ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

ORGANIZING DIDACTIC GAMES IN PRIMARY GRADES

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Abstract: This article covers the content, importance and methodological foundations of organizing didactic games in primary schools. Didactic games are interpreted as an effective tool that helps to increase the cognitive activity of students in the educational process, develop independent thinking, and easily master the educational material. The work analyzes the types of didactic games, methods of their use in the lesson, and the role of the teacher in this process. Also, the role of game educational technologies in the formation of motivation, creativity, and teamwork skills in students is shown through examples. This study is aimed at activating the educational and cognitive activities of students in primary education and improving the quality of education.

Keywords: teacher, primary education, methodology, rule, innovation, primary school, didactic game, activity, concept, student, memory, observer.

It is good for primary school teachers to use various didactic games to organize each lesson. Because the school period is a rather difficult period in the life of 6-7-year-old children, and children face serious tests. The child enters a new life - school life. Now he is forced to feel like a member of a new team, to obey discipline, to adapt to a new regime. Despite the fact that the child is young, now he has many necessary tasks, such as studying at school, doing homework, studying complex materials. It is important that the transition from play to school, to daily compulsory and continuous work is a fundamental turning point in the child's life. Even for children who come from preschool institutions, this is not easy. And for children who come to school from home, it is even more difficult. Especially since sitting in a 40-45-minute lesson in the classroom, listening and completing assignments, and long mental work quickly tire the child. The child may become cold from school and study. That is why teachers should strive to organize children's school life in an interesting way, to create and develop motivation. Motivation does not arise on its own. It can be created through didactic games and independent work appropriate to the age and psychological characteristics of children. Especially in the process of primary education, it is effective to attract students to the lesson as a result of conducting lessons in an interesting way using pedagogical technologies. In such lessons, children are fully engaged, their memory works well. Motives help students to deeply master knowledge. Therefore, primary school teachers should pay attention to organizing the educational process on the basis of interesting motives.

The emergence of the concept of "pedagogical technology" is associated with the emergence of the first organizational and methodological forms of education. Individual education is the most ancient organizational form of the educational process, which first appeared in ancient Greece. The teacher worked with one student, directly organizing, directing, and controlling education. The teacher read texts or taught them to his children. By memorizing rules and definitions, performing physical exercises, and playing one or another tune on musical instruments, children acquired knowledge about life, art, oratory, and physical culture. Later, individual education was replaced by group education. By the Middle Ages, memorizing rules, performing exercises

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of the same type, oral questioning, and at higher levels, lectures and discussions began to become the leading methods of education. This gradually gave rise to the classroom system and paved the way for the emergence of new technologies.[6]

1. Pedagogical influence. Pedagogy does not create its methods from scratch. It selects from life real factors of human behavior, those that meet the tasks of pedagogically expedient organization of children's lives, and uses them as methods of pedagogical influence in educational work. The methodology of pedagogical influence consists of a system of tools that serve to organize the socially useful activities of children in a pedagogically expedient manner. These tasks are aimed at the personality of the child, stimulate the behavior of children, turn difficult and complex tasks into a source of joy, creative pleasure, and the personal interest of each student.

2. The main methods of pedagogical influence. The main methods of pedagogical influence are persuasion, demand, prospect, incentive and punishment, public opinion. The result of mutual influence is persuasion. It is divided into true and false types. Trust consists of 3 components: 1. Knowledge; 2. Feeling; 3. Behavior. It is carried out through understanding - experience - acceptance. The forms of persuasion are: lecture, debate, discussion, conversation, storytelling, reasoning, showing (demonstrating), personal example. Pedagogical demand is one of the most widely used methods in the educational process, which is manifested in personal relationships between the educator and the student. It is necessary to be able to distinguish between demand, which is a method of pedagogical influence, and unified pedagogical requirements as a method of organizing a team. If unified pedagogical requirements provide the content of stimulating children's socially useful activities, ways to achieve unity of actions of educators and children in uniting the team, then the demand consists of norms of behavior and activity, methods of implementing them in children's actions and work. Perspective is a very effective method of influence, which provides children with interesting and exciting goals by setting them interesting goals, which become their personal aspirations, interests and desires. This method helps to form in schoolchildren one of the most important qualities of a person - goal-orientedness. Encouragement and punishment are the most traditional methods of upbringing, which provide correction of the behavior of pupils, that is, additional encouragement of useful actions and cessation of undesirable actions of pupils, using the method of expanding or restricting their rights and duties, and exerting moral influence on them. Since the method of encouragement and punishment has its own characteristics, it is necessary to be very careful when using it. Public opinion is a powerful method of influence, ensuring comprehensive and systematic stimulation of socially useful activities of students, and more fully implementing the educational tasks of the team. A prerequisite for the effective use of pedagogical methods of influence is the truly humane attitude of pedagogy towards students.

3. The role of pedagogical influence in education. In the current period of our republic's independence, deep, reasonable and general demands are made on the individual, but on the other hand, great respect is shown to the individual. Combining these demands on the individual and respect for him is a two-fold necessary condition, which is the true humanity of the teacher's attitude towards children.

The Concept of Primary Education clearly defines the goals and objectives of primary education. Thus, identifying and developing the hidden potential of children's minds and thinking from the very beginning of education prepares children of primary school age not only

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for the successful mastering of new opportunities and educational material, but also for solving life problems, and increases students' interest in the learning and educational process. Therefore, in extracurricular reading lessons in primary education, the use of innovative technologies such as - SWOT - analysis method, - FSMU technology, - Charkhpalak, - Svetafor, - Snow flakes - Concept analysis develops logical thinking in students. In extracurricular reading lessons, conversation is used both in discussing a read book and in recommending a new book; conversation elements help to separate the main content from the read work, determine the sequence of events, time and place of occurrence, and their connection. When formulating questions for the conversation, students' independence, additional answers from life, other books read, are taken into account. In extracurricular reading lessons, a special place is given to interesting exercises. Such lessons may include a literary quiz (a question and answer game on a topic), the best essays, illustrations, riddles, competitions, compilation of riddle albums, unprepared collective or individual storytelling, deep-meaning sayings (words of wisdom) of writers, proverbs, and anecdotes about the lives of students.[7] Sometimes teachers constantly conduct interesting activities using innovative technologies in such lessons, such as “Minute of Humor”, “5 Seconds to Think”, “Find Riddles”, and “Knowledge Club”.[1]

In conclusion, the use of innovative technologies in the lesson process, unlike the traditional system of education, is based on the student’s activeness in each process of the lessons based on innovative technologies, taking into account their independent activity and ability to master the material, and their full involvement in the educational process. The difference between a lesson based on innovative pedagogical technologies and a traditional lesson is that it creates an atmosphere of freedom for the student. This opportunity lies in creating a friendly learning environment by asking questions without putting any pressure on the student and without touching his personality. Various teaching technologies, such as pedagogical games, interesting puzzles, and pictorial rebuses, form the ability to increase students' interest in learning lessons. It is advisable to explain to students the essence and content of using innovative pedagogical technologies in organizing modern education, and to achieve the formation of certain ideas in them.[3] In order to achieve the expected result in innovative pedagogical technologies, it is not only the teacher who sets himself the task of planning the implementation and effectiveness of the intended goal, based on the personal needs, requirements, and characteristics of the students.

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