

## Using Educational Games in Mother Tongue Lessons

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**Annotation:** *Didactic game technologies are based on activating and accelerating student activity. They are of great importance in identifying and implementing practical solutions to realize and develop the creative potential of the student's personality. The main types of didactic games include intellectual (mental), physical, and mixed games. These games help participants develop mental, physical, moral, psychological, aesthetic, artistic, entrepreneurial, labor, and other skills.*

**Key words:** *Game-Based Learning, Communicative Barriers, Middle School Students, Gamification, Communicative Competence, Interactive Teaching, Humanistic Pedagogy*

### Introduction

In the educational process, didactic games are primarily used to increase students' motivation for learning, enhance their abilities and interests in various areas, and show their inclination toward a particular profession. Didactic games are classified into theoretical, practical, physical, role-playing, work-oriented, and other types.

Currently, computer-based didactic games are gaining a special place. Didactic games are designed to help students develop skills such as analysis, logical thinking, research, calculation, measurement, creation, experimentation, observation, comparison, drawing conclusions, making independent decisions, working in a group or team, teaching morals and etiquette, improving speech, learning languages, acquiring new knowledge, and other activities. Using didactic games in practice aims to achieve educational and training objectives that are difficult to reach by other methods. There are didactic games related to various academic subjects, serving the aim of teaching these subjects effectively. According to general game theory, in classifying all types of existing games, they are divided into functional, thematic, constructive, didactic, and military games.

Among these, didactic games hold a special place because they provide the opportunity to fulfill educational and upbringing tasks. Games are considered the main form of activity for preschool children. This became the basis for researchers in pedagogy and psychology to conduct studies on the educational and upbringing significance of games during this age and to further enhance it.

As a result, from the early 1960s in the USA, and later in other Western countries, work-based games began to be applied. Researchers of work-based games emphasized that this method is one of the most fundamental, effective, and economical educational methods. Another type of didactic games is the brainstorming method, first applied by A. F. Osborn in 1939. This method is also called the idea bank. It is based on solving problems in the following way: - creating a problematic situation; - generating ideas; - checking, evaluating, and selecting the best ideas. The effectiveness of a brainstorming session is determined by how well a group creates the most favorable conditions for participants to identify the problem and provide as many ideas as possible for its solution, sometimes even completely unexpected ones. In this, both the teacher's skill and the students' preparation level are key factors. Organizers of didactic games need to know and follow the technologies for working

with each material used in the games, preparing the appropriate didactic tools, and ensuring safety. Because the quality of didactic tools, their suitability for the intended goals, convenience, and correct use positively affect the effectiveness of lessons.

### **Using Role-Playing and Didactic Games in Lessons**

Special attention is given to the effective use of didactic and role-playing games in organizing modern education. In the educational process, didactic game technologies are applied in the form of didactic game lessons. Such lessons play a unique role in turning the theoretical knowledge acquired by students in a particular activity into practical skills and competencies. In didactic and role-playing game lessons, the knowledge acquisition process of students is harmonized with game activities. For this reason, lessons in which students' learning activities are combined with game activities are called didactic game lessons.

Didactic game technologies are based on activating and intensifying student activity. They are of great importance in identifying and implementing practical solutions to reveal and develop the creative potential in students.

Classification of didactic games.

The use of didactic games in practice is aimed at achieving educational and upbringing goals that are difficult to accomplish by other means. There are didactic games related to various subjects, which serve the purpose of teaching these subjects effectively.

Nowadays, a number of game-based technologies have been created that are extremely convenient to use in the educational process. Didactic game-based technologies help ensure the effectiveness of the educational process, stimulate certain activities in students, and contribute to the formation of knowledge, skills, and abilities while making efficient use of time and accelerating learning. Using game-based technologies also increases a person's interest in a particular activity.

