EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THE METHODOLOGY OF DEVELOPING EDUCATIONAL ACTIVITIES OF PRIMARY SCHOOL STUDENTS USING GAME TECHNOLOGIES

Bekmetova Gulnoza Shukhratovna
Teacher Of The "Methodology Of Primary Education" Department Urgench State Pedagogical Institute, Uzbekistan

ABOUT ARTICLE

Abstract: This article contains opinions on the development of educational activities of primary school students. Also, discussions about the classification, functions and types of game technologies are described.

INTRODUCTION

Primary school age ranges from 6-7 to 9-10 years. Educating a child at school leads to a change in the state of his social development. Children become "social" subjects and have certain obligations. During this age, the child develops a new type of relationship with the people around him. The situation in the child's family also changes, there are more homework related to education and work. In the first grade, the child's authority is the teacher, but it gradually grows, reaching the 4th-5th grade, the authority of adults begins to decrease, and new relationships with peers begin to gain more and more importance, the role of children's society increases.

When a child enters school, his leadership activity changes, and thus it becomes education. In the framework of educational activities, the young student develops psychological neoplasms, which leads to the development of the child at different age stages of his life. In the first grade, the child's motivation to study increases sharply, but then it gradually begins to decrease. The reason for this is that the child will be bored and he has already achieved social status.

Therefore, the teacher should establish a new motivation that is important for the student. The leading role of educational activities in the process of education and development of the child does not exclude the active inclusion of the student in other types of activities. Thus, it helps the teacher to engage his students in the learning process by conducting not only the lesson but also other activities such as games. It helps children not only to distract from boring activities, but also to gain new knowledge.

I can emphasize that the primary school age is called the peak of childhood. If the child retains many childhood qualities - naivety, carelessness, confident obedience to authority, as well as a playful attitude

to many things that he encounters. But little by little, children begin to lose their spontaneity in their behavior, a different logic of thinking appears. And every characteristic of a child of this age makes him special and unique.

Memory, like all other mental processes, undergoes significant changes during school age. Memory at this age develops under the influence of learning. The role of verbal-logical, semantic memorization increases, and the ability to consciously control his memory and its manifestation develops. A young student has more developed visual-figurative memory than verbal logical memory. This is due to the dominance of the first signal system. Children are better and faster at remembering and retaining specific events, faces, objects, and facts than descriptions or explanations. Individual and team role-playing games are ideal for working with such memory. Sports games develop a child's psychomotor skills well, but the use of puzzles, riddles and crosswords in pedagogical practice helps children develop their memory, mind and expand their vocabulary. Games and lessons using plasticine, mosaics and colored paper help to develop analytical mind and dexterity of fingers.

Approaching the age of 9-10, children are able to maintain attention for a long time and carry out an arbitrarily defined program of actions. The age of primary school students is the most sensitive for the formation of higher forms of arbitrary memorization, therefore, targeted development work on mastering mnemonic activity is most effective during this period. Playing with the rules is perfect for forming and developing a child's theoretical position, because he is sensitive. Playing in an educational institution is not only an interesting pastime, but also a complex form of teaching a child, which sometimes requires a large number of exercises and the desire to make the learning process very interesting and, most importantly, effective. requires a lot of preparation for the teacher.

In order to achieve great success, the primary school teacher must take into account not only the child's personal qualities, but also the psychological and physiological characteristics of children, which directly affect the teaching process and its results. It should be noted that the mental and physical development of schoolchildren at any stage of their lives are closely related.

Currently, there are three playgroups that help teachers educate children of primary school age:

1. Games that help the child manage his memory.
2. Games related to the performance of abstract thinking.
3. Games aimed at forming and developing "self-image".

Games aimed at developing a child's memory are very important for children of primary school age, because they develop the skills of repeating impressions and help to increase them. Children of this age do not master their memory yet, but as you know, it needs to be taught. In this case, various games are used, such as role-playing, dramatization, competitions, as well as game competitions.

It should be noted that abstract thinking develops as a way of expressing one's thoughts long before the appearance of speech. A 7- or 8-year-old child, as a rule, thinks in certain categories, and then moves to the stage of formal operations, which is associated with a certain level of the student's ability to generalize and abstract. Students of the first and second grades, first of all, distinguish the external features that describe the movement of the object and its purpose. But as they approach the third and fourth grades, children gradually begin to rely on knowledge, as well as ideas formed during the educational process. Therefore, such games are based on providing students with certain visual aids for logical analysis, the ability to demonstrate the main characteristics and qualities of objects in space.

