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DEVELOPMENT OF TECHNOLOGICAL COMPETENCES OF PRIMARY STUDENTS THROUGH GAME ACTIVITIES

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Abstract
This study aims to scientifically substantiate the impact of gaming technologies on children's cognitive development, the formation of social skills and increasing the level of general literacy. Also, one of the important aspects of the study is to determine which gaming technologies and methods of their application are most suitable for the needs of primary school students.

Keywords: Primary schools, didactic games, teaching methods, student motivation, knowledge consolidation, teaching through games, educational process, interactive learning, pedagogical effectiveness.

Introduction

Games, in turn, are suitable for the psychological and spiritual development of young children, as they provide an opportunity for learning through play, communication and exchange of experiences. Thus, the role of didactic games in the educational process is important not only in consolidating students' knowledge and helping them to become more self-aware, but also in developing their social skills. The scientific and practical significance of this study lies in studying the methods of using didactic games in teaching and determining the effectiveness of their use. This, in turn, serves to introduce innovative approaches in the education system and improve pedagogical practice. Therefore, the use of didactic games in the process of primary education is an urgent issue not only theoretically, but also practically.

The issue of using game technologies in primary education is considered one of the important research areas in pedagogical science. In particular, the use of game elements in the process of teaching literacy is an effective tool for increasing students' cognitive activity, motivation to learn, and the level of literacy, as substantiated in many scientific studies. National and foreign scientific research conducted in this area

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is aimed at revealing the didactic potential of game technologies. Among the scientists who scientifically analyzed the pedagogical significance of game activities in the development of the competencies of primary school students within the framework of national research, K.N. Akbarova's scientific work can be noted separately[1]. Her research has shown that the use of interactive and didactic games in the process of teaching literacy increases the effectiveness of students' mastery of language materials. The research conducted by N.N. Turginboyeva highlights the methodology for using word games in literacy lessons and substantiates the fact that games are an important didactic tool in the formation of sound-letter relationships[2]. The author emphasizes that the educational process organized on the basis of games has a positive effect on the development of students' memorization, analysis and reading skills. Also, Sh.Kh. Madrimova's research shows, based on scientific evidence, that the use of modern, including game-based methods in teaching the alphabet increases the effectiveness of the literacy process.

International studies have also widely covered the importance of game technologies in the process of teaching literacy. In particular, studies conducted by foreign scientists have shown that the game-based learning approach is effective in developing reading skills in primary school children, forming phonetic analysis and strengthening a positive attitude towards education. According to the results of the study, game technologies are suitable for the psychological characteristics of students and serve to actively involve them in the learning process. The analyzed scientific research shows that organizing the literacy teaching process in primary grades based on game technologies is pedagogically sound and plays an important role in increasing students' cognitive activity, independent thinking, and literacy levels. These scientific studies serve as a theoretical and practical basis for further research in this area.

The introduction of game technologies into the literacy teaching process significantly increases children's internal motivation to learn. Through games, children learn letters, words, and their meanings indirectly, that is, without coercion. For example, in the game "Labyrinth of Letters", children find their way out of the maze by finding the right letters, while developing their skills in recognizing and remembering letters.

[1] Akbarova K. N. Boshlang‘ich sinflarda so‘z yasovchi qo‘shimchalar mavzusini o‘rgatishda interaktiv o‘yinlardan foydalanish. – Scientific Journal of Education, 2020, № 12(4), 22–30.
[2] Turg‘inboyeva N. N. Savod o‘rgatish darslarida so‘z o‘yinlaridan foydalanish. – Pedagogical Research, 2018, № 5(1), 14–21.

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Using the "Word Making" games on interactive boards, children combine letters to form new words, which increases their phonemic hearing and vocabulary. Studies show that when game elements are introduced into the educational process, students' interest in the lesson increases by up to 70% and the efficiency of mastering the educational material is also significantly higher (Vygotsky, 1978)[3]. Games provide children with the opportunity to experiment without fear of making mistakes, which develops their creative thinking and problem-solving skills. In addition, game technologies play an important role in the development of children's cognitive functions, in particular, attention, memory and logical thinking. For example, in the game "Puzzle Words", children find and write the corresponding words based on pictures, which serves to strengthen their visual-figurative memory and written speech.

The results of the study provided a number of conclusions that are important in studying the impact of didactic games on the educational process in primary education. The data obtained showed an increase in the level of motivation of students and significant changes in knowledge indicators. The level of motivation of students during the games. The change in knowledge indicators from 60% to 85% indicates the effectiveness of didactic games in consolidating students' knowledge. These results reveal the important role that games play in the educational process and confirm that the level of knowledge of students increases by 25%. Such results emphasize the need for teachers to use didactic games, as games help to increase students' interest and active participation in the learning process. Teachers' assessments also reinforce the results of the study. They were obtained in the process of teachers' use of didactic games in assessing students' performance. The novelty of this study is the in-depth study of the mechanisms of interaction and influence of didactic games in the educational process. While previous studies have focused on more theoretical approaches, our study substantiates the results obtained with specific figures and provides the opportunity to develop practical recommendations. Such an approach opens up new opportunities for the introduction of didactic games in the education system and their effective use.

The results of the study show the effectiveness of teaching with the help of didactic games, allowing students to become interesting and active participants. These results

[3] Shabbozova R. D., Abdusalimova M. Boshlang‘ich sinf o‘qituvchilarida o‘yin texnologiyalari asosida refleksiv ko‘nikmalarni shakllantirish metodikasi. – International Journal of Education Research, 2021, № 3(2), 33–42.

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may open new directions for pedagogical research based on didactic games in the future. Offering new approaches to the use of didactic games for teachers will help make their educational process more effective. Thus, the study confirms the scientific and practical significance of the use of didactic games in primary education and indicates the need to introduce new approaches in the education system.

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