

UDC 37.02

<https://doi.org/10.33619/2414-2948/113/55>

FOSTERING STUDENT MOTIVATION THROUGH DIDACTIC GAMES

©*Khalilova T.*, Batken State University, Batken, Kyrgyzstan
©*Orozbek kyzy N.*, Batken State University, Batken, Kyrgyzstan
©*Salaldin kyzy A.*, Batken State University, Batken, Kyrgyzstan
©*Ikramova G.*, Batken State University, Batken, Kyrgyzstan
©*Abdrazakova Z.*, Batken State University, Batken, Kyrgyzstan

ВОСПИТАНИЕ МОТИВАЦИИ УЧАЩИХСЯ С ПОМОЩЬЮ ДИДАКТИЧЕСКИХ ИГР

©*Халилова Т. Т.*, Баткенский государственный университет, г. Баткен, Кыргызстан
©*Орозбек кызы Н.*, Баткенский государственный университет, г. Баткен, Кыргызстан
©*Салайдин кызы А.*, Баткенский государственный университет, г. Баткен, Кыргызстан
©*Икрамова Г.*, Баткенский государственный университет, г. Баткен, Кыргызстан
©*Абдразакова З.*, Баткенский государственный университет, г. Баткен, Кыргызстан

Abstract. This article discusses the topic of "Developing Students' Speech through Didactic Games." It focuses on the development of students' language and its significant aspects, emphasizing the importance of didactic games. Games, through the use of active methods in the educational process, engage students and enable them to deepen their knowledge. The article analyzes the main types of didactic games and how they help enhance students' vocabulary, logical thinking, and creativity. In increasing students' lexical knowledge, games play a crucial role in teaching correct word usage and ensuring grammatical accuracy in speech. Moreover, games are beneficial in developing teamwork, using essential linguistic techniques, and fostering creative thinking, thus boosting interest and motivation in language learning. Didactic games offer great potential in the educational process to help develop students' speech.

Аннотация. Рассматриваются методы развития личности учащихся посредством дидактических игр. Основное внимание уделяется языковому развитию учащихся и его аспектам, которые в настоящее время вызывают проблемы, с акцентом на важность дидактических игр. Игры привлекают учащихся за счет использования активных методов в процессе обучения и способствуют углублению их знаний. Проанализированы основные типы дидактических игр и то, как они помогают учащимся улучшить свой словарный запас, логическое мышление и творческие способности. Игры играют решающую роль в обучении учащихся правильному использованию слов и обеспечении грамматической точности речи в улучшении лексических знаний. Кроме того, игры способствуют развитию командной работы, применению важных лингвистических методов и способствуют творческому мышлению, тем самым повышая интерес и мотивацию к изучению языка. Дидактические игры предоставляют большие возможности для развития личности учащихся в процессе обучения.

Keywords: didactic game, motivation, education, speech education, language learning.

Ключевые слова: дидактическая игра, мотивация, воспитание, речевое воспитание, изучение языка.

First of all, children's speech begins with their family and parents. It is necessary that the "communication" between the child and the parents should be very broad. Even if a child cannot speak until he goes to kindergarten, he will understand the words and then learn them on his own by playing with children in kindergarten and adding additional words to each other. The inability of children to talk a lot is one of the most serious problems they currently face. Not to mention crying or sitting still when we film funny cartoons or videos on the phone in English or Russian that the child does not understand, our children do not know what language to speak. We need to teach him how to draw beautiful things without dirtying them, like a "child". While the child is crossing the threshold of school, it is best to train the child, sing, dance, play games in which the entire part of the child's body can move, and sing. By the time the child crosses the threshold of school, we must make efforts for his comprehensive development. Preschool children are mobile, perceive things very quickly, and quickly learn what to do and what not to do. In the development of preschool children, each educator can try different methods depending on their level. Each method used develops the child pedagogically, psychologically, and physically. For example:

1. The method of learning through games. Through games, conditions are created for the comprehensive development of children's character and abilities.

2. Methods for introducing different types of entertainment and art. Through musical broadcasting accompanied by music, body coaching skills, identifying a child's instincts through drawing, the ability to communicate through staging, distinguish between black and white, good and bad, through crafts based on the movements of each part of the child's body, conditions are created for his growth.

3. A method of getting to know the world around you. By taking children out into nature and introducing them to it, the child's inner world and instincts are activated, and children learn more and more to approach nature.

4. Methods of book reading and communication. By reading books, you can develop a child's thinking. The more you communicate with each child, the more opportunities they have to open up and get to know their inner world better.

