



## USE OF DIDACTIC GAMES IN MOTHER TONGUE LESSONS

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Article history:	Abstract:
<b>Received:</b> 11 <sup>th</sup> March 2021 <b>Accepted:</b> 30 <sup>th</sup> March 2021 <b>Published:</b> 10 <sup>th</sup> April 2021	Didactic games used in the educational process are short-lived, which increases students' interest in science. In small group games, students develop teamwork and communication skills. The article discusses the didactic games used in mother tongue lessons and the issues of improving students' linguistic competencies through them.

**Keywords:** mother tongue education, didactic games, educational process, competence, linguistic competence, speech, teaching method.

### 1. INTRODUCTION.

As a result of the acceleration of reforms in the renewed Uzbekistan, we can see the further development of the economic and social spheres. Every developed country, first of all, reforms and develops the education system, and considers the training of high-potential personnel as an important issue on the agenda. Therefore, the reform of the educational process, the choice of modern teaching aids and methods is one of the most pressing issues today. Today, the child lives in the information age, the amount of information he receives is growing day by day. This puts a new task in front of the educational process, which is the formation of competence in students. The student is no longer limited to acquiring knowledge, but must be able to apply it in life, to perform the task independently. The formation of competencies in students depends on the chosen method of teaching.

A methodologically correct method increases the effectiveness of the lesson. The learning process and its development and change are effective in an environment of open communication between teacher and student. Didactic games are a great way to learn a complex topic and build knowledge and skills.

### 2. THE MAIN PART.

The strength of a high-rise building is determined by its foundation. If the roof is strong, the building will not lose its beauty and grandeur for a long time. Similarly, the growth and development of a child depends on the comprehensiveness of the knowledge acquired at a young age. A child who has just come to school takes life as an example of a game and connects all activities to the game. He gets tired quickly in activities that require mental work. For primary school students, teaching them in a simple and understandable way, using a wide variety of games in the classroom, will increase the effectiveness of the teaching process and improve the child's life skills.

In foreign and Uzbek pedagogy, there are several definitions of didactic games, which further clarify the content of didactic games.

The book "New Dictionary of Methodological Terms and Concepts" compiled by Russian educators EG Azimomova and AN Shukin describes the didactic games as follows: formation, motivation to learn a language, learning ready-made phrases. Through didactic games, learning objectives are achieved by solving game problems. "

Pedagogical encyclopedias describe didactic play as a game for educational purposes, the main of which is a means of developing speech skills and motivation.

LV Artemova says about the important aspects, tasks and importance of educational games: "The important aspect of didactic games is that learning tasks are presented to children in the form of games. Children do not realize that they are acquiring knowledge, skills in using certain objects and a culture of interaction during play. Each didactic game consists of educational and pedagogical content, game tasks, game actions, play and organizational relations.

Games are not only a didactic tool, but also an educational task that increases children's interest in science and lessons, helps them to understand life, and develops them in science and basic competencies. The attention of young school-age children is rapidly divided. As a result, he quickly deviates from the main activity. Avoiding monotony in the classroom and making effective use of different methods can help children get tired quickly and reduce their motivation to learn. Choosing the right method for the type of course will ensure the success of the learning process. The purpose of each lesson is achieved through the use of visual aids and information and communication tools. The lesson will be fun for all students at the same time. The use of game elements and moving moments is not limited to visual aids during the lesson, but also increases the activity of students. These methods are not only effective in terms of knowledge, but also help students to overcome physical fatigue.

AS Makarenko rightly says that a child does what he does. He considers play to be one of the most important means of education.

During the game, the child's personality becomes clearer. The pros and cons are more pronounced. The didactic game process requires a lot of attention from the teacher. He should study the child carefully and identify any shortcomings in the cognitive process.

Didactic games should be appropriate to the child's life, age and mental capacity. Because the child describes what he saw and knew through play. Play is a necessary part of a growing child's body, and through it children develop organizational skills. There are games that help children develop the skills to help each other and respect each other.

Children's play activities begin in preschool. The use of didactic games in the classroom has a specific educational purpose, which is to draw students' attention to the lesson and to consolidate the knowledge gained.

Didactic games include educational demonstrations, teacher speech, and children's movement. Another positive feature of didactic games is that it brings the teacher closer to the children, in their eyes, not only as educators, but also as true friends. This eliminates the cases of recollection that occur, especially in the early days. Games instill in children a positive attitude towards teachers and learning. Didactic games cultivate the most necessary willpower qualities, such as diligence, perseverance, and the ability to complete the work started. In this case, the games affect the child's emotions, create a positive attitude to the lesson, a sense of interest. Pupils take part in the game with great pleasure, eagerly awaiting its beginning, and involuntarily have a happy view of tomorrow's school day. Even students who are less interested in the lesson and the topic will involuntarily dive into the lesson after the game begins.

