

# THE ROLE OF DIDACTIC GAMES IN PERSONALITY FORMATION OF PRIMARY CLASS STUDENTS

*Bobokulov Chori Urolovich*

*Termiz State University, teacher of the department of sports management*

**Abstract.** In this article, the role of didactic games in the formation of the personality of elementary school students is highlighted, and the formation of a child through games is discussed in detail. It is also known from folk pedagogy that games can be used widely from 7 to 70 years old.

**Keywords:** Folk pedagogy, child education, didactic game, educational process, formation of qualities, development of psyche.

## INTRODUCTION

The traditions of the wide use of didactic games in the education and upbringing of children, formed in folk pedagogy, were developed in the practical experiences of teachers and the work of scientists. In children's education, didactic games are used in two ways: "to form a perfect person and for narrow didactic purposes. In the didactic game, the child acquires good moral qualities. In the process of participating in the game, the child performs tasks such as finding quick answers, hiding, searching, running, describing. At the first stage of the game, the pedagogue gets the child interested in the game, instills in them a good mood, eagerness to wait for new games. In the second stage, he acts not as an observer, but as a participant of the game, he quickly approaches the children during the game, and gives an accurate assessment of the children's activities. In the third stage of the game, the teacher evaluates the creativity and activity of the students during the game.

Didactic game technologies are used in the educational process in the form of didactic games. In these lessons, students' learning process is combined through game activities. For this reason, lessons in which students' learning activities are combined with game activities are called didactic game lessons.

The following tasks are performed in human life through game activities:

- a person's interest in study and work increases through game activity;
- during the game, help is provided for the person to engage in communication, that is, to acquire the culture of communicative communication;
- an opportunity is created for a person to show his talent, interest, knowledge and identity;
- helps to develop the skills of overcoming various difficulties that occur in life and in the process of the game and to get the target correctly;
- in the course of the game, an opportunity is created to acquire behavior in accordance with social norms, to eliminate shortcomings;
- prepares the ground for the formation of positive qualities of the individual; - attention is paid to the study of the system of values important for humanity, especially social, spiritual-cultural, national and universal values;



- the development of the culture of collective communication among the participants of the game is envisaged.

Didactic game classes can be divided into: plot-role games, creative games, businessmen's games, conferences, games-exercises depending on the combination of students' learning and game activity.

The role of didactic games in creating motives in primary education is incomparable.

Without play, there can be no real mental development.

Play is the spark that sparks students' passion and interest in learning.

The game is a method used by adults - teachers, educators, parents to form certain qualities in elementary school students. With the help of the game, the learning process of students becomes easier, they learn to deal with various objects, and the culture of behavior is formed in them.

The child's personality is formed by means of the game, in which the mental characteristics related to the organization of educational and work activities and entering into relations with people are formed in the future.

Game forms develop more widely during school years. Student's game activity is of interest to scientists of many fields, namely philosophers, sociologists, biologists, art historians, ethnographers, especially pedagogues and psychologists.

In psychology, play is considered to be of crucial importance in the development of the child's psyche. All aspects of a child's personality are formed in unity and interaction only in the game. The game creates an important basis for the transition to a higher stage of development in the child's psyche.

A didactic game is an active activity in the field of creating an imitation model of the studied events and phenomena. An important difference of the game from other types of activity is that its subject is human activity. The main type of activity in the didactic game is cooperative learning activity.

In a didactic game, it is important to have an educational task that takes into account the student's mastery. When creating a form of didactic play, the leading adults should pay attention to the types of it that are interesting for children and that attract their attention.

An important feature of the didactic game, which differs from other types of activity, is the rhyming of its composition. The structural components of the didactic game are as follows: game logic, game action, game rule.

The logic of the game is mainly reflected in its title. In the process of game action, an opportunity is created to increase the cognitive activity of students, to show their abilities, to improve their knowledge, skills and abilities in order to achieve the goal of the game.

The rules of the game help to organize the game process correctly. It regulates the behavior of students and their interactions. In didactic games, a certain result is achieved, the final of which means its completion. A certain didactic goal is set in the game, and the achievement of this goal creates a sense of moral and intellectual satisfaction in students. Didactic games are always an indicator of the student's learning or practical application of the acquired knowledge for the teacher.

All structural components of a didactic game are interdependent, and none of them can be absent.

The traditions of wide use of didactic games in the education and upbringing of children, formed in folk pedagogy, were developed in the practical experiences of teachers and the works of scientists.