5. The method of mathematical and logical games. Math and logic games can improve a child's thinking skills and teach a child to make their own decisions in a short period of time, to solve something quickly.

Every child has special values that deserve praise, and I think every teacher should educate children using different methods to guide them properly, ensure proper development and motivation. Therefore, involving students in classes, developing their perception, thinking, language, vocabulary, speech, and communication requires special skill and hard work from the teacher. The basics of teaching elementary school students are very difficult for teachers. Therefore, primary school teachers need to constantly seek and comprehensively develop themselves. Currently, there are many different teaching methods, but how to use them? In which case? Use a teacher-independent one. Since 1st grade students have just crossed the school threshold and have just learned how to sit at their desks, it is also very difficult for them to sit in one place for 45 minutes. Therefore, as Krupskaya notes in her works, "just by playing with children, you can find out what kind of person they will become in adulthood. Students who hold leadership positions in the game have a strong organizational side, and many of them hold leadership positions." Through the game, you can learn a lot and teach children a lot. Especially for these 1st graders, if the lesson takes place through a game, it will be easy for the students. The main goals set by the teacher in the lessons in the preparatory classes for school are: the development of children's thinking, perception and language. Children aged 3-6 years have especially developed both perception and thinking. It is not enough to teach them a lesson, to explain in simple words, with the help of textbooks. Since

young chickens are engaged in carving, the combination of clear, learnable lessons with games and didactic games provides significant advantages for both students and teachers. The demand for time encourages teachers to develop in a variety of ways, explore new technologies, interactive, innovative methods, keep up with new knowledge and keep up with the times. Classes for preparing children for school and types of games aimed at developing younger students are also increasing. But let's focus on the basic types that we need.: Didactic games are flexible games aimed at teaching and educating preschoolers and elementary school students. These games develop students' sensory sensitivity (to the size, color, location of objects), observation, attention, awareness, thinking, speech, imagination in relation to the environment. The importance of these games in moral education is even greater, as they form students' habits of behaving in accordance with the norms of behavior, influencing the growth of endurance, independent activity, and sensuality in working with children in a group. The games use specially made toys (lotto, pictures, cubes). In addition, there will also be word games (for example, puzzles, imitation sounds, games with "forbidden words" that simulate language, etc.). In addition to the aforementioned items, the game can also use various objects and natural materials (buttons, stones, etc.) used in real life. Didactics is also considered one of the most important teaching tools, especially in kindergarten. They follow a program designed for different age groups of children.[3]

For playful students who have just crossed the school threshold, the initial stage of education is the most important period for an elementary school student, when it is necessary to develop not only reading skills, but also speech skills, speech culture, and assimilate educational material in basic subjects.

Since the age at which a child goes through the first stage of schooling is the age of primary school, an important feature of this period is the gradual transition from play to systematic, socially organized learning. This process may take some time for each child. Thus, play activities for younger schoolchildren in all its forms remain important for their mental development. At the beginning of educational activity, it is very difficult for children to cope with the learning load, which is accompanied by fatigue and lack of motivation. And here the child's interest in educational activities will depend on the teacher, methods and means of teaching school subjects. In this case, we must give an appropriate assessment to educational games. Play-plays an important role in how a child learns to live and live. Many researchers speak about this, including P.P. Blonsky expressed his opinion. Blonsky called the game a "great teacher" because it has a great impact on a child's comprehensive development, learning, and acquiring life skills [1].

The great Russian teacher K. D. Ushinsky appreciated the game as a powerful educational tool. He believed that play plays an important role in the development of a child's independence. While playing with children, he emphasized the need to develop their imagination and proper character formation. Playing is not just entertainment, it is an important part of a child's development. According to Ushinsky, "a child lives in a game, and these experiences leave a deep mark on his memory." Therefore, in education, the game should be given special importance and directed towards the formation of personal qualities of the child. This point of view is relevant today, because through play a child learns to think independently, to be creative, social skills and responsibility [6].

A. S. According to Makarenko, the game is not just an entertainment activity, it plays an important role in the development of the child. During the game, the child should try to overcome difficulties, create new things, without being a passive spectator. "In every good game, there is, first of all, the action of work, the action of thinking, decimal power, playing without action, playing with difficulty is always a bad game. A good game, like a great job, always brings joy to a child, and there is the same responsibility in this game as in work." A.S. Makarenko. This idea is of great

importance in the upbringing of a child. Because by playing, the child learns to act and gets the opportunity to love work, solve problems and develop creative abilities [4].

