

## DIDACTIC GAMES AND PRACTICAL APPROACHES IN TEACHING SYNOTES, FORMATIVES AND ANTHEM IN PRIMARY GRADE MOTHER LANGUAGE LESSONS

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### **Abstract**

This article analyzes the effectiveness of using didactic games in teaching synonyms, antonyms and synonyms in primary school native language classes. The study examined the importance of an approach based on game technologies in developing students' communicative competence, vocabulary and speech activity. The results showed that the level of knowledge acquisition in the group where didactic games were used was higher than in traditional teaching methods. In addition, the article describes effective practical approaches that can be used in the process of teaching lexical units.

### **Key words**

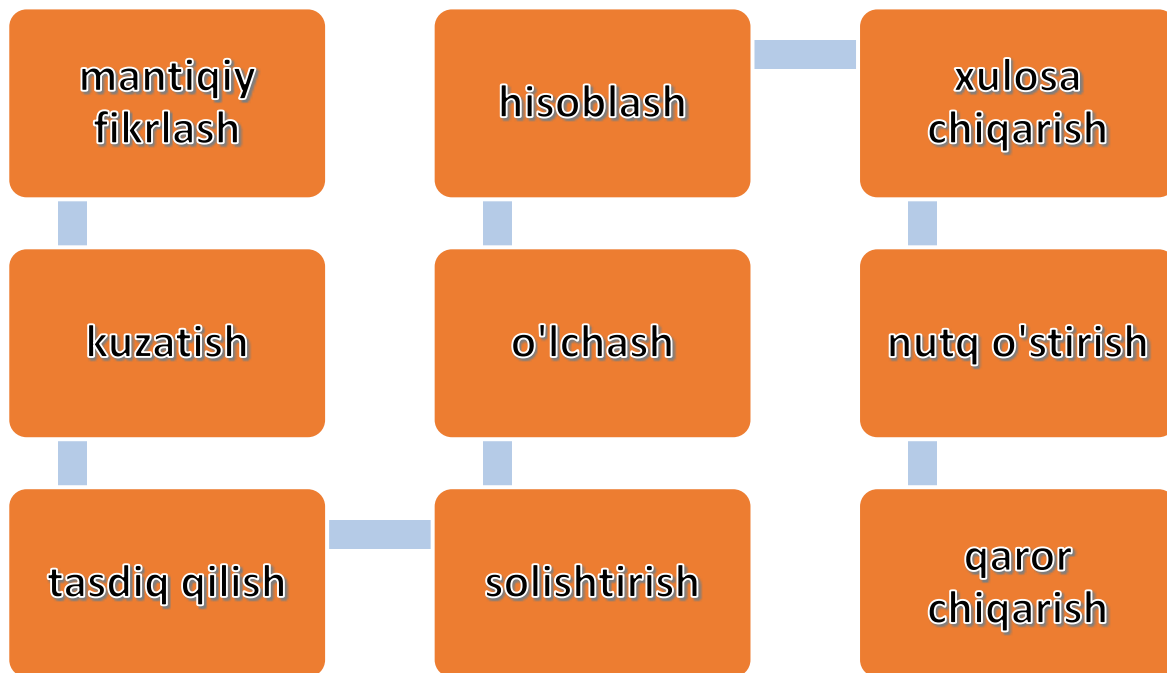
didactic games, lexical units, synonyms, homonyms, antonyms, interactive methods.

The introduction of modern pedagogical and information and communication technologies of teaching the native language in the system of continuous education is impossible without modern methods. The following methods are recognized as the most basic of modern methods: modular educational technology, collaborative learning technology, problem-based learning technology, interactive method technology, didactic game technology and test lessons. The educational process, its development and change are effective in an atmosphere of open communication and trust between the teacher and the students of the class. The game is a huge bright window through which a life-giving stream of ideas and concepts about the world around the child flows into the spiritual world.[1]

Games used in the educational process are designed for a short time, accustom students to group exercises, and do not require prior preparation. During games, the activity of small groups increases, and the attention of educational participants is fully focused on the work (educational process). Through games, students can be given new knowledge, develop skills, and stimulate the creative abilities of small group members. Games can be held at the beginning or end of the lesson.

