

The Significance of Didactic Games in the Process of Working on Primary Nouns

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ABSTRACT

In this article, thoughts and creative views related to the role and importance of didactic games in the process of working on common nouns and their spelling among elementary school students are expressed. This article is relevant because it reflects theoretical and practical knowledge at the same time. All the didactic games were developed within the framework of four clickers of primary classes.

Enriching the vocabulary of elementary school students with new words and developing the ability to use them clearly, correctly, and appropriately in speech is important for students' understanding of nouns. Earning an understanding of nouns is a systematic and consistent process, which requires high skill and work from the teacher in the current rapidly developing educational system. The process of learning this word group includes the following two periods:

Preparation period

Literacy period [1].

The knowledge and skills students learn at this stage include:

They learn to distinguish between people and their names;

More attention is paid to the lexical meaning;

Taking into account these meanings, skills are formed to group words.

A good way to make grouping exercises by the lexical meaning of the above-mentioned nouns effective is the formation of the skills of comparing, generalizing and differentiating nouns from each other. Based on foreign experiences and innovations, the national program for fundamental reform of education, which was developed and is currently being used, directs the formation of concepts about common and similar nouns to the second and third grades [2]. Pupils who have formed basic knowledge about nouns in the previous stages will get deep and extended knowledge about the lexical meaning of nouns, common nouns and similar nouns. In this

process, the terms “name” and “kind” are not used, that is, they are used as personal names, place names, or object names, as this creates a somewhat complicated situation for students. To form the concept of a noun, divide the nouns that belong to this word group into the main lexical group, all nouns. It is important to show the characteristic signs and their place in our speech. That is, in the process of working with elementary school students on proper nouns, knowledge is given about the capitalization of words denoting the names of persons, things, and places. When working on famous nouns, it is appropriate to focus on the following meaning groups:

Personal name, surname (the rest are a little complicated for elementary school students);

Place names are capitalized;

Tourists’ names are capitalized;

Names of organizations, enterprises and institutions are written with capital letters.

The place and role of didactic games in the educational process in creating solid knowledge and skills about a new subject in the student is incomparable. Since most of the activities of young children are play activities, elementary school students are more inclined to play activities than to study. Therefore, the organization of lesson processes on the basis of games is an important factor in increasing the child’s not only solid knowledge, but also strong attention, interest, enthusiasm and mobility. But not all didactic games used in education are successful. The following requirements play an important role in the positive results of these games:

First of all, the selected didactic game should be suitable for the age, psychological and physiological characteristics of the students;

To be in harmony with the essence of the topic being revealed;

Regardless of the situation in which it is used, the possibilities of that situation should fully meet the requirements of the didactic game.

In addition to didactic games, it is possible to create students’ understanding of the above-mentioned topic through the method of comparison. That is, the “T” scheme gives a positive result. In this case, students are divided into groups by comparing nouns with each other. For example, when dividing the words Qadir, Akbar, kitab, gardener into groups (prominent and kindred, without a term) Qadir-kim?, the name of a person is written with a capital letter, the name of a person; Akbar is also in this form. What is a book?, the name of a thing, written with a lowercase letter, is the name of a thing. It is in this form that the horses are distinguished from each other. We reveal information about famous horses on the example of several didactic games.

First, it is permissible for the teacher to create a set of didactic games that are specific to primary classes and suitable for native language lessons. It is possible to develop such didactic games that can be used in the framework of two or more subjects. But it is not suitable in all cases. Through observations and experiments in scientific work, we thought that the following didactic games are specific to the topic of elementary grades and this famous horse, and we will reveal this through a number of practical guides. These didactic games are:

“Find the required word” didactic game;

Didactic game “Say it by one name”;

It cannot be” didactic game;

“Association” are didactic games.

The didactic game “Say it by one name” is organized in the following form:

This game does not require a pre-made plan or preparation from the teacher. The teacher can use

this game in any situation;

But in this situation, the teacher should have a list consisting of words denoting the names of persons, things and places;

The number of students is organized in one or more forms according to the choice of the teacher;

If the number of students is two or more, the list of nouns will be read in turn;

In this case, after the words are read, the reader should sum them up and name them with one word. For example, a combination of the words Akmal, Baghdad, Bukhara, and Lola is called a personal name. Barokvoy, Rambo, etc. Are animal names in one word; The words Bukhara, Misr, Tashkent are called place names in one word. In this way, students will be able to divide common nouns into groups.

Through the didactic game “Impossible”, primary school students develop skills such as attention (because they focus on this process to find their mistakes), resourcefulness and quickness. In the process of organizing this didactic game, the teacher should pay attention to the following:

In this process, the teacher should have a list of errors and correct information related to the topic;

The number of students is enough. Because it is impossible to achieve an effective result in this game with the participation of a large number of students.

The information may be as follows;

The word Bukhara is a name of a person (reading it, the reader compares it based on the analysis in his mind and says “it can’t be” because this noun is the name of a place).

Karim is the name of a person (in this case, the reader does not say anything because this information is correct).

Yesterday I saw my friend’s dog Toriq Kashkha in the field. The name of the place is involved in this sentence. Only the name of the animal is involved in this, and the name of the place does not exist, so the reader says “it can’t be”.

The didactic game explained above is functionally one of the types of multi-functional didactic games. At the same time, resourcefulness and attentiveness are formed in the student, as well as the ability to be present. Based on these functions, creative thoughts begin to form in the minds of students. New ideas are born from creative thoughts. If we look at world pedagogy, the game form of education that we have mentioned above has become widespread recently, and the use of game activities in pedagogical literature is used to activate the educational process.

Serves. That is why it is called “active education” in many sources. The need to use them in primary classes is obvious, because children start coming to school from a young age. Sukhomlinsky made the following comments about these didactic games: “Let’s take a closer look at the role of the game in the child’s life... For him, the game is the most serious issue. In the game, the world opens up to children, the creative abilities of the individual are revealed. Without them, complete mental development will not happen and cannot happen” [3].

Didactic games are a vivid expression of the form of transition from game to study. The use of game activities in the educational process helps to overcome the mental barrier that appears when the child enters school faster and painlessly. Therefore, the role of didactic games in the development of the educational process is very important and incomparable.

CONCLUSION

In conclusion, it can be said that the rapidly developing educational processes rely on creative thoughts, solid knowledge and ideas for radical reform. Including, didactic games can create a favorable environment in the process of forming an understanding of famous horses among primary school students.

List of used literature:

1. Karima Kasimova “Methodology of mother tongue teaching”. “Nasir” publishing house, Tashkent_2009
2. Republican Education Center National program. Tashkent for the academic years of 2022-2023
3. Moscsp.ru website
4. Technology of educational games.