The formation of their "self-image" in schoolchildren serves to strengthen the sense of self-knowledge and self-awareness. It is known that young children, as well as elementary school students, do not know how to set boundaries between themselves and the world around them. Therefore, they can easily lose

their individual characteristics, only games that form individual characteristics of the personality will help us in this. Until the child independently realizes the difference and uniqueness from others, they develop abilities specific to a certain student.

A child's entry into school brings great changes in his life. Education is the most important responsibility that helps the child to gain knowledge, as well as great experience in the ability to control his actions, discipline and perseverance. The teacher is charged with the task of presenting to his students that education is still not a holiday, but a job to be done. But so that teaching a child does not seem like a chore, you need to make the lesson fun and interesting. Show the child that it is important and necessary, taking into account all his psychological, personal and physiological characteristics, using all his pedagogical experience.

REFERENCES

1. Винокурова Н. К. «Интеллектуальные игры» / Н.К. Винокурова // Начальная школа. Развиваем таланты – 2017– 128 с.

2. Выготский Л.С. «Психология познания» / Л.С. Выготский // М.: Просвещение – 1977– 127 с.

3. Khudoynazarov, E. (2023). Theoretical foundations of growing logical thinking of elementary school students. International Bulletin of Engineering and Technology, 3(5), 33-37.

4. Madrakhimovich, K. E. (2023). Didactic Principles of Developing Logical Thinking in Students. New Scientific Trends and Challenges, 97-100.

5. Худойназаров, Э. М., & Бекметова, З. З. Қ. (2022). Ўқувчиларда Танқидий Фикрлашни Ривожлантиришнинг Педагогик Ва Методик Асослари. Oriental renaissance: Innovative, educational, natural and social sciences, 2(12), 1099-1107.

6. Эгамберган, Х. М., & Хўжаниёзова, Ш. Б. (2023). Ал-хоразмий-барча замонларнинг энг улуғ математиги. Boshqaruv va etika qoidalari onlayn ilmiy jurnali, 3(1), 4-10.

7. Худойназаров, Э. М., & Авезова, Д. Ғ. Қ. (2023). Инсон Фикрлашини Ривожлантиришнинг Дидактик Асослари. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 310-317.

8. Худойназаров, Э. М., & Авезова, Д. Ғ. Қ. (2023). Ўқувчиларда мантиқий фикрлашни ривожлантиришнинг дидактик асослари. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 289-297.

9. Сатлиқов, Ғ. Р., & Худойназаров, Э. М. (2022). Ўқувчиларнинг ўқув-билиш фаоллигини ривожлантиришга таъсир этувчи муҳим омиллар. Oriental renaissance: Innovative, educational, natural and social sciences, 2(7), 800-805.

10. Мадрахимович, Э. Х., & Ражабова, С. М. (2022). Эвристик метод ёрдамида бошланғич синф ўқувчилари ўқув фаоллигини шакллантириш методлари. Academic research in educational sciences, 3(12), 315-323.

11. Худойназаров, Э. М., & Бобожонов, А. Б. Синфдан ташқари ишларда ўқувчиларида мантиқий фикрлашни ривожлантиришнинг ииновацион жиҳатлари.

12. Худойназаров Эгамберган Мадрахимович, катта ўқитувчи, Урганч давлат университети. Образование и инновационные исследования международный научно-методический журнал, (8), 207-211.

13. Sharifzoda, S. (2023). System of preparing future teachers for professional activity on the socialization of students on the base of gender approach. International Bulletin of Applied Science and Technology, 3(11), 378-387.

14. Sharifzoda, S. (2023). Bo'lajak o'qituvchilarni gender yondashuv asosida ijtimoiylashtirishga yo'naltirilgan kasbiy-pedagogik faoliyatga tayyorlashga oid nazariy yondashuvlar. Молодые ученые, 1(18), 10-15.

15. Sharifzoda, S. (2023). Oliy pedagogik ta'limda gender yondashuvini amalga oshirishning ijtimoiy zarurati. Science and innovation, 2(Special Issue 9), 263-268.

16. Шарифзода, С. Ў. Т. Ўкувчиларда таянч компетенцияларни шакллантириш асосида ижтимоий компетентлиликни таркиб топтириш мазмуни.