

# Use Of Interactive Methods And Games In Primary Schools

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**Annotation:** This article discusses the theoretical significance of the use of interactive methods and educational games in the primary grades. The theoretical foundations of the organization of the teaching process in primary education are also covered.

**Keywords:** primary education, interactive methods, game methods, technology, pedagogue.

Effective use of pedagogical and information technologies in the classroom, taking into account the curiosity and need for knowledge of primary school students, requires today's educators to keep pace with the times. In addition to such methods as "Analysis of concepts", "Wheel", "Step by step", the use of didactic games such as "I'll check myself", "Impossible", "Find the excess", "Find the pair" purposeful. The Concept Analysis, Wheelchair, and Step-by-Step methods can be used in all elementary school subjects. When these methods are used in the classroom, they can be used in pairs or in small groups. "Comparison of words". Students are asked to compare two words with different meanings (digit and plural). The students' task is to give as many examples as possible of the interrelationships between these words. Hook Game: This game can be used to ask additional questions in all lessons or in various fairy tales. Questions are written on the paper in the shape of fish, and iron clips are attached to one end. A rod is attached to the end of a fishing rod and a magnetic strip is attached to the end of the rope. Many didactic games have been created for elementary school math classes. Some didactic games in mathematics and arithmetic can be divided into the following groups.

1-group. Numerical games in the top ten: "Count to 10", "Count forwards and backwards", "Add and subtract two".

Group 2. Number-strengthening games: "Number 4", "Theater", "What has changed?". "Norvoncha", "Zanjircha".

Group 3. Games that strengthen the skills of counting after the top ten: "Who's gone?" and so on.

Group 4. Games that reduce and increase the number of units, the problem-solving skills: "Topchi, how much?" and so on.

Didactic game for group 1 "Counting things to 10": "Silence".

Didactic task: to identify and strengthen children's understanding of simple counting.

The task of the game is to "imagine" the exact objects and show the required number with your fingers.

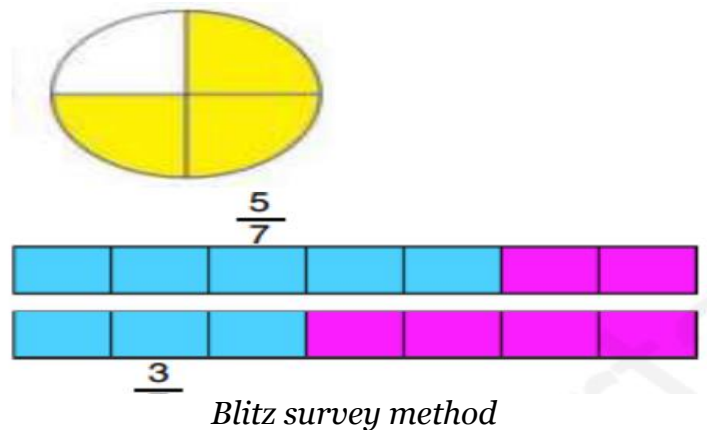
Course of the game: the student takes the lead.

Teacher: -Children, let's play the game "Silence". I'm going to show you different things right now. You will need to find their number. The kids suddenly start talking. No kids. You need to raise your hand before returning the answer. The teacher draws circles and sticks for the children. Now I will show you things. You count without making a sound and point with your fingers how many there are. When the teacher shows 4 puppets, all the children point to 4 fingers.

Silence in the classroom. All of the children's attention is focused on completing the task.

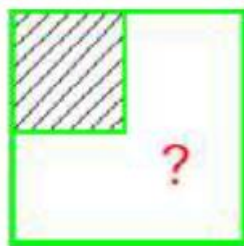
Teacher: Barakalla, you are all right. Now I take the stick from one hand to the other, and you count them silently, and then you show me how much it is. The children follow the teacher's movements and count and point 10 fingers. The teacher said, "Now count the squares." He puts the squares in a row on the board. The children count and point to 6 fingers. This is where the approximate level of children's knowledge of the first ten is determined, and the ability to count as

many fingers as possible is strengthened. In addition, they develop the skills of counting "in the imagination" without making a sound. Children can't actually achieve counting all at once without repeating it aloud, only the rules of the game that require them to sit quietly force them to do so, and they count silently. The advantage of this is that all the children's attention is focused only on the task. In the next lesson, the game conditions will be further complicated. Through this game, students' ability to move quickly is strengthened. At the same time, it is possible to determine who is doing the task faster and who is slower. "Color the numbers" method. Madsad. Students become more interested in the topic, master the topic, develop an aesthetic outlook. Students will be given a card with a variety of geometric shapes and numbers. They will have to draw the numbers on the cards on the shapes, that is, color them with colored pencils. For example, let's say  $\frac{3}{4}$ . That's the way to paint a circle.



**The goal.** Test students' responsiveness.

**Procedure.** Quick questions are asked. The questions are in the form of pictures and they have to find the number in the given picture.



To the 1st student



To the 2nd student



To the 3rd student

Game problems can be developed and used in math classes. There are a variety of materials on many of the topics covered in elementary school. Assignments of varying levels of difficulty help develop each student's cognitive and creative abilities. The use of computer animated slides in

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solving problems increases the fun of the lesson. Their advantage is that they can go back to the beginning of the issue at any time, stop at specific parts, talk to students, listen to their opinions. In elementary school, you can use slides with animation to move. Animated pictures from the Internet can be used to create such slides. The use of these methods leads to the development of oral speech of young and knowledge-hungry students, the development of verbal arithmetic skills, creativity, research and thinking skills.

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