definitions of the game, and the essence of didactic games is described in the Glossary of Didactic Terms as follows. "Didactic play is a type of educational activity that stimulates the level of interest and activity of the student in learning based on the modeling of events and processes" [2.21].

In the dictionary of pedagogical terms, "didactic games are special educational games aimed at developing the knowledge, skills and abilities of

students" [3.52].

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, the work of educating students will be easier, and opportunities will be created to take into account the age characteristics of students and the requirements of the curriculum. "The game is a versatile tool, we know very little about its features. But it is safe to say that it is an independent activity that allows for the full development of the individual, a means of organizing and uniting the team, a method of organizing other activities, a factor of enjoyment and a way of thinking"[2.36] the method appears as both a factor and a path.

Proper use of games in schools will increase the effectiveness of education and increase students' interest in science. Play as an independent education involves the acquisition of a subject, section, topic, concept. Play is a very emotional activity, which is why it requires seriousness in the educational work of children and youth. As a child grows and develops, the content of the game changes, while the play activity is simple in the early stages, then it gradually becomes richer and better. Through games, students move on to other types of activities such as work, learning resources. As a result, their vital imagination expands and their creative activity grows.

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.

A.N. Leontev, on the other hand, describes that play is a product of a person's imagination, in which a person's imaginary interests, which are difficult to realize, occur as a fantasy reality [3]. 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 intra-group relationships are formed.

Through the use of linguistic and didactic games in the educational process, two main types of children's activities are combined: learning and play activities. As a result, the work of educating students will be easier, and opportunities will be created to take into account the age characteristics of students and the requirements of the curriculum.

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 allows 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 language is through didactic games. There is no limit to the content of play for children [5]. Early school-age children are able to reflect all aspects of adult life in their play. The importance of play is to influence the growth and development of the child's personality. The game represents the child's exploration of the world around him and the relationships between people at each age stage. The child's attitude to the material world, to people, is manifested in a changing game. Children's needs, desires, interests are directly reflected in the game. Hence, the use of various didactic games in language lessons serves as the best educational tool both for their socialization and for their thorough acquisition of language skills.

Linguistic-didactic play, as one of the various games of the school-age child, is an effective means of shaping the child's personality, his moral and volitional qualities, and he understands the need to influence the world. Didactic games develop the child's independence, the ability to complete the work started, the ability to behave, children learn to communicate in a team, develop a sense of mutual support (competition games, board games, in which several children can participate, for example, "Picture collection"), "Puzzles", "Lotto", "Domino", etc.), can learn to accept defeat and victory in games with dignity.

The positive results a child achieves during educational games shape his or her self-confidence, self-esteem, and desire to succeed. Of course, the educational value of linguistic-didactic play depends in many respects on the professional skills of the teacher, his knowledge of the child's psychology, taking into account his age and individual characteristics, the correct methodological guidance of relations between children [6].

Properly used, didactic games help to develop in children the ability to suppress perseverance, emotions and desires, to obey the rules. For example, the game "Connect the parts, you get the whole" Game develops perseverance, concentration, requires ingenuity and observation. Many games introduce school-age children to adult work, where children learn the characteristics of a particular profession. Together with the teacher, children can participate in the production of attributes, didactic games for them. Consequently, the linguistic-didactic game fosters respect for all activities that are beneficial to society and confirms the desire to participate in it.

Word games. The process of solving a learning task differs in that it is done mentally, based on ideas, and without relying on visualization. That's why word games are mostly played with middle-aged children, mostly older preschoolers. These games include kindergartens, jokes, riddles, many folk games related to shape change, some of which are available for children due to the fact that the speech design is based on the image, dialogue and content similar to the children's experience. In addition to the development of speech, the use of verbal games improves the formation of auditory attention, emotional mood, mental operations, reaction speed, the ability to understand humor. Word games are based on children's accumulated experience, observing them. The task of these games is to systematize and generalize. They are used in the stage of strengthening and repetition of children's knowledge ("Flies - do not fly", "Third addition", "Name in one word", "Who needs what?", Etc.).

CONCLUSION. Linguistic-didactic game is a convenient, useful and effective way to cultivate independent thinking in children. It does not require special material, specific conditions, only the knowledge of the game educator. It should be borne in mind that the proposed games, if they are conducted in a certain system, using the appropriate methodology, will help to develop independent thinking.

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