

## THE ISSUE OF EDUCATIONAL GAMES IN PRIMARY CLASS MOTHER TONGUE CLASSES

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### Annotation

In this article, the issue of the concept of using educational games in primary-grade native language classes is analyzed from a scientific and theoretical point of view.

**Keywords:** Elementary school students, more playful, computer games, playing the phone, history, language and speech, language and thinking, formation of speaking skills, having the ability to create an independent text, observation, comparison, grouping of language phenomena, generalization, etc. in the educational system.

The content of the fundamental reforms being carried out in Uzbekistan is aimed at educating the young generation into a mature generation with intellectual potential. We know that people who read books are born from children who love to read. The role of parents and teachers is incomparable in raising the young generation to be the future owners of our country, to make them educated, intelligent, mature. It is not for nothing that it is said that "knowledge acquired in youth is like a pattern carved in stone". Children enter the world of reading books by listening to the stories told by their parents and starting to read them at school from the elementary school. Therefore, these periods require special attention in children. At this time, the child begins to develop an interest in reading. Elementary school students are more playful, like to play computer games, and play the phone more. In today's information society, it is appropriate for parents and teachers to use educational games for their children in primary education mother tongue classes using modern technologies. Primary education plays a very important role in raising the spiritually mature generation that our nation dreams of and is raising. Primary education stands out among continuous education, it serves as a solid foundation for the formation of a creative person who will raise the future of our country to the level of a great state. The main part of the important tasks in the education of primary school students is carried out in the mother tongue classes.

Instilling in children love for goodness, hatred for evil, development of communicative speech, raising literary-aesthetic thinking is the essence of mother tongue lessons. Language is considered a great blessing given to people by nature. It is a multifaceted and complex phenomenon. The main goal of mother tongue education is to develop students' oral and written speech skills, correct and expressive thinking skills. In schools, along with the grammar of the mother tongue, students are taught the basics of linguistics, world languages

and the history of their origin, language and speech, language and thought. In the years of independence, a number of works were carried out to update and improve mother tongue education. In recent years, the science of the mother tongue, which is being created, memorizes grammatical rules in the programs and textbooks. Therefore, it is necessary to take into account these aspects of the science when choosing a teaching method. Practical methods in the Uzbek language, mother tongue and literature and other such subjects greatly help in learning the subject. Methods should be chosen accordingly. What method to choose during the lesson depends on the subject being studied, its features, and the subjects being studied.

It's no secret that innovative educational technologies, interactive lessons have entered the pedagogy and teaching methodology of all subjects as a foreign experience. Manifestations of innovation: new ideas, specific goals aimed at changing the system or direction of activity, unconventional approaches, unusual initiatives, advanced work methods. The main task of teaching language methodology is to make students free, is to educate mature teachers who can express their creative, independent thoughts in oral and written form, based on the standards of literary language, who have the ability to convey the same meaning in different situations, who have mastered the standards of literary speech. Providing information about the relationship between language and thinking in native language classes serves to expand students' knowledge of the language, equip them with the necessary knowledge, skills, and abilities. aims at: increasing and enriching vocabulary, independent thinking, development of creative thinking, formation of speaking skills, ability to create an independent text to have In the educational system, mental activity methods such as observation, comparison, grouping of language phenomena, generalization, choosing among them suitable for the speech situation and using them in one's own speech, not only form the mental characteristics of the student, such as attention, memory, thinking, creative thinking, but also avoid difficulties. It was recognized that it is important for the emergence of a positive character such as fearlessness, independent elimination, and cultural communication. The updating of the content of mother tongue education has also put urgent issues in front of the language teaching methodology. If we approach the issue from this point of view, the following educational games can be used in primary grade mother tongue lessons:

Vowels "I" and "U" are written interchangeably. For example, the words forget, war, and work are written in the form of unit, hit, and close. When writing words with the vowels "A" and "O". For example, cases of writing the words samon, mabodo, phonetics, ton in the form samon, mobodo, phonetics, tonna.

1. Adding the vowel "I". For example, the words thought, picture, happiness in the same way as thought, picture, happiness.
2. When writing accented and unaccented words. For example, in words such as book, income, child, cases of writing a voiceless letter instead of a voiced letter.
3. Throat sound "H" and deep tongue back sound "X" are used interchangeably when writing.

4. Cases of pronouncing and replacing the letter "III" in the style of "Ch".
5. Among 3rd-4th graders, the adverbial suffixes -gach,
6. When writing adverbs such as -guncha, -gancha, -gani, they should be written the way they are meant to be written.
7. Cases of not knowing the use of parentheses and quotation marks at times.
8. Occasional use of adverbs interchangeably.
9. Incorrect writing of words with double consonants.

There are several methods aimed at eliminating the situations listed above. Including "Young spellers" and "Enthusiastic reader" methods.

"Enthusiastic student" In this game, students work in groups. On the classroom board, the teacher takes out cards with words with several vowels omitted. For example, z...ra. q...tick ...sman. q...fall. And on the table there are small cards with several vowel letters. When a curious student from each group finds the missing letter in the word and creates a word, the rest of the group tells the information about the letter and gets one point for the group. If there are options in other groups, they will be considered and explained.[2.13]

The game "Young spellers" is used in training on vowels and consonants. Equipment:

1. Poster with 5 phonetic tasks.
2. Pieces of paper with numbers 1-5.

At the beginning of the game, each student takes one of the pieces of paper with the numbers 1-5 from the box on the table and determines their groups and their tasks. In this way, they are divided into 5 groups. Then they write the answers to their phonetic tasks on a poster with 5 tasks:

- 1- phonetic task. Write 10 words that contain only voiced consonants.
- 2- phonetic task. Write 10 words that contain the consonant "x".
- 3- phonetic task. Write 10 words for words with the vowel "o" and "A".
- 4- phonetic assignment. Write 10 words with a guttural consonant.
- 5- phonetic task. Write 10 words about the pronunciation of a long vowel when a stop is placed.

The group that completes the tasks quickly and correctly will be the winner.

Thus, the organization of primary-grade native language classes using educational games, innovative and interactive educational technologies improve the quality of education, increase its effectiveness, the teacher, the group of students, as well as the team. It is a necessary condition for establishing mutual cooperation between students, achieving ideological and spiritual unity, striving towards a single goal, realizing the inner potential of each learner (student), and manifesting as a person. has great potential in creating conditions and environment.

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