Pedagogical research has repeatedly emphasized the positive impact of didactic games on educational effectiveness. Game activity increases the cognitive

activity of students, develops their independent thinking, and consolidates knowledge for the long term. In the words of V.A. Sukhomlinsky: "Full-fledged mental development does not exist and cannot exist without games." [2]



The following types of activities are formed in the didactic game:

The use of interactive methods in teaching lexical units helps students distinguish between word meanings, use them correctly in speech, and develop their communicative skills. However, there are not enough methodological recommendations for the systematic organization of this process in primary grades. Therefore, a small study was conducted among 3rd grade students. Control and experimental groups were formed, the study lasted 4 weeks, and methods such as observation, pre- and post-tests, and didactic games were used during the study.

1-jadval.

KO'RSATKICH	Nazorat guruhi	Tajriba guruhi
Pre-lesson mastery	62%	60%
Mastering after class	68%	78%
Growth rate	+6%	+18%

The results showed that in the experimental group using didactic games, the level of students' mastery increased 3 times higher than in the traditional method. The observations revealed the following:

Students participated more actively in the lesson;

The ability to use words in context developed;

The ability to think independently and respond quickly increased.

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typed in 14-point Times New Roman font, separated into a separate paragraph. It is recommended to use 10-point for tables. Tables, graphs, and other such figures should be named in the middle of the line where they are given, such as Table 1/Diagram 1, etc.

The results of the study showed that the approach based on didactic games is more effective than traditional methods in teaching synonyms, antonyms, and synonyms to primary school students. In particular, the significant increase in the level of mastery in the experimental group confirms the role of games as a means of stimulating students' cognitive activity. Several factors are important in explaining these results. First, didactic games transform students from passive listeners into active participants. This increases their level of involvement in the lesson process and serves to consolidate knowledge. Second, the contextual presentation of educational material through games allows for a deeper understanding of the meanings of words. As a result, students not only memorize words, but also learn to use them correctly in speech.

Games can be divided into 7 types based on their purpose:

1. Games aimed at creating a healthy environment for group work: - help group members get to know each other; - create a desire to work as a group; - ensure that group members feel free, relieve fatigue.

2. Games aimed at identifying common interests: - help to quickly restore the internal relations of group members (by identifying common interests, dreams); - help new members (students) to adapt to new conditions.

3. Games supporting group unity: - help to establish norms of interaction; - are aimed at strengthening the unity and cohesion of the group.

4. Connecting games: - provide a smooth, natural transition from one topic to another; - serve to connect different concepts; - activates the stage of completing the study of a new topic.

5. Motivational games: - encourage group work; - help to discuss complex topics; - help to "take a breath" during the lesson and continue the work.

6. Games that stimulate creativity: - help to look at the world with different eyes, use innovative methods in education; - game participants discover new aspects of themselves, develop the ability to accept innovation.

7. Final games: - help to complete the study of major topics, consolidate the acquired knowledge and skills; - teach to evaluate and respond to innovative methods of education.[3]

Also, as observed during the study, didactic games have a positive effect on the development of students' communicative competence. During the game, students try to express their thoughts freely, which increases their speech activity. In particular, role-playing games and tasks requiring a quick response develop students' independent thinking and quick decision-making skills. In conclusion, teaching synonyms, antonyms, and synonyms in primary school native language textbooks plays an important role in the speech and thinking development of students. Teaching these lexical units on the basis of didactic games and practical approaches serves to organize lessons in an interesting and effective way. Game

technologies increase students' interest in the subject and encourage them to participate actively. Practical tasks, in turn, provide an opportunity to apply the acquired knowledge in real speech situations. As a result, students' vocabulary expands, and they develop the skills to correctly understand and appropriately use word meanings. This process also has a positive effect on the development of independent thinking, communication, and creative approach competencies. Therefore, the systematic use of didactic games and practical approaches in native language education is one of the important factors in improving the quality of education.

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