Czech pedagogue Ya. A. Comensky emphasized that the game is the main form of the child's activity and said that the game corresponds to the child's nature and interests. The scientist emphasizes that the game develops the mental abilities of the child in every way, expands his imagination about the environment, and develops his speech.

Also, playing together with his peers brings him closer to his peers.

In children's education, didactic games are used in two directions: to form a well-rounded person and for narrow didactic purposes.



The game is the main form of student activity. The game is one of the important types of mental activity, in which all types of the student's abilities develop, his imagination about the world expands, and the wealth of speech increases. Didactic games have an effective effect on the development of various abilities, perception, speech and attention of the student.

Currently, pedagogues are creating games with ready content and rules. Specific rules are given in the games that serve to form certain qualities in the personality of the child. Games with ready-made rules and content are characterized by the following characteristics: the idea and task of the game are carried out under the influence of the game. The idea (or task) of the game and the effect of the game constitute the content of the game; the influence of the game is 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: oral, word games, games, training games.

Game idea and game tasks are important for didactic games. The most important element of a didactic game is its rule. In the process of fulfilling the rule, the content of the game is realized. The existence of the rule helps to implement the game effect and the application of the game task. In the process of fulfilling the rules, the world view of the implementation of the content of the game is formed.

In a didactic game, the student learns to follow the rules. Because following the rules ensures the success of the game. In the process of participating in the game, moral qualities and organizational skills are formed.

Depending on the types of materials used, didactic games can be divided into three types: games with objects, games played on the table, verbal games played with words.

Object games are folk didactic toys, games played using various natural mosaic materials. With these, the teacher determines the types of games. For example, creating a whole landscape from pieces of natural materials.

Games played on the table serve to expand the imagination of the environment, to interest students in knowledge, to develop thinking processes (analysis, synthesis, generalization, classification, etc.). There are several types of board games: matching pictures, lotto, dominoes, cut-out pictures, wooden cubes.

Word games. This group of games includes very large folk games, such as "Chain", "Wrong sentence", "It can't be", "Say fast", "Riddles", "Speech" and similar oral speech games are included. Such games develop attention and memory, teach students to collect their thoughts, think quickly, connect speech, and think logically.

A child acquires good moral qualities in a didactic game. Didactic games are divided into several stages. At each stage, certain capabilities of the child are revealed. The educator's knowledge of the nature of these stages is of great importance in determining the effectiveness of didactic games. In the first stage, the child develops a desire to play and begins to show activity in the game. At this stage, in order to interest the child in the game, it is possible to organize riddles, quick sayings, sayings or conversations. In the second stage, the child learns to perform game tasks, follow the rules and participate in the game. At this stage, positive qualities are formed in children, such as correctness, striving to achieve the goal, willpower, knowing how to overcome the pain of losing in the game, being happy not only with their own success, but also with the success of their friends. In the third stage of the game, the child knows the rules of the game well. Now he approaches the game creatively, introduces news himself, is sought after independently. In the process of playing the game, he will perform quick answer, hide, seek, run, describe and other similar tasks. Each stage of the game includes a certain pedagogical task. At the first stage of the game, the pedagogue makes the children interested in the game, instills in them a good mood and eagerness to wait for new games. and in the second stage, he acts not as an observer, but as a participant of the game, comes to the aid of the children during the game, and



gives an accurate assessment of the child's activity. In the third stage of the game, the teacher evaluates the children's creativity and activity during the game.

Didactic games are the most correct and effective method of training students' independent thinking. It does not require specific materials or conditions, but requires the teacher's knowledge and skills in the field of game organization. The organization of the game on the basis of a certain system and methodology plays an important role in educating students' ability to think independently. Game activities rely on the knowledge, skills, and abilities acquired by students during the educational process, and only then can students find effective solutions to the game, show demand for themselves and others.

Using the game as a form of education requires the teacher to be confident and skillful in playing the game.

Didactic games perform several tasks:

- educational, educational (affects the student's personality, develops his thinking, expands his worldview);
- applicability (ability to apply knowledge to perform any educational tasks in a specific situation);
- stimulating motivation, increasing curiosity (interests the student in cognitive activity, stimulates, helps to develop cognitive interest).

Here are some examples of didactic games that teachers use in practice:

a) Game-exercise. This game can be used together in a group or a team. But this game is individualized. That is, it allows each student to realize his knowledge and potential. This game can also be used to reinforce the lesson or monitor the students' knowledge. For example, "Find the missing letter". Several learned letters are placed, interspersed with one unlearned letter.