The game is one of the great wonders of human nature, and its importance in the upbringing of children is very great, academician G.N. Volkov noted in his writings. "In the game, words, melody, and movements are closely related. Games are a rich and diverse field of activity for children. Along with the game, a new art comes into children's lives. Games include songs, dances, fairy tales, puzzles, puzzles, etc. b. this is due to the types of folk art, which are the means of folk pedagogy. These are life lessons that teach a child to interact with other children," says renowned Russian educator and scientist G. N. Volkova. According to the main idea of this quote, play plays a big role in the development of a child's vocabulary. Because words, tone, and movement are closely related in the game, and the child actively learns and practices the language [2].

The place of play in vocabulary development: 1. Vocabulary enrichment-during the game, the child hears and understands new words and begins to actively use them. 2. Improving thinking and speech – games help you think logically, speak correctly and express your thoughts clearly. 3. Through acquaintance with folk works-songs, fairy tales, riddles, misconceptions-the child understands the art of language and masters it. 4. Developing communication skills – Communicating with other children while playing, asking questions, answering questions, and exchanging ideas improves a child's language skills. Therefore, the game is an effective means of teaching a child a language, developing vocabulary and forming a correct culture of speech. Didactic games are used not only in preschool institutions, but also in primary education, higher education, etc. B.U.C is also widely used in industry. The transition to the stage of primary school age is associated with drastic changes in his activities, communication, and relationships with other people. Teaching is becoming a leading form of activity, lifestyle is changing, new tasks are emerging, new relationships between the child and others. The new social situation introduces the child into a world of strictly standardized relationships and requires him to have a strictly organized will, which is responsible for the development of executive activities related to the acquisition of skills in educational activities, as well as for mental development. The younger student is at the stage of active participation in educational activities, so it is very important to stimulate his cognitive interest at the present time. A child's curiosity is always aimed at understanding the world around him and creating his own picture of this world. During the game, the child experiments and tries to establish a causal relationship and dependencies. Didactic games are widely used in the classroom, especially when teaching primary school children, since the guiding activity of children before entering school was a game, and the guiding activity in educational work after entering school is gradually changing. It should also be noted that the use of didactic games facilitates the transition from one guiding activity to another, since game forms of learning arouse great interest among children. Conducting didactic games involves several stages. 1. Familiarization of children with the content of the game, the use of didactic material in it (showing objects, pictures, a short conversation during which children's knowledge and ideas are clarified). 2. Explain the course of the game and the rules, strictly observing these rules. 3. Direct game actions. 4. Determine the role of an adult in the game, whether it's a player, a fan, or a referee. 5. Summarizing and analyzing the game. A feature of didactic games is usually the presence of a game situation used as the basis of the method. The actions of the participants in the game are formalized, that is, there are rules, a strict assessment system, and a procedure for actions are provided [5].

A. P. According to Usova, learning in the form of didactic play is based on one of the patterns of a child's play activity – his desire to enter into a fictional situation, to act in accordance with the motives that the game situation represents. He learns involuntarily, unconsciously, while playing,

using the knowledge invested in the game. The best didactic games are based on the principle of self-learning, i.e., the game itself directs the child to acquire knowledge and skills [5].

A didactic game is a collective, purposeful educational activity in which each participant and the team as a whole work together to solve the main problem and direct their behavior to victory. In such games, children or participants can collaborate with each other, make tactical decisions, and develop teamwork skills. It is also one of the effective means used to make the learning process of children more exciting and effective. Games play an important role in stimulating students' interest in activities and stimulating their learning. Among other things, didactic games are of particular importance in language learning and the development of speech skills. Such games can help children learn new words, make better use of grammatical structures, and express their thoughts more clearly. Especially for elementary school students, they are also more interested in learning through a game based on the subject being studied. The essence of didactic games Didactic games are aimed at increasing the level of students' knowledge and developing their intelligence and creative abilities. Students develop their independent learning and thinking skills by playing games. This is especially important in the language learning process, as games help children learn language structures, vocabulary, and speech culture. Another feature of didactic games is that they help children stay in constant concentration. Students are curious during the game and pay attention to the teacher's instructions and the actions of other children in order to express their opinions. With this type of game, children develop their writing, reading, and speaking skills, as well as deepen their knowledge by helping each other. Didactic games used to educate students in thinking. Didactic games are very useful in language learning, as they work at times when children develop their speech and writing skills and arouse interest in learning through play. The following are some types of games that can be used to develop students' imagination through didactic games.: In Word Puzzles: Students are asked to find words and explain their meaning. For example, you might ask, "What does this word mean? The game starts with questions like "what should I do?" Students easily understand words and their meaning, as well as replenish their vocabulary. In word games for completion: The teacher pronounces the initial part of the word, and the children try to finish it correctly. Such games can help children learn new words, as well as improve their spelling.

