ENHANCING ENGLISH LEARNING OF FIRST GRADE STUDENTS THROUGH GAME TECHNOLOGIES

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BIRINCHI SINF O'QUVCHILARI UCHUN O'YIN TEXNOLOGIYALARIDAN FOYDALANGAN HOLDA INGLIZ TILINI O'RGANISH SIFATINI OSHIRISH

ПОВЫШЕНИЕ КАЧЕСТВА ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИМИСЯ ПЕРВОГО КЛАССА С ПОМОЩЬЮ ИГРОВЫХ ТЕХНОЛОГИЙ

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Abstract

The use of game technologies in modern primary education is an important pedagogical tool for activating students' learning activities. Especially since first-graders are psychologically inclined to game activities, the use of game elements in the educational process is of great importance. This article analyzes the main types of game technologies used in first-grade classes and their importance in the

educational process. The results of the study show that didactic games, role-playing games, interactive games, and digital game technologies increase students' interest in the learning process and develop their cognitive and social skills.

Keywords: game technologies, primary education, didactic games, interactive education, first grade.

Annotatsiya

Zamonaviy boshlang'ich ta'lim jarayonida o'yin texnologiyalaridan foydalanish o'quvchilarning o'quv faoliyatini faollashtirishda muhim pedagogik vosita hisoblanadi. Ayniqsa, birinchi sinf o'quvchilari psixologik jihatdan o'yin faoliyatiga moyil bo'lgani sababli ta'lim jarayonida o'yin elementlaridan foydalanish katta ahamiyatga ega. Mazkur maqolada birinchi sinf darslarida qo'llaniladigan o'yin texnologiyalarining asosiy turlari hamda ularning ta'lim jarayonidagi ahamiyati tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, didaktik o'yinlar, rolli o'yinlar, interaktiv o'yinlar hamda raqamli o'yin texnologiyalari o'quvchilarning bilim olish jarayoniga bo'lgan qiziqishini oshiradi va ularning kognitiv hamda ijtimoiy ko'nikmalarini rivojlantiradi.

Kalit so'zlar

o'yin texnologiyalari, boshlang'ich ta'lim, didaktik o'yinlar, interaktiv ta'lim, birinchi sinf.

Аннотация

Использование игровых технологий в современном начальном образовании является важным педагогическим инструментом для активизации учебной деятельности учащихся. Особенно учитывая психологическую предрасположенность первоклассников к игровым занятиям, использование игровых элементов в образовательном процессе имеет большое значение. В данной статье анализируются основные типы игровых технологий, используемых в классах первого класса, и их значение в образовательном процессе. Результаты исследования показывают, что дидактические игры, ролевые игры, интерактивные игры и цифровые игровые технологии повышают интерес учащихся к учебному процессу и развивают их когнитивные и социальные навыки.

Ключевые слова

игровые технологии, начальное образование, дидактические игры, интерактивное образование, первый класс.

Introduction

In the modern education system, the use of effective pedagogical technologies in teaching primary school students is of great importance. Especially since first-graders are in a period of new adaptation to school education, it is necessary to organize the educational process taking into account their psychological and age characteristics. Therefore, organizing the lesson process in an interesting, interactive and student-active manner is an important pedagogical task.

In primary education, game activity is considered an important tool for effectively organizing the learning process of students. According to the psychologist Lev Vygotsky, game activity plays an important role in the mental development of children, and they actively explore the environment and acquire new knowledge during the game process[11]. Also, the American educator John Dewey emphasizes that the use of activity-based methods, including game elements, in the educational process helps students to acquire knowledge more deeply[12]. Modern pedagogical research also confirms the importance of game technologies in the primary education process. Lessons organized on the basis of games increase students' interest in learning activities, develop their independent thinking and communication skills.

The purpose of this article is to analyze the main types of game technologies used in first-grade lessons and highlight their importance in increasing educational effectiveness.

Literature Review

The use of game technologies in the process of primary education has been studied by many pedagogical and psychological scientists. According to researchers, game activity plays an important role in the cognitive, social and emotional development of children. Representatives of the English pedagogical school emphasize the effectiveness of game-based education. For example, John Dewey emphasized that the educational process should be activity-based and noted the need for students to acquire knowledge through active experience[13]. Jerome Bruner also emphasized that children form knowledge in the process of active learning, and showed that game- and experience-based education develops their thinking[14].

Representatives of the Russian pedagogical school have also extensively studied the importance of game technologies in the educational process. Psychologist Lev Vygotsky emphasized that game activity is an important factor in

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[11] Vygotsky, Lev S. Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978. 159 p.

[12] Dewey, John. Experience and Education. New York: Macmillan, 1938. 116 p.

[13] Dewey, John. Experience and Education. New York: Macmillan, 1938. 116 p.

