THE EFFECTIVENESS OF USING DIDACTIC GAMES IN NATIVE LANGUAGE LESSONS IN PRIMARY GRADES.

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Annotation

This study is devoted to determining the effect of using game technologies in teaching native language subjects to primary school students. Oral survey, various didactic games, digital games and visual materials were used. The results showed that game-based lessons increased students' interest in the subject by 95%, and the average mastery of the subject was 91%. The results of the study confirm that didactic games are an effective pedagogical tool in primary education.

Keywords: didactic games, game technologies, primary education, native language teaching, person-centered approach, learning activity.

Introduction

Primary grades are the most important stage in the formation of a child's intellectual and creative abilities. At the same time, traditional teaching methods do not sufficiently correspond to the psychological characteristics of modern children. As a result, problems such as a decrease in students' interest in the lesson, lack of activity, and poor assimilation of knowledge arise. Game technologies are recognized as one of the most effective tools in solving these problems. According to T.V. Emelyanova, G.A. Medyanik, “a game is an educational tool in which the teacher uses free activity in imaginary and real situations as a means of shaping the student's personality, directing him to the development of positive personal qualities.”[1]

Making the learning process interesting and interactive through games increases the natural activity of children, helps to understand and remember knowledge more deeply. The purpose of the study: To study experimentally and scientifically

substantiate the pedagogical effectiveness of game technologies in teaching the native language in primary grades.

Methods

-Determine the needs and interests of students in the organization of the lesson;

-Test the effectiveness of various games: "Open the Gift"[2], "Five Minutes"[3], oral questionnaire.

-Assess the level of mastery of the topic using games.

Results

An oral questionnaire and the above game were used to determine the effectiveness of game technologies in the educational process.

	Positive result	Unsatisfactory result
Oral questionnaire	95%	5%
The game “Open the gift”	86%	14%
The game “Five minutes”	91%	8%
CONCLUSION	91%	9%

According to the overall result, the level of student activity and mastery of the topic in the lessons where game technologies were used was on average 91%. Didactic games had a positive effect on concentration and long-term retention of information. When lessons were organized using game technologies, student activity and mastery were on average 91%.

Analysis.

The empirical results obtained confirm that didactic games significantly increase the effectiveness of teaching the native language in primary grades. During the game process, children feel free, develop creative thinking skills, and develop the ability to solve problems independently or in collaboration. It was observed that group games gave much higher results than individual traditional methods. Interdisciplinary integration and the use of modern digital tools further increased the motivation of students.

Discussion

The widespread introduction of game technologies in primary education is the most promising way to make the learning process effective, interesting and productive. This approach ensures not only the acquisition of knowledge, but also the personal development of children.

References

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