A person has the opportunity to demonstrate their abilities, interests, knowledge, and individuality, to consolidate their position in social life, and to develop self-management skills. In addition, didactic game-based technologies help cultivate certain moral and volitional qualities in students. When organizing didactic game-based lessons, the following didactic requirements should be observed:

1. Didactic game-based lessons should aim to achieve the educational, upbringing, and developmental objectives and tasks specified in the curriculum.
2. They should focus on important problems and solve them during the game.
3. They should align with the principles of educating a well-rounded individual and adhere to Eastern manners and ethical norms.
4. The structure of the game should follow a logical sequence.
5. Didactic principles should be followed in these lessons, achieving maximum results with minimal time spent.

According to general game theory, when classifying all types of existing games, they are divided into functional, thematic, constructive, didactic, and military games. Among these, didactic games hold a special place due to their ability to fulfill educational and instructional tasks. Didactic game-based lessons can be categorized according to the students' acquisition of knowledge and the integration of play activities into: role-playing games, creative games, business games, and conference-style game exercises. Games are considered the main form of activity for preschool-aged children. This has served as the basis for pedagogical and psychological researchers to study and further enhance the educational and developmental significance of play during this age period. As a result, from the early 1960s in the USA, and later in other Western countries, business games began to be implemented.

Researchers of work games have emphasized that this method consists of the most fundamental,

effective, and cost-efficient teaching methods. Another type of didactic games is the brainstorming method, which was first used by A.F. Osborn in 1939. This method is also called an idea bank. It is based on solving problems as follows: - creating a problematic situation; - generating ideas; - checking, evaluating, and selecting the best ideas. Some non-traditional lesson forms where didactic game technologies are implemented include: The work game lesson - a form of lesson where students actively participate in solving tasks on the lesson topic, providing an exercise in mastering new knowledge. The role-playing lesson - a lesson for reinforcing knowledge, based on assigning students predetermined roles for the purpose of studying tasks on the lesson topic and having them perform these roles during the lesson process.

**Dramatized lesson** - a lesson that provides deep and precise information on the lesson topic by organizing scenes related to the lesson theme.

**Computer lesson** - a lesson conducted based on computer materials (multimedia, virtual learning courses, etc.) related to the subject matter of the respective academic discipline.

**Auction lesson** - a lesson where students demonstrate how much knowledge they have on a particular section of the subject.

**Fair lesson** - a lesson conducted by students who have previously studied parts of the lesson, explaining them to the class in an engaging way through interaction.

**Formulas lesson** - a lesson that involves exercises in the form of various games to help students thoroughly master formulas.

**Game lesson** - a lesson that organizes students' learning through a game that matches the lesson topic.

**"Court" lesson** - a lesson that explains a new topic by organizing a "court" process with students that aligns with the lesson topic.

**Concert lesson** - exercises in presenting the lesson topic in the form of a staged concert, allowing students to be active and reinforcing their knowledge.

**"Investigation led by the knowledgeable" lesson** - exercises where students who have thoroughly studied the lesson topic in advance explain it through interesting questions and answers, and analyses, providing opportunities for students to grasp and remember the lesson topic.

**Integrated lesson** - a lesson organized on topics suitable for multiple subjects and integration, increasing students' interest in various subjects and ensuring their activity in the learning process. Such lessons help students fully understand the scientific foundations of the structure of the universe, shape their scientific worldview, and develop their creative thinking by teaching them interdisciplinary connections.

**The "Field of Miracles" lesson** is an engaging game conducted with students, where they answer various questions correctly within a set time and encourage the winners, fostering qualities in students such as thinking, ingenuity, alertness, and expanding their knowledge. When selecting didactic games, the age, knowledge, and level of upbringing of the participants are taken into account. Each didactic game session has its own specific safety requirements. Full compliance with these safety requirements must always be a priority for every organizer. In addition, it is necessary to know the specific principles for correctly determining and adhering to the amount of time spent on each didactic game, and to apply them in accordance with the lesson's objectives.

## Conclusion

The teacher-pedagogue should first prepare students for individual (one-on-one) games, then for group games, and conduct them. After the game is successfully completed, they should prepare them for mass games. This is because students need to have the necessary knowledge, skills, and abilities to actively participate in didactic game sessions, and in addition, cooperation and mutual assistance should develop among the group members.

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