[14] Bruner, Jerome. The Process of Education. Cambridge, MA: Harvard University Press, 1960. 97 p.

the mental development of children and notes that during the game process the child gains social experience[15]. Also, pedagogical scientist Galina Selevko evaluates game technologies as one of the pedagogical technologies that activate the educational process, indicating their importance in developing students' cognitive activity[16].

Uzbek scientists are also studying the issue of using interactive methods in the primary education process. For example, Jamol Jalolov emphasizes that the use of active methods in the educational process develops students' independent thinking[17].

Research Methods

This study used several scientific methods to determine the effectiveness of using game technologies in first-grade lessons. Theoretical and applied research methods were used in the research process.

First, the scientific literature on the use of game technologies in primary education was studied and analyzed using the theoretical analysis method. In this process, scientific sources, textbooks, and scientific research in the field of pedagogy and educational methodology were analyzed. This method helped to determine the theoretical foundations of the research topic. The observation method was also used. During the study, lessons using game technologies in first-grade lessons were observed and students' participation in these activities and their activity in the lesson process were analyzed. During the observation process, students' interest in game activities, the level of participation in the lesson process, and indicators of knowledge acquisition were studied[18].

In addition, the interview method was used. Interviews were conducted with teachers to learn about their experience in using game technologies and their opinions on the effectiveness of these methods in the educational process. In the process of summarizing the research results, analysis and comparison methods were used. Through these methods, the results of lessons using game technologies were compared with traditional lessons and their impact on educational effectiveness was assessed.

Results

During the research, it was found that the use of game technologies in first-grade lessons has a positive effect on students' learning activities. The results of the observation showed that in lessons organized on the basis of game elements,

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[15] Vygotsky, Lev S. Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978. 159 p.

[16] Селевко Г.К. Современные образовательные технологии. Москва: Народное образование, 1998. 256 с.

[17] Jalolov, Jamol J. Chet til o'qitish metodikasi. Toshkent: O'qituvchi, 2012. 250 b.

[18] Piaget, Jean. Play, Dreams and Imitation in Childhood. New York: Norton, 1962. 296 p.

students' interest in the lesson increased significantly. In particular, through didactic games, students understood new topics more easily and actively mastered knowledge.

During the research, students' activity in the lesson process was also analyzed. According to the results, most students actively participated in lessons using game technologies. Group games and role-playing games also helped students develop teamwork skills. Students began to freely express their thoughts by performing tasks together and communicating with each other.

Also, game technologies facilitated the process of students' mastery of knowledge. In the lessons organized through interactive games, students had the opportunity to understand the topic faster and consolidate the learned material. As a result, it became easier to maintain students' attention during the lesson. In general, the results of the study showed that the use of game technologies increases the effectiveness of primary school lessons. The educational process organized on the basis of games increases students' motivation and activates their cognitive activity.

Analysis

Analysis of the research results showed that the use of game technologies in first-grade lessons significantly activates the cognitive activity of students. Games-based activities increase students' interest in the lesson process and ensure their active participation. In particular, through didactic games, students more easily accept new knowledge and consolidate it in the process of practical activities. The analysis showed that the use of game technologies helps to maintain students' attention for a longer time. In traditional lessons, students can quickly get tired or lose attention, but when game elements are used, the lesson process becomes interesting and interactive. This increases students' motivation for learning[19].

In addition, group games play an important role in developing students' social and communicative skills. During the game, students have the opportunity to work together, express their opinions and communicate with other students. This process helps to develop their ability to work in a team. The use of game technologies is one of the important tools for the effective organization of the primary educational process. These methods facilitate the process of students' assimilation of knowledge and have a positive effect on their creative and intellectual development.

Discussion

The discussion of the research results shows that the use of game technologies in first-grade lessons is an important pedagogical tool for activating students' learning activities. Lessons organized on the basis of games increase students'

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[19] Krashen, Stephen. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. 202 p.

interest in the lesson and ensure their active participation in the educational process. In particular, through didactic games, students more easily accept new knowledge and consolidate it in the process of practical activity.

These results are also consistent with pedagogical research. Psychologist Lev Vygotsky emphasized that game activity plays an important role in the mental development of children, noting that children actively acquire new knowledge during the game process. John Dewey also emphasizes that the use of activity-based methods in the educational process helps students to acquire knowledge more deeply.

In the discussion, it can also be noted that game technologies also help develop students' social and communicative skills. Through group games, students learn to work in a team, express their opinions freely, and cooperate with others. This has a positive effect on their personal development. The use of game technologies serves to organize the primary education process more effectively. These methods increase the motivation of students, making the learning process interesting and effective.

Conclusion

In conclusion, the use of game technologies in first-grade lessons is an important pedagogical tool for increasing the effectiveness of the educational process. The results of the study showed that didactic, role-playing and interactive games increase the activity of students in the lesson process and facilitate their assimilation of knowledge. Lessons organized on the basis of games increase students' interest and help develop their cognitive and social skills. Therefore, the effective use of game technologies in the primary education process is of great importance in increasing student motivation and improving the quality of education.

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