Pupils restore the learned letter in their minds and find the unlearned letter and show it to the teacher.

b) Creative search game. In this case, the teacher asks to find the wrong sentence in the story or to find the sentence that does not match the content of the story. Students will search and find such a sentence and prove why it is redundant. Such games do not take much time, do not require special equipment, but give a good result.

d) Game-competition. In this case, inter-row competitions can be organized in the game. It also includes quizzes, various contests, and Olympiads. Such a game can be played both in and outside the classroom.

e) Content role-playing games. In this game, students play the role of characters in stories or fairy tales according to the purpose set by the teacher in the lesson, or form a round table and perform different roles. For example, a reporter, historian, agricultural worker, etc. Such games arouse children's interest in knowledge, encourage them to search creatively, and also help them get acquainted with professions.

f) Knowledge games - travel. After the students have acquired knowledge about Uzbekistan and other countries, they can take a "trip" to the land of knowledge. During the trip, students will be given new knowledge, and their knowledge can be tested. It will be more effective if it is organized in reinforcement - generalization classes, and the teacher will have an idea of how the students mastered a certain section.

Arousing students' interest in knowledge by means of didactic games is effective if it is organized based on their interests. In such cases, the child is always eager to learn new things, interested in knowledge. Regular development and strengthening of interest in knowledge educates junior schoolchildren's positive attitude to learning, increases the level of mastery. Curiosity teaches a junior high school student to be inquisitive, he always learns to look for answers to various questions. The student's inquisitiveness develops in him the feeling of emotional upliftment and joy of success. Interest



in knowledge not only positively affects the result of the educational process, but also affects the active development of mental processes such as thinking, perception, memory, and attention.

Interest in learning is one of the motivations that increase students' interest in studying. Its influence will be very strong. Stimulating curiosity can help even the slowest learner to be productive.

If students' activities and educational activities are systematically and regularly organized in a properly organized pedagogical process, interest in learning becomes one of the main qualities of the student's personality and has a strong impact on his development.

Interest in knowledge becomes a powerful tool in the educational process. Abu Rayhan Beruni stressed that it is an important task to interest the student in the educational process, and in his book "Memorials from Ancient Nations" he wrote, "The goal is not to prolong the speech, but not to bore the student, because always looking at the same thing leads to boredom and impatience. As the student moves from subject to subject, he seems to be walking on different paths. Before you can see one, another begins, and as it is said that everything has its own taste, he is interested in seeing them and wants to look at them. "The same thing is tiring, makes the memory dull," he said.

Without activating the student's cognitive activity, it is impossible to interest him in knowledge. That is why in the process of education, the student's constant interest in knowledge and the development of his motivation to study are the most important means of formative education. Thus, interest in learning helps the student to realize his full potential.

Interest in learning, like other qualities of a person, is formed and developed in the process of reading and learning.

The student's interest in learning is organized in two main ways. First, the educational material itself creates interest in knowledge among students. Because new things that have not been studied are studied by people with interest. On the other hand, it is possible to make students interested in knowledge by organizing their cognitive activities in an interesting way.

The first factor that arouses the desire to learn in students is new knowledge about the world. Therefore, being able to show new material with all the riches of scientific knowledge suitable for children's age arouses interest in reading in students.

Summary. Material that is new to students, not yet understood, creates a sense of wonder in them. Surprise is the most important factor that arouses interest in learning the learning material. A person who is amazed by something tends to look at it, learn something new from it. This helps a person acquire new knowledge about the world. When acquiring new knowledge with interest, it is necessary to refer to previously learned knowledge. That's why it is necessary to teach students to identify new ones from the learned knowledge while raising their interest in learning. Expanding the scope of educational programs to acquaint students with the new achievements of science, introducing them to the scope of scientific and creative research increases their interest in learning.

Not all learning materials are engaging for students. In such cases, the only way to increase the child's interest in the educational process is to use and organize didactic games.

## References

1. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. 2020 yil 23-sentabr (O'RQ-637 son).
2. Bobomurodov A.E. "Jismoniy tarbiya, sport nazariyasi va uslubi" (Jismoniy sifatlarning umumiy tavsifi). O'quv qo'llanma. T.,-2020. 157 b.
3. Salomov R.S. Sport mashg'ulotning nazariy asoslari – Toshkent, O'quv qo'llanma O'zDJTI, 2005 yil - 238 b.



