

## **FORMATION OF PROFESSIONAL ORIENTATION OF STUDENTS THROUGH DIDACTIC GAMES IN MUSIC LESSONS IN PRIMARY GRADES**

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### **Abstract**

This article highlights the issues of forming professionally oriented competencies of students through the use of didactic games in music lessons in primary grades. The significance of game technologies in the educational process, their influence on students' interest, creativity, and motivation for choosing a future profession are scientifically and theoretically substantiated. Also, effective didactic games used in music lessons and their pedagogical possibilities were analyzed.

### **Keywords**

didactic game, music education, primary school, career guidance, competence, creativity, pedagogical technology, motivation

Introduction. In the modern education system, one of the important tasks is not only equipping students with knowledge, but also preparing them for life and career guidance. Especially at the initial stage of education, it is important to identify and develop the interests, inclinations, and abilities of children.

Music lessons, along with the formation of students' aesthetic taste, develop their creative thinking. The use of didactic games in this process increases student activity, serves to organize the lesson interestingly and effectively. In particular, the method of teaching through games serves as an important tool in awakening students' interest in various professions.

Main part. The pedagogical essence of didactic games. Didactic games are purposeful game activities that serve the formation of knowledge, skills, and abilities in the educational process. They are organized in accordance with the age characteristics of students and contribute to increasing the effectiveness of education.

For elementary school students, game activity is the leading one. Therefore, the use of didactic games in music lessons plays an important role in attracting students to the lesson, concentrating their attention, and developing independent thinking.

## The Role of Didactic Games in Music Lessons

Didactic games used in music lessons yield effective results in the following areas:

- development of musical hearing;
- formation of a sense of rhythm;
- development of creative thinking;
- formation of stage culture and teamwork skills.

For example, games such as "Who sang?," "Find the melody," "Continue the rhythm" not only develop students' musical thinking, but also involve them in creative activity.

### Career guidance through didactic games

Didactic games are an effective tool not only for imparting knowledge, but also for career guidance of students. In music lessons, one can show interest in the following professions:

- singer;
- composer;
- conductor;
- music teacher;
- sound engineer.

For example, through the game "I am a conductor," students take on the role of an orchestra conductor. This forms leadership and creative thinking skills in them.

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Through the game "Find a Profession," information about various musical professions is provided, and students try to identify a profession that meets their interests.

### Effectiveness of didactic games

Practical experience shows that didactic games:

- increases students' interest in the lesson;
- helps to consolidate knowledge;
- strengthens social activity;
- forms a conscious approach to career choice.

Also, in the process of play, students demonstrate their abilities, which serves as an important factor in choosing their future profession.

Didactic games are one of the effective pedagogical tools that serve to increase the activity of students in the educational process, consolidate knowledge, and direct them to independent thinking. Unlike traditional teaching methods, they transform the student from a passive listener into an active participant. Especially at the initial stage of education, teaching through games corresponds to the age characteristics of children and allows for easy and interesting acquisition of knowledge.

Didactic games are based on a specific goal. These games are not organized randomly, but are aimed at solving specific learning tasks. Each game is distinguished by its rules, tasks to be performed, and expected results. In this respect, they play an important role in monitoring, consolidating, and expanding students' knowledge.

Such games stimulate students' cognitive activity, help them concentrate, and prevent boredom during the lesson. During the game, the student freely expresses their thoughts, tries to find solutions to problem situations, and through this, their thinking develops. In particular, team games develop in students such qualities as cooperation, mutual respect, and responsibility.

Didactic games can be organized in various forms. Among them are role-playing games, games based on logical tasks, quick question-and-answer sessions, and tasks requiring a creative approach. This diversity allows the teacher to organize the lesson meaningfully and interestingly.

The use of didactic games in the educational process expands the range of students' interests. Through them, students test their abilities, demonstrate hidden talents, and actively acquire new knowledge. At the same time, the knowledge acquired through games is retained in memory for a long time, since it is assimilated in connection with practical activity.

Therefore, the appropriate and purposeful use of didactic games requires great pedagogical skill from the teacher. When choosing a game, it is necessary to take into account the age characteristics of the students, the content of the topic, and the purpose of the lesson. Properly chosen and carefully organized games significantly increase the effectiveness of learning.

In general, didactic games, as an effective means of education, serve the intellectual, social, and creative development of students and are an integral part of modern lessons.

Another important aspect of didactic games is that they positively influence the emotional state of students. A positive atmosphere is created during the lesson, and students' self-confidence increases. This improves their attitude towards learning and strengthens their inner need for knowledge.

Conclusion. In conclusion, the use of didactic games in music lessons in primary grades not only develops students' musical knowledge and skills, but also serves as an important pedagogical tool in their career guidance. Through didactic games, students develop such important competencies as creativity, independent thinking, teamwork, and interest in the profession. Therefore, the widespread use of modern pedagogical technologies in music lessons, in particular, didactic games, serves to increase the effectiveness of education.

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