

The Role Of Interactive Didactic Games In Increasing Student Interest In The Lesson

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Annotation. This article analyzes the pedagogical capabilities of interactive didactic games, their role in the educational process and their effectiveness in increasing the interest of elementary students in the lesson. The importance of didactic games in the development of students' cognitive activity, independent thinking, creativity and communicative competencies is also covered. During the study, the theoretical foundations of interactive didactic games and the methodology of practical application were analyzed and recommendations for the practice of primary education were developed.

Keywords: Elementary education, didactic game, interactive methods, motivation, interest, cognitive activity, pedagogical technologies, educational process.

Introduction. Today, it is recognized that almost all developed countries are the central figure of the student lesson in the educational process. All the rest of the movements go around it and take shape. In order to achieve the goal of education on the basis of truly new social and economic requirements, we turn to modern, advanced methods of training. Various non-traditional methods are used in the teaching of Social Sciences: native language and literature, history, fundamentals of law. Among the 10 didactic games they serve to discover important aspects of the student as a person, both psychologically and in terms of knowledge. Let us dwell on the word "didactics" at this point. Didactics (from Greek "didacticos" – teaching, teaching) is a branch of pedagogy. The term didactics first began to be used in Europe in the 17th century by scientists who created works about the teaching and educational process. The purpose of didactics today is to find the most effective methods and ways of teaching. "Method "is derived from the Greek" metodos "meaning" path", meaning research, and the educational method is the joint activity of teachers and students in the educational process aimed at achieving a specific goal. In pedagogy, educational methods represent methods of achieving the goals of teaching itself and methods of theoretical and practical orientation of educational material. Teaching methods determine what the activities of the educator and the student in the educational process should be, how the teaching process should be organized and carried out, and what kind of work and actions the learners should perform in this process. Also, the method of education is used by teachers and trainees [1].

In recent years, as a result of comprehensive reforms in improving the quality of Secondary Education in the educational system of Uzbekistan, the introduction of advanced pedagogical and information technologies into the educational process, increasing the efficiency of quality educational services in primary education, increasing the opportunities to ensure the maturation and development of a person capable of living consciously in the conditions of rapidly changing globalization. At the same time, the need to introduce into practice in the process of primary education with the improvement of the mechanism for the formation of an environment of mutual cooperation is visible. From the stages of primary education, special attention is paid to the organization of the educational process, which is focused on the deep and solid acquisition of knowledge, the assimilation of universal learning actions, the effectiveness of growing students' speech as a primary factor in the formation of free thinking [2].

Modernization of the educational system in our country, strengthening the needs of students to gain knowledge and improving the quality of their education is one of the urgent tasks. Especially at the stage of primary education, the formation and development of students' interest in the lesson is considered an important factor in the success of subsequent educational stages [3].

Elementary students are prone to gaming activities due to their age characteristics, for which the game is a natural need. Therefore, the use of didactic games in the educational process corresponds to the psychological and pedagogical characteristics of students. Didactic games help to master the content of education in an interesting form, strengthen knowledge and encourage students to actively participate [4].

In recent years, research on interactive methods and the role of Game technologies in education has shown that didactic games serve to increase educational motivation, activate cognitive processes and enhance educational effectiveness [5].

Didactic play is such a form of pedagogical activity in which educational goals are carried out through the tasks of the game. The main feature of didactic games is that they combine knowledge and gameplay elements [6]. The educational significance of game activity in pedagogical science has been studied by many scientists. In Particular, L.S. Vigotsky assessed the activity of the game as one of the leading factors in the development of the child. In his opinion, the game develops the child's thinking, imagination and social experience [7].

Didactic games perform the following tasks:

- increases students ' interest in learning;
- strengthens knowledge;
- develops logical thinking;
- encourages creative activity;
- forms communication and collaborative skills;
- develops student independence.

The use of didactic games in the educational process makes students from a passive listener to an active participant. As a result, the efficiency of knowledge acquisition increases [8].

The pedagogical significance of interactive didactic games is a key aspect during the lesson. Interactive didactic games are organized on the basis of active cooperation of students. In these games, each student will have the opportunity to freely express his opinion, solve the problem and work with the team. The main advantages of interactive didactic games are as follows:

Increasing motivation-motivation is an important factor in the effectiveness of Education. Game elements help to organize the lesson fun. Students form a positive attitude towards learning by completing tasks in the form of a game [9].

Development of cognitive activity-during interactive games, students compare, analyze, draw conclusions and solve problems. This serves the development of contemplative operations [10].

Formation of communicative competencies-through team games, students learn to communicate with each other, exchange ideas and work cooperatively. As a result, their communicative competencies develop [11].

In the practice of primary education, the following interactive didactic games can be effectively used:

"Who's agile?" - this game serves to strengthen students ' quick thinking and knowledge. The teacher asks questions, and the students try to answer as quickly as possible.

"Chain" - during the game, each student continues the opinion of the previous student. This method is effective in the development of logical thinking and speech.

"Mental attack" - is used for the purpose of developing creative thinking of students. Many ideas are put forward in a short time over a given problem.

"Cluster" - helps to systematize concepts on the topic. Readers post related ideas around the basic concept.

"Topqir bahsi" - this game, organized between groups, forms healthy competition and increases student activity.

Quick question – and-answer-serves to determine the level of knowledge of students and activate them.

Venn diagram-develops analytical thinking by identifying similar and different aspects of two or more concepts.

BBB schedule-students write down what they know, want to know and learn about the subject, which helps them organize their knowledge [12].

Pازل games. It is a primarily eye-memory, recall-developing game, designed in elementary grades to suit younger students using colorful paints. Under the condition of the game, as a result of replacing the fruits, the same fruit cell should be formed in 3 rows. Of course, the speed of the game is also taken into account. Such games can help the reader to increase the mind of children, to be agile. Or it can also be carried out by remembering who performed what action.

Logical games. Are games that require resourcefulness, resourcefulness from the player when solving an issue or puzzle. For students who want to test their ability, it is recommended to solve 5 complex logical problems in the game “Magik Square” (magic square). Such games can be played in an on-Line environment. Puzzles. It is called a “test-game” that develops logical and critical thinking. The player's ability is determined by the tasks of keeping the image reflected in memory and re-describing it in one second.

Computer games. Computer games are not harmful, but rather... We are often worried about our children playing games on computers and phones. We think it's harmful to health. Non-talk! Computer games are completely harmless-if we know the norm, do not get too carried away, then electronic games can even be included in the list of the most useful activities for adults and children. We hope that you will understand the reason by studying it in the lessons [13].

The results and analysis of the study were as follows. Pedagogical observations show that in classes with regular use of interactive didactic games, the indicators of student activity, independent thinking and mastering in the lesson increase significantly.

As a result of experimental work, the following cases were observed:

- the number of students actively participating in the lesson increased;
- improved level of knowledge acquisition;
- developed students ' independent performance skills;
- reduced lesson postponement cases;
- increased student confidence.

As a result of the use of Game technologies, it was found that the educational motivation of students significantly increased [14].

In conclusion, the use of interactive didactic games in the process of Primary Education is an effective means of increasing students ' interest in the lesson. Didactic games enhance the cognitive activity of students, develop independent thinking and creative abilities, and increase the effectiveness of Education. Based on the results of the study, the following recommendations were developed:

1. The use of interactive didactic games corresponding to the topic in each lesson;
2. Selection of games according to the age and individual characteristics of students;
3. Effective use of digital gaming technologies;
4. Increasing teacher methodological competencies regarding gaming technologies.

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