4. Шарипов, Х. А., & Пирназаров, Ш. М. (2020). Значение национальных и народных игр в воспитании и физическом воспитании детей. Матрица научного познания, (5), 352-356.
5. Шарипов, Х. А., & Пирназаров, Ш. М. (2020). Бошланғич синф ўқувчилари жисмоний тарбиясида ўзбек миллий ўйинлардан фойдаланиш усуллари ва педагогик имкониятлари. Интернаука, (17-3), 81-82.
6. Urolovich, B. C. (2024). Using the Game in Teaching Physical Exercises to Primary Class Students. Best Journal of Innovation in Science, Research and Development, 3(3), 780-783.
7. ALISHEROVICH, O. D., & TOSHPUKULOVICH, T. J. (2021). Athlete mentality as the primary means of achieving success. International Journal of Innovations in Engineering Research and Technology, 7(10), 148-151.
8. Alisherovich, O. D., & Gulshan, H. (2023). PROMOTION OF NEW INNOVATION METHODS IN ORGANIZING SPORTS CLUBS IN HIGHER EDUCATION INSTITUTIONS. Best Journal of Innovation in Science, Research and Development, 2(11), 181-185.
9. Bakhriyev, J. (2021). Methods of training boxers and the essence of their content.
10. Beknazarovich, D. T. (2023). Special in Improving General Developmental Exercises in Primary Classes Use of the Facilities. Best Journal of Innovation in Science, Research and Development, 2(10), 268-271.
11. Elmurod, E., & Urolovich, B. C. (2023). Factors Developing Professional Pedagogical Creativity Of Future Physical Education Teachers. Iqro Jurnal, 2(1), 293-297.
12. Khudaimuratovich, D. S. (2023). POSSIBILITIES OF USING ACTION GAMES IN FORMING THE PHYSICAL CULTURE OF 11-13-YEAR-OLD SCHOOL STUDENTS. Best Journal of Innovation in Science, Research and Development, 191-195.
13. Farrukh, T. (2023). Mechanisms of Formation of Psychological Characters of Athletes in Sports. Best Journal of Innovation in Science, Research and Development, 2(11), 241-245.
14. Beknazarovich, D. T. (2023). Technologies of Organizing and Conducting Physical Education Lessons in the Preschool Education System. American Journal of Public Diplomacy and International Studies (2993-2157), 1(10), 253-256.
15. Alimov, T., & Abduraimov, S. (2023). YOSH FUTBOLCHILARNING MASHG'ULOTLARIGA Q O'YILADIGAN TALABLAR. Interpretation and researches, 2(1).
16. Дусуяров, Т. Б. (2020). Перспективы развития спортивных тренировочных процессов в лёгкой атлетике. Достижения науки и образования, (9 (63)), 41-43.
17. Urolovich, B. C., & Panji o'g'li, A. S. (2022). JISMONIY MADANIYAT DARSLARINI TASHKIL ETISHDA INNOVATSIYON PEDAGOGIK TEXNOLOGIYALARDAN SAMARALI FOYDALANISH YO'LLARI. World scientific research journal, 4(2), 126-131.
18. Alisherovich, A. D., & Kizi, K. G. A. (2022). Formation of a Healthy Lifestyle as a Pedagogical Problem in Physical Education Courses of Higher Education Schools. Central Asian Journal of Literature, Philosophy and Culture, 3(11), 209-211.
19. Дусуяров, Т. Б. (2020). УЛУЧШЕНИЕ СКОРОСТНЫХ КАЧЕСТВ ЗА СЧЁТ БЕГА У УЧЕНИКОВ НАЧАЛЬНЫХ КЛАССОВ. Проблемы науки, (10 (58)), 95-97.
20. Dusyarov, S. (2023). THE ROLE AND SIGNIFICANCE OF" ALPOMISH" AND" BARCHINOY" SPECIAL TESTS IN IMPROVING THE HEALTH LEVEL OF THE POPULATION, INVOLVING POPULAR SPORTS AND PROMOTING A HEALTHY LIFESTYLE. Евразийский журнал академических исследований, 3(4 Part 4), 92-96.



21. Абдураимов, Ш. (2021). Активизация партнерского взаимодействия семьи и школы в воспитании детей младшего школьного возраста. *Общество и инновации*, 2(10/S), 328-334.
22. ESHQOBILOV, E. (2023). DEVELOPMENT OF PROFESSIONAL PEDAGOGICAL CREATIVITY OF FUTURE PHYSICAL EDUCATION TEACHERS ON THE BASIS OF A COMPETENT APPROACH. *International Bulletin of Engineering and Technology*, 3(3), 201-204.
23. Turgunova D.I. Boshlangich sinf darslarida didaktik o'yinlarning o'quvchi shaxsini shakllantirishdagi o'rni. maqola.

