

GAME TECHNOLOGIES IN THE SYSTEM OF DEVELOPING THINKING SKILLS IN PRIMARY CLASSES

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Abstract.

Discusses the role of game technologies in developing thinking skills among primary school pupils. In primary education, the formation of logical, creative, critical and independent thinking is one of the main pedagogical tasks. Game technologies help pupils learn actively, understand educational materials more easily, and express their ideas freely.

Keywords: primary education, thinking skills, game technologies, didactic games, interactive learning.

In modern primary education, the development of pupils' thinking skills is considered one of the most important directions of the teaching and learning process. Primary school is the first stage where children begin to form basic learning habits, speech culture, independent reasoning and intellectual activity. Therefore, teachers should use methods that correspond to pupils' age, interests and psychological characteristics. One of the most effective methods in primary classes is the use of game technologies. For young learners, play is not only a form of entertainment, but also a natural way of understanding the world. Through games, children compare, analyze, imagine, make decisions and communicate with others. For this reason, game technologies have a special place in the development of thinking skills. The topic "Game Technologies in the System of Developing Thinking Skills in Primary Classes" is relevant because today education requires pupils not only to memorize information, but also to think independently, solve problems, express personal opinions and apply knowledge in practice. Game-based learning helps to achieve these goals in an interesting and effective way.

In primary classes, game technologies can be used in almost all subjects, especially in mother tongue, reading, mathematics and natural science lessons. These technologies increase pupils' motivation, strengthen their attention and encourage active participation in the lesson. As a result, the learning process becomes more meaningful, creative and productive. Game technologies are pedagogical methods that organize the learning process through games, competition, role-play, problem-solving and creative activities. In primary education, such technologies are very effective because pupils of this age learn better when the lesson is interesting, visual and emotionally engaging. There are several types of game technologies that can be used in primary classes. The first type is didactic games. These games are directly connected with the learning objective. For example, "Find the Word," "Complete the Sentence," "Find the Extra Word," "Correct the Mistake," "Match the Pairs" and "Who Is Faster?" are useful for developing pupils' logical thinking, memory and attention.

For instance, in a mother tongue lesson, pupils may be given a group of words:
apple, pear, book, peach, apricot.

The task is to find the extra word. Pupils identify that book is the extra word because the other words are fruits. This simple game develops classification, comparison and reasoning skills. The second type is role-playing games. In these activities, pupils act as different characters, such as a teacher, doctor, shop assistant, storyteller or reporter. Role-playing games develop imagination, speech activity and communication skills. They also help pupils express

their thoughts clearly and confidently. For example, in a reading lesson, pupils may act out a story. One pupil becomes the narrator, while others play the roles of characters. Through this activity, pupils understand the text more deeply, analyze characters' behavior and develop creative thinking. The third type is problem-based games. These games require pupils to find a solution to a given situation. For example, the teacher may ask: "A pupil found a lost notebook in the classroom. What should he do?"

Pupils discuss possible answers, explain their opinions and choose the best solution. Such activities develop critical thinking, moral reasoning and decision-making skills. The fourth type is creative games. These games encourage pupils to create something new. For example, pupils may continue a story, make up a title for a text, create a riddle, describe a picture or invent a short dialogue. Creative games are especially important for developing imagination and independent thinking. For example: "The little bird could not find its nest..."

Pupils continue the story with two or three sentences. This task develops not only language skills, but also creative imagination and logical sequence. In the modern educational process, digital game technologies are also becoming important. Interactive platforms, multimedia tasks, online quizzes and educational applications can make lessons more interesting and effective. Digital games help pupils receive immediate feedback, repeat the material and learn through visual and interactive exercises. For example, teachers may use digital tasks such as matching words with pictures, arranging mixed sentences, choosing correct answers or completing missing words. These activities are useful because they combine learning with visual perception, movement and competition.

Game technologies also help develop different forms of thinking. Logical thinking develops when pupils compare, group, classify and find relationships between objects or words. Creative thinking develops when pupils make up stories, riddles, dialogues and new ideas. Critical thinking develops when pupils explain their choices, evaluate answers and defend their opinions. Independent thinking develops when pupils complete tasks without direct help from the teacher. Another advantage of game technologies is that they increase pupils' motivation. In traditional lessons, some pupils may remain passive. However, when the lesson includes games, even shy or less active pupils become more involved. They try to answer questions, participate in group work and express their ideas. Game technologies also support collaborative learning. During group games, pupils learn to listen to each other, share ideas, respect different opinions and work together. This is very important for the development of social and communicative skills. However, the teacher should use game technologies purposefully. Every game must have a clear educational goal. A game should not be used only for entertainment; it should help pupils understand the topic, strengthen knowledge and develop thinking skills. The teacher should also consider pupils' age, level of knowledge and classroom conditions. For example, if the lesson objective is to develop vocabulary, the game should focus on words, meanings, synonyms or antonyms. If the objective is to develop logical thinking, the game should include comparison, classification or problem-solving. If the objective is to develop speech, the game should include storytelling, dialogue or oral explanation. Thus, game technologies are an important part of the system of developing thinking skills in primary classes. They make learning active, interesting and meaningful. Through games, pupils learn to think, speak, analyze and create.

In conclusion, game technologies play an important role in the development of thinking skills in primary classes. They help pupils acquire knowledge in an interesting and active way, develop logical, creative, critical and independent thinking, and increase motivation for learning. Didactic games, role-playing activities, problem-based tasks, creative games and digital game-based exercises are effective tools for primary education. They improve pupils' attention, memory, imagination, speech and problem-solving abilities. In addition, game technologies help pupils communicate with classmates, work in groups and express their opinions freely. The effectiveness of game technologies depends on the teacher's pedagogical skill. Games should be chosen according to the lesson objective, pupils' age and learning needs. When used correctly, game technologies become not only a means of entertainment, but also a powerful educational tool. Therefore, the systematic use of game technologies in primary classes contributes to the formation of active, creative, thoughtful and independent learners. This makes the educational process more effective and prepares pupils for further successful learning.

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