

RESEARCH ARTICLE

The Role Of Children's Games In Mother Language Education

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Abstract

This article analyzes the pedagogical and didactic importance of using children's games in mother tongue education. Game activity is highlighted as an effective tool for developing students' speaking competence, expanding their vocabulary, strengthening their grammatical knowledge and increasing their communicative activity. Also, the possibilities of strengthening students' independent thinking, creative approach and motivation to the lesson through the integration of game technologies into the educational process are substantiated. The article examines the types of didactic and role-playing games that can be used in native language classes and their methodological features.

KEY WORDS

Mother tongue education, children's games, didactic games, game technologies, speech competence, communicative activity, educational motivation, interactive methods.

INTRODUCTION

In the process of forming children's communicative competences in the mother tongue education, great attention is paid to national values. In the student's everyday speech, the lexical layer associated with folk games, which play an important role in his life, occupies an active part of the speech. The student's intelligence grows and improves through the folk games he has been playing since childhood. This development also enriches his lexical minimum. In school education, the mother tongue and literature are integrated, and the student develops himself in these subjects.

Recitation is important in ensuring that a child's speech is clear and fluent, and it takes place in the form of a game-competition between children.

Recitation is a type of Uzbek folk oral art, which is a complex sentence composed of rhyming words. In rapid speech, certain sounds, especially sonorous consonants, are frequently repeated. They help to clarify the rhythmic structure and pronunciation. During this game, the child pays attention to

changes in the pronunciation of words that have undergone phonetic changes characteristic of linguistics. If during the game he unconsciously approached the phenomena of sound change, increase in sound, and decrease in sound, then in the process of linguistic education he will move on to analyzing the situations in them. The skills acquired automatically through the game begin to be studied from a scientific point of view. It teaches the student the pronunciation norms of the Uzbek language. It is through games that the student consciously learns pronunciation norms, one of the important components of the learning process.

The more colorful and vivid the textbooks and information provided to students during class sessions, the higher the likelihood that this information will be retained in memory. Because, in addition to hearing, a lot of information is also remembered through vision (written competence). And by properly using the information presented through vision (written speech and reading), we will be able to improve the quality of the lesson, as well as develop the student's thinking

in accordance with the requirements of the DTS, another main goal of education. Because, in addition to hearing, a lot of information is remembered through sight. And the information presented through sight not only serves to ensure the literacy of the student, but also ensures the quality of the lesson. The quick tips below will help students build and reinforce their theoretical knowledge through practical games. The quick tips below will help students build and reinforce their theoretical knowledge through practical games.

Cloud follows cloud, eagle follows eagle.

A sparrow, a bird, is in a hurry,

An ant is in a hurry.

Artificial intelligence is not satisfied with its work, artificial intelligence is not real.

It doesn't ripen in winter, it doesn't ripen in winter.

Did you say the sea is bottomless, did you say the sea is unequal?

Jamila put the jar back in its place

Is the bell a lamb's or a doll's?

The game "White poplar or blue poplar" has been played since the student's childhood, and while initially the focus was on its tone, in the process of studying the topic of interrogative sentences, he now pays attention to the grammatical structure of the sentence. They consciously study the structure of speech patterns. They reinforce their theoretical knowledge about the types of sentences according to their purpose and the ways of their formation through practical question-and-answer exercises. In some cases, during the game, the child automatically acquires linguistic phenomena. As is known, there is a difference between mastering and learning linguistic phenomena. Games, on the other hand, teach the linguistic foundations of language phenomena that are unconsciously acquired in native language lessons. They study the symbolic and linguocultural properties of colors, the linguistic laws of transforming interrogative sentences into declarative sentences, and declarative sentences into interrogative sentences. They also develop skills in using color words from the adjective word family as words with opposite meanings.

White poplar, blue poplar?

Which of us do you need?

White poplar, blue poplar.

I run fast

We need Mansurjon!

As the game continues in this manner, students' skills in using words from their vocabulary, such as nouns, adjectives, numerals, pronouns, and verbs, in a manner appropriate to the speech situation, will improve.

This game is still played among Khorezm children with the text "white rice, blue rice." The words "white" and "blue" in the game not only have opposite meanings, but also represent linguistic antonyms.

Games are important in developing students' speaking and listening comprehension skills. These games are mainly developed among farmers, and they emphasize the meaning of a good or abundant rice harvest. In this case, "white rice" means white, good, whole, high-quality, good-quality grains of rice, while the combination "blue rice" refers to poor-quality grains of rice or to dry rice. According to Sh. Galiev, blue is a poetic analogue of the period when the whole world is covered in lush green clothes, and white is a poetic analogue of winter, which passes with white snow. According to our linguistic research, the colors "white" and "blue" serve to distinguish the meanings of the opposite meanings of good and bad in adjectives.

Each traditional children's game has its own educational value, along with its educational value, which encourages children to think. Analyzing them based on the principles of a comprehensive approach serves to learn about the history of the centuries-old culture of our people and to develop the thinking of students. Games introduce children to the past and historical development of our people. They serve as a basis for easy learning of linguistic knowledge, which is sometimes difficult and boring for children. Linguistic knowledge on the topic of homonyms is also reinforced through games. Knowledge on homonyms is also reinforced in the form of games in native language lessons. Different pictures are based on 1 word. This type of word game improves the skills of using words differently in terms of meaning.

Using children's national games in the lesson process encourages them to think creatively. In fact, national games encourage children not only to think logically, but also to draw creative conclusions based on logical thinking.

The STEM concept was first proposed in the early 2000s by the US National Science Foundation (NSF – National Science

Foundation). Its goal was to increase students' interest in the exact and social sciences, as well as in the field of modern engineering and technology. To turn students into leaders. Developing creative thinking – STEAM focuses not only on the exact sciences, but also on a creative approach.

Educational institutions in developed countries are using various approaches to implementing the STEAM system: project-based learning, coding and programming, STEM laboratories, and a multidisciplinary approach.

In the process of organizing native language education based on STEAM principles, first of all, paying attention to the appropriate use of children's games, turning games into one of the components of project-based education (it is imperative to take into account the age characteristics of the student!) will serve not only to encourage creative thinking, but also to shape their thinking.

In summary, STEAM education teaches students to:

- Develop logical and creative thinking;
- Create innovations;
- Use modern educational methods to develop thinking skills, such as problem-solving skills.

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