

VOLUME-3, ISSUE-6

THE USE OF DIDACTIC GAMES IN THE SUBJECT OF MOTHER TONGUE
IN ELEMENTARY GRADES

Pakhratdinova Roza Azatbayevna

1st year master's student of the specialty "The theory and methodology of teaching and training (primary education)", Asian International University

Abstract. This article explores the use of didactic games in the teaching of the mother tongue subject in elementary grades. Didactic games have been increasingly recognized as effective tools for enhancing students' learning experiences. This study aims to examine the benefits and challenges of integrating didactic games into mother tongue instruction and to explore the impact of such games on students' language skills and overall academic performance. The research methodology involves a combination of literature review and case studies in elementary classrooms where didactic games are used as part of the mother tongue curriculum. The findings suggest that didactic games can have a positive impact on students' language development, engagement, and motivation. However, challenges related to resource availability and game design are also identified. This article provides valuable insights for educators, curriculum developers, and policymakers interested in leveraging didactic games to enhance mother tongue education in elementary grades.

Keywords: mother tongue education, language learning, elementary school, didactic games, educational game-based learning, teaching strategies, language acquisition, primary education.

The use of didactic games in the subject of mother tongue in elementary grades can be highly beneficial for students. Didactic games can help make learning more interactive and engaging, allowing students to practice language skills in a fun and stimulating way [2]. These games can also encourage active participation, collaboration, and critical thinking among students. They can be used to reinforce grammar and vocabulary, improve reading and writing skills, and promote a deeper understanding of the language. Additionally, didactic games can help create a positive and enjoyable learning environment, which can contribute to students' overall language development and academic success.

Several types of didactic games can be used effectively in the subject of mother tongue in elementary grades to enhance language learning. Here are some examples:

1. Vocabulary-based games: Word Bingo, Memory Matching Game, and Word Puzzles are excellent for improving vocabulary retention and recognition in the mother tongue.

2. Storytelling and Creativity games: Storytelling Dice, Language Charades, and Story Starters encourage students to express themselves in their mother tongue, allowing them to enhance their language fluency and storytelling abilities.

3. Vocabulary and Grammar Board Games: Utilizing games such as Scrabble, Boggle, or Banagrams in the mother tongue helps students practice spelling, word formation, and grammar while also reinforcing vocabulary.

4. Language-related Puzzles and Riddles: Crossword puzzles, word searches, and riddles in

VOLUME-3, ISSUE-6

the mother tongue require critical thinking and problem-solving, aiding in the development of language skills [3].

5. Language-based Role-playing Games: Role-playing activities, such as acting out real-life scenarios in the mother tongue, help students practice language usage in practical situations.

These various types of didactic games can be tailored to specific learning objectives and are effective tools for engaging elementary-grade students in their mother tongue education.

The use of didactic games in the teaching of the mother tongue (native language) in elementary grades can offer several advantages, contributing to the overall learning experience and academic development of students. Here are some of the key reasons why incorporating didactic games is important:

Engagement and Motivation: Games make learning fun and engaging, capturing the interest and attention of students. Increased motivation can lead to better participation and a more positive attitude toward language learning.

Active Learning: Didactic games promote active learning, encouraging students to participate actively in the learning process. Through games, students can apply their language skills in a practical and interactive manner, reinforcing what they've learned [1].

Vocabulary and Language Acquisition: Games provide opportunities for students to acquire and reinforce vocabulary in a contextualized and meaningful way. The repetition and usage of words in various game scenarios enhance language retention.

Communication Skills: Many language games involve communication and collaboration, helping students develop their verbal and written communication skills. Team-based games can encourage students to express themselves more confidently.

Cultural Understanding: Games can be designed to incorporate elements of culture and literature related to the mother tongue, fostering a deeper understanding of language in its cultural context.

Problem-Solving and Critical Thinking: Some games involve problem-solving and critical thinking skills, which are essential for language comprehension and application. Students learn to think on their feet and make decisions based on language rules and context.

Variety of Learning Styles: Different students have different learning styles. Didactic games cater to visual, auditory, kinesthetic, and other learning styles, making learning more inclusive.

Memory Enhancement: Games often require students to remember rules, patterns, or specific language structures, contributing to memory enhancement. Repetition through gameplay reinforces language concepts and aids in long-term retention.

VOLUME-3, ISSUE-6

Social Interaction: Multiplayer or group games promote social interaction, teamwork, and communication skills. Language learning is not only an individual process but also a social one, and games facilitate this aspect.

Reduction of Anxiety: Games create a low-pressure environment, reducing anxiety associated with language learning. Students may feel more comfortable experimenting with language in a game setting, leading to increased confidence [4].

In conclusion, the use of didactic games in the teaching of the mother tongue in elementary grades not only enhances language skills but also makes the learning process enjoyable and memorable for students. It caters to various aspects of language acquisition, from vocabulary building to cultural understanding, and promotes a positive and interactive learning environment.

References:

1. Dilshoda Jalilova Ural qizi. BO'LAJAK BOSHLANG'ICH SINIF O'QITUVCHILARIDA AXBOROT KOMPETENTLIGINI RIVOJLANTIRISH MASALASINING AHAMIYATI. RAQAMLI TEXNOLOGIYALAR DAVRIDA TILLARNI INTENSIV O'QITISHNING PSIXOLOGIK- PEDAGOGIK JIHLARI RESPUBLIKA ILMIY-AMALIY ANJUMANI. 2023-yil 2-iyun (<https://doi.org/10.5281/zenodo.7993607>)
2. G'afforova T. , Nurullayeva Sh. Boshlang'ich sinflar ona tili darslarida didaktik o'yinlar va mustaqil ishlar. -Qarshi: Nasaf, 2003. -54 b.
3. M. Tursunkulova (2023). CLASSIFICATION OF SOME DIDACTIC GAMES USED IN PRIMARY CLASS MOTHER LANGUAGE AND READING LITERACY LESSONS. Science and innovation, 2 (B8), 204-206. doi: 10.5281/zenodo.8301441
4. M. Tursunkulova (2023). GUIDELINES FOR TEACHERS ON THE USE OF GAMING TECHNOLOGIES IN PRIMARY CLASS MOTHER LANGUAGE AND READING LITERACY LESSONS. Science and innovation, 2 (B7), 214-217. doi: 10.5281/zenodo.8200126