### **3. DISCUSSIONS AND RESULTS.**

Individual didactic games help to establish a direct relationship between teacher and student and to gain a deeper understanding of the reasons why children are left behind. Some first-graders, in particular, have some speech problems related to pronunciation. For example, they cannot pronounce sounds such as *r*, *z*, *l*, *y* correctly. Therefore, some of the play exercises used in the primary grades normalize the function of the voice, the airways, and help to pronounce and remember sounds correctly.

The development of students' speech and the elimination of its shortcomings are based on the systematic assignments in the native language classes. In Grade 1 mother tongue classes, it may be helpful to play a variety of games with letters and words that are difficult to pronounce.

In the process of learning to read and write, students complete a number of practical tasks related to the spelling and pronunciation of sounds and letters. They develop pronunciation skills. Work on sounds and letters will continue as the literacy process is completed and students become familiar with their mother tongue as a subject. The first part of the textbook is devoted to "Sounds and letters". There are many exercises that can be done to help students overcome their speech impediments as they explore this section. The use of didactic games has a wider range of possibilities. For example, a teacher could play a "I heard it right" game. Terms of the game are as follows:

The teacher says a few words (saw, Layla, city, flower garden) clearly but very quickly. Students should memorize and repeat these words. The teacher asked, "Who heard correctly?" he asks. The student who stands up will have to answer in full: "I heard right: saw, Layla, city, flower garden." If a student says a word without saying, "I heard it right," he or she is not fulfilling the conditions of the game. This game helps to develop students' hearing, memory, and pronunciation.

Another didactic game used in mother tongue lessons is the Word-for-Word game. This game increases students' vocabulary and teaches them intelligence. In order to participate in the game, the student must have mastered the

topic, otherwise he / she will be left out of the game. The use of this game in the process of learning vocabulary in primary school is very effective.

In particular, it can be used in Exercises 190-191 in Grade 4 to explore the semantic relationship of adjectives. The game is played in the following order. To do this, select several groups of synonyms. For example, *chiroyli, noiloj, barno, dilbar, katta, betashvish, ulkan, g'ussasiz, g'amsiz, ilojsiz, go'zal, chorasiz, suluv, tashvishsiz, yirik* (beautiful, unwilling, charming, carefree, huge, sad, carefree, helpless, beautiful, helpless, beautiful, carefree, big). These words are written on separate pieces of paper and placed on the table. The keywords are selected and given to 4 students. This means that four students stand in four places holding a piece of paper with the keyword written on it.

The rest of the words are mixed up. The class is also divided into four groups, with one keyword attached to each group. For example, group 1 students are asked to find the meaning of the word *beautiful*, group 2 is asked to find the meaning of the word *careless*, group 3 is asked to find the meaning of the word *unwilling*, and group 4 is asked to find the meaning of the word *big*. Group 1 students take turns to find the words *beautiful, oatmeal, and charm* in a mixture of words and place them next to the student holding a piece of paper with the word **beautiful** written on it. The rest of the group continues the game in the same way, that is, they find their place. The teacher checks the ingenuity of the groups and how well they have completed the task. The groups that find their place correctly are given a full score, and the groups that find their place are given a lower score.

The "Wrong Sentence" game is very effective in increasing children's sensitivity, concentration and acquisition of new knowledge. Although the rules of the game are based on pictures, the conditions of the game can be slightly changed. This game can be used to learn and reinforce vocabulary in mother tongue lessons. The teacher chooses one of the word groups, reads several rules related to the group and one incorrect sentence. Students listen carefully and identify the wrong sentence. For example, the teacher reads the rules for the word group "Nouns":

- The phrase "Nouns" "Who?", "What?" answers questions;

- Nouns perform the function of speech;

The suffixes **-li, -dor, -kor** make a noun;

- Nouns form a combination with adjectives.

Students listen carefully to the sentences and say that the suffixes **-li, -dor, -kor** are adjectives.

#### 4.CONCLUSION.

Every activity in the primary school has a great impact on the development of the child's mind and intellect. Therefore, during this period, first of all, if the focus is on the organization and development of the educational process in an interesting, effective way, the goal of the lesson will be achieved. The use of didactic games in primary school mother tongue lessons further develops students' cognitive abilities. Didactic games help to improve the quality of teaching subjects and to develop students' skills of analysis, logical thinking, research, calculation, measurement, construction, testing, observation, comparison, inference, independent decision-making, and group or team work. Organizing elementary school lessons in a fun way can help you easily overcome the difficulties in the learning process. It plays a key role in the lives and activities of primary school children. They try to complete each task or task in a way that matches the game. Experienced primary school teachers can use play as a fun way to organize a new and challenging learning process for children. Educational games not only make the primary education process fun, but also provide mental and physical training for children.

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