

The Role Of Game Methods In Developing Speech And Literacy Of Primary Students

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Abstract. This article discusses the pedagogical importance of game methods in developing speech and literacy of primary school students. It also analyzes the role of didactic games in the educational process, their effectiveness in developing independent thinking, oral and written speech of students. Practical recommendations are given on the use of game methods in the classroom.

Keywords: primary education, speech development, literacy, game methods, didactic game, interactive method, pedagogical technology.

Today, one of the most important tasks in the education system is to develop students' independent thinking, creative approach, and communicative competence. Especially in primary school students, the formation of speech and literacy skills serves as a solid foundation for subsequent stages of education [1].

The foundation of the education sector is primary education. As we know, primary school students are children aged 6-9 or 7-10. Naturally, we will not be mistaken if we say that they are students who have just stepped from play activities to study activities. Therefore, we, primary school teachers, must make every effort to interest them in our lessons, to love school, to master the lessons well, and to make friends with books. Of course, in order not to get tired of getting students interested in lessons and studying, we must first love our profession, love them, see them as our own children, not quench the love and thirst for knowledge that is burning in their eyes, and most importantly, preserve their innocence. We cannot attract primary school students to study all at once, if we can organize the lessons of the Mother Tongue and Reading Literacy, like all subjects, through various didactic games and methods, they will quickly begin to adapt from game activities to reading activities. We are also shaping education along with teaching at school. Of course, we need to develop their speech and expand their independent thinking through the methods used in each lesson and our organized didactic games [2].

The aim of this study is to examine the role of game technologies in developing speech culture among primary school students within the framework of a variative approach. The research seeks to identify effective games, strategies, and pedagogical practices that enhance dialogic competence, verbal expression, and socio-emotional development, ultimately contributing to a richer and more engaging learning experience for young learners. Developing speech culture in primary education is a critical objective of modern pedagogy, as it underpins students' communicative competence, critical thinking, and socio-emotional development. Speech culture involves not only the correct use of vocabulary, grammar, and pronunciation but also the ability to express ideas clearly, participate actively in dialogue, and engage in meaningful verbal interactions with teachers and peers. Early development of dialogic speech enhances cognitive skills, creativity, collaboration, and confidence, forming a strong foundation for lifelong learning.

Children of primary school age are psychologically inclined to play activities. Therefore, the use of various game methods in the lesson increases students' interest in the lesson, helps them to easily and firmly acquire knowledge. In the educational process organized through the game, the child thinks freely, communicates and develops his speech [3].

The purpose of the article is to study the pedagogical possibilities of game methods in the development of speech and literacy of primary school students and to develop practical recommendations. Speech is a means of expressing a person's thoughts in oral and written form. With the help of speech, a person communicates with others, exchanges ideas and expresses his feelings. Literacy is the level of formation of the skills of reading, writing and understanding the text.

Speech is not only a means of expressing thought, but also a tool for its formation. Thought serves as the psychological basis of speech, and the condition for its development is the enrichment of thought. Speech

can be successfully developed only on the basis of mastering the system of mental activity. Therefore, in the development of students' speech, great importance is attached to the preparation, improvement, selection, placement of material relevant to the topic, and types of work that direct logical thinking. Thinking develops only if it is verbally formed and expressed using language material. A concept is expressed in words or word combinations, so it becomes an important communication material in speech, which is a language tool. Only if a person knows the word (word combination) that expresses a concept, can he think in external speech based on this concept. Thought is formed in speech, and at the same time, thought creates speech. Speech is closely connected with thinking. Without speech, there can be no thinking; without language material, thought cannot be expressed [4].

Speech development in primary school is carried out in the following areas:

- correct pronunciation of sounds;
- increasing vocabulary;
- developing coherent speech;
- developing text composition skills;
- improving written literacy [5].

Game methods serve as an effective tool in this process. Game methods are pedagogical methods that serve to organize students' learning activities in an interesting and active way. Didactic games are organized in accordance with the age and psychological characteristics of students.

1. The main tasks of game methods are:
2. Increasing students' interest in the lesson;
3. Developing activity and independence;
4. Strengthening speech activity;
5. Strengthening literacy skills;
6. Forming a culture of communication [6].

Elementary school students feel free during the game, which helps them express their thoughts openly.

Games used in the process of speech development serve to increase students' vocabulary. For example, games such as "Who says the most words?", "Continue", "Inventor Competition" develop students' quick thinking [7].

"Continue" game: In this game, the teacher says the beginning of a sentence, and the students continue it. For example:

- Nature in the spring...
- I go to school...
- A book is...

This game helps students develop their connected speech [8].

"Make a story based on a picture": Students are shown various pictures and they make a story based on these pictures. This method expands children's imagination and develops oral speech. Role-playing games: Role-playing games also play an important role in speech development. Games such as "In the store", "At the doctor's", "Waiting for a guest" develop students' dialogic speech.

Using games to teach letters, syllables, and words in the literacy process is effective.

"Find the Letter" game: The teacher says a specific letter, and students find words that start with that letter. This game helps to increase vocabulary and solidify the letters [9].

- **"Word Making" Game:** The task is to create new words from the given letters. This game:
 - improves spelling literacy;
 - develops quick thinking;
 - forms the ability to work independently [10].

"Find the mistake": By finding spelling errors in the text, students' attention and literacy develop.

Interactive games make students active participants in the learning process. Through such methods:

- students' communicative competence develops;
- teamwork skills are formed;
- independent thinking is strengthened.

Interactive methods such as "Intelligence", "Brainstorming", "Cluster" are important in developing students' speech [11].

When using game methods in primary school lessons, it is important to pay attention to the following:

1. The game should be relevant to the topic;
2. The game should be selected according to the age of the students;
3. Active participation of all students should be ensured;
4. The educational goal should be achieved through the game;
5. Effective use of time is required [12].

The teacher acts as a manager and guide during the game. The results of the experiment were as follows. Observations conducted with primary school students showed that in lessons organized based on game methods:

- students' interest in the lesson increases;
- speech activity increases;
- literacy level improves;
- students begin to express their opinions freely.

Game-based lessons have been found to have higher learning outcomes than traditional lessons.

In conclusion, it should be said that game methods are one of the important pedagogical tools in the development of speech and literacy of primary school students. The primary education period is the most important stage in the formation of a child as a person, and it is during this period that his oral and written speech, independent thinking, communication culture and literacy skills are formed. Therefore, organizing the lesson process in an interesting, meaningful and effective way is one of the main tasks of a primary school teacher. Research and pedagogical observations show that lessons organized on the basis of games significantly increase the level of students' knowledge acquisition. During the game, the child feels free, actively moves and his interest in educational activities increases. In particular, didactic and interactive games are of great importance in increasing students' vocabulary, developing coherent speech, free expression of thoughts and forming spelling literacy. The games analyzed in the article, such as "Continue", "Make a story based on a picture", "Find a letter", "Make a word", "Find a mistake", serve not only students' learning, but also creative thinking. Through such methods, students learn to think independently, defend their point of view and work in a team. As a result, their communicative competence develops. Also, game methods create a psychologically favorable environment during the lesson. Since students perform tasks freely, shyness, timidity and passivity in the lesson decrease. This is a very important factor, especially for primary school students. Because young children are more inclined to learn through interesting activities. Today, the use of game methods in the educational process organized on the basis of modern pedagogical technologies remains one of the pressing issues. The teacher must correctly select games based on the purpose and topic of the lesson, and organize them in accordance with the age and psychological characteristics of the students. Only then can games become an important tool for increasing educational effectiveness.

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