Picture games: Students look at pictures and make sentences based on them. For example, a teacher might show a picture and ask, "What's going on in this picture? He gets answers from children with questions like "what should I do?" Children improve grammatical and lexical structures by analyzing pictures and making sentences. Role-playing (story games): Students enter into a specific role and conduct dialogues. For example, a teacher assigns students the roles of "buyer" and "seller" and establishes a dialogue for them. This game helps children to learn speech skills, grammatical constructions and social culture. Dictation games: the teacher reads words or sentences, and the children check their spelling. This game helps to improve spelling rules and writing skills. Y Pronunciation of erroneous words game: Students develop speech skills and diction by pronouncing erroneous words correctly and clearly. These games make learning a language fun for students and improve their vocabulary, speaking and writing skills. When teachers systematically use these games in the classroom, students show more interest in the language and gain more effective knowledge. Didactic games have several advantages in the learning process: 1.Increasing interest: Conducting classes in a playful way for students can increase interest in knowledge. Children find the lesson more interesting during the game, and attendance increases. 2. Increased motivation: Didactic games increase children's motivation to study. Games help children to play lessons and understand their meaning and content. 3.Improve speaking and writing skills: Through games, children learn language structures, vocabulary, spelling, and speech culture. For example, the correct use of words, the construction of sentences and the development of public

speaking skills. 4. There is a social connection condition: through games, Children learn social skills, interact with each other and learn together. As a result, teamwork and communication skills are also developed in the classroom. 5. Emotional development: Didactic games develop children's emotional intelligence, allowing them to learn without stress and in a safe atmosphere. Didactic games are very important for the linguistic and cognitive development of children. Games play an important role in developing students' speech and writing skills, as they encourage children to learn and make the lesson interesting. Through such games, students can learn new words, use grammatical structures, better understand social connections, and improve their overall level of knowledge. Using didactic games to increase students' motivation can make their learning easier and more fun, as well as increase their confidence and motivation. If teachers effectively introduce didactic games into the lesson, students can successfully improve their speaking and writing skills, as well as increase interest in learning. Scientists have come up with a simple idea that if we change the means of learning and make the learning process more interesting, we can create a "healthy appetite" for knowledge among schoolchildren. A didactic game is a textbook that arouses curiosity and removes barriers to knowledge [4].

The cycle of didactic play in the education of students Didactic games play an important role in the development of students' speech. They help students learn new words, reason, use grammatical constructions, and speak fluently. In this process, the cycle of didactic games consists of five main stages.: 1. Preparatory stage: At this stage, the teacher performs the actions necessary to organize the game. The goal is to choose the right games aimed at developing students' speech skills. 2. The stage of explanation (briefing): At this stage, the teacher explains the rules and the purpose of the game to the students. 3. Gameplay (execution stage): At this stage, the game is actively implemented, and students try to use the language. 4. The stage of summing up and analysis: after the end of the game, the results are analyzed and the success of the students is recorded. 5. Reflection and reinforcement stage: At this stage, the language skills acquired during the game are consolidated again, and the lesson results are summarized. The cycle of didactic games is a sequential process aimed at developing the personality of students. This method increases students' vocabulary, helps them speak fluently, and makes language learning fun. If the teacher uses these steps correctly and systematically, the language development of students will occur faster and more efficiently. Psychological and pedagogical features of conducting didactic games. 1. During the game, the teacher must create an atmosphere of trust in the classroom, students' trust in their abilities and the realization of their goals. The key to this is the conscientiousness, courtesy of the teacher, encouragement and approval of the actions of the students. 2. Any game that the teacher suggests should be well thought out and prepared. To simplify the game, you can't give up on precision if necessary. 3. The teacher should be very attentive to the extent to which students are prepared for the game, especially for creative games in which students are given more autonomy. 4. To play, you need to pay attention to the composition of the teams. They are selected so that each group has different levels of participants, and each group must have a leader [3].

The role of the teacher is of great importance when conducting didactic games. This should create an atmosphere of trust and friendship for students and increase their self-confidence. The teacher's integrity, politeness, and support for student efforts are among the most important factors in the gameplay. In addition, it is important that each game is thought out in advance and prepared methodically correctly. It is important that precision and discipline are observed during the game, but it is also important that the freedom of students is not limited. Special attention is paid to creative and independent games that contribute to the personal development of students. You should also bring students of different levels together when forming teams during the game. On the one

hand, this allows each student to try their hand, and on the other hand, it creates a culture of learning and helping each other among peers. Proper organization of didactic games will help to foster students' sense of humor, develop creativity and make the learning process interesting. With proper teacher organization, games can serve as an effective learning tool for students. Conducting didactic games is an effective way to make the learning process fun, effective, and accessible. Their psychological and pedagogical features increase students' interest in knowledge and contribute to the easy assimilation of educational material. Psychologically, games can improve the emotional state of children, increase their motivation, develop memory, logical thinking and creativity.

Children naturally participate in the learning process, overcome their fears, and learn to express their thoughts freely. From a pedagogical point of view, didactic games increase the involvement of students in classes, providing them with the opportunity to consolidate and apply knowledge. They improve children's speech skills, language skills, and social connections. Generally speaking, the proper organization and inclusion of didactic games in the lesson has a positive effect on the intellectual and linguistic development of students. Teachers can use this method to make the learning process more effective and exciting, as well as create a supportive educational environment for students. Didactic games are one of the most effective methods of educating elementary school students. We can use such lessons for students even in integrated lessons to help them expand their thinking skills, quick perception, fluency of speech and vocabulary. Only if a teacher wants to use didactic games in integrated lessons can he give a positive result if he plans it in advance and uses it in accordance with the purpose of the lesson [6].

When using didactic games, we can also teach students to write without mistakes, speak without mistakes, working on their spelling and orthoepic mistakes, managing electronic whiteboards, writing on them or telling them about their decisions. Games allow students to speak freely and clearly, developing their logical thinking and creative abilities. Lessons accompanied by game elements can boost students' emotional and intellectual activity and help them learn knowledge easily and effectively. In addition, through role-playing and story games, students form a culture of social communication and develop social skills. Teachers should combine modern pedagogical methods with games to improve children's speech skills and make the educational process more exciting and productive.

References:

1. Susloparova, M. M., Ponomarenko, L. N., Kibishev, A. N., & Romanova, I. V. (2019). Formation of Cognitive Motivation in Junior School Age Children in Institutions of Supplementary Education. *European Journal of Contemporary Education*, 8(2), 357-369.
2. Volkov, G. N. (2000). *Etnopedagogika*. Moscow. (in Russian).
3. *Kyrgyz pedagogikasy* (2004). Entsiklopediyalyk okuu kuraly. Bishkek. (in Kyrgyz).
4. Makarenko, A. S. (1984). *Lektsii o vospitanii detei*. Obshchie usloviya semeinogo vospitaniya. Moscow. (in Russian).
5. Gribova, E., & Poshtareva, T. (2020). Research of the development of the motivational component of the cognitive activity of senior preschoolers. *Newsletter of North-Caucasus Federal University*, (5), 155-163.
6. Ushinskii, K. D. (1988-1990). *Pedagogicheskie sochineniya: v 6 t*. Moscow. (in Russian).

Список литературы:

1. Susloparova M. M., Ponomarenko L. N., Kibishev A. N., Romanova I. V. Formation of Cognitive Motivation in Junior School Age Children in Institutions of Supplementary Education // *European Journal of Contemporary Education*. 2019. V. 8. №2. P. 357-369.

2. Волков Г. Н. Этнопедагогика. М.: Academia, 2000. 175 с.
3. Кыргыз педагогикасы. Энциклопедиялык окуу куралы. Бишкек, 2004. 173 с.
4. Макаренко А. С. Лекции о воспитании детей. Общие условия семейного воспитания. М., 1984.
5. Gribova E., Poshtareva T. Research of the development of the motivational component of the cognitive activity of senior preschoolers // Newsletter of North-Caucasus Federal University. 2020. №5. P. 155-163.
6. Ушинский К. Д. Педагогические сочинения: в 6 т. М.: Педагогика, 1988-1990.

*Работа поступила
в редакцию 20.02.2025 г.*

*Принята к публикации
29.02.2025 г.*

Ссылка для цитирования:

Khalilova T., Orozbek kyzy N., Salaldin kyzy A., Ikramova G., Abdrazakova Z. Fostering Student Motivation Through Didactic Games // Бюллетень науки и практики. 2025. Т. 11. №4. С. 412-419. <https://doi.org/10.33619/2414-2948/113/55>

Cite as (APA):

Khalilova, T., Orozbek kyzy, N., Salaldin kyzy, A., & Ikramova, G., & Abdrazakova, Z. (2025). Fostering Student Motivation Through Didactic Games. *Bulletin of Science and Practice*, 11(4), 412-419. <https://doi.org/10.33619/2414-2948/113/55>