

**THE USING OF GAME TECHNOLOGIES IN PRIMARY EDUCATION
WAYS TO DETERMINE THE INTERESTS OF STUDENTS**

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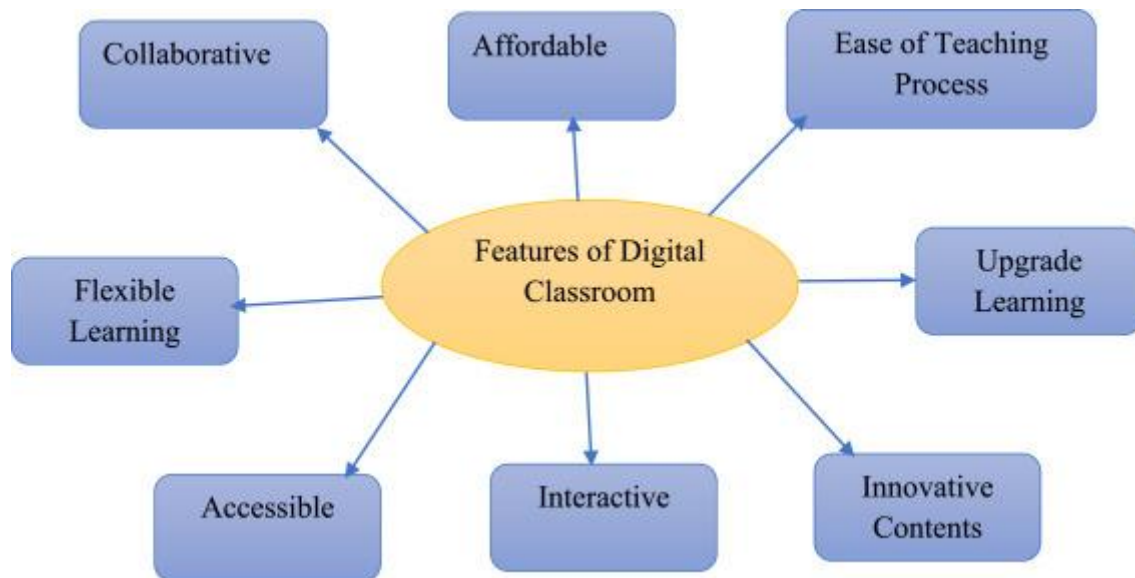
A B S T R A C T	K E Y W O R D S
This article deals with game technologies in primary education and the use and benefits of using this technology are discussed. In addition, there are examples of effective games that can be used in the course of the lesson.	Primary education, game, child, subject, role, didactics, creative activity, achievement, active, method.

Introduction

In today's modern world, as every field and or everything is developing and modernizing, the younger generation is also adapting to it. Today, changes and reforms are on the rise in education, and it is no longer easy to attract a student to a lesson, to determine his interests, or to surprise him. The easiest and most effective way is to attract the child to the lesson and determine his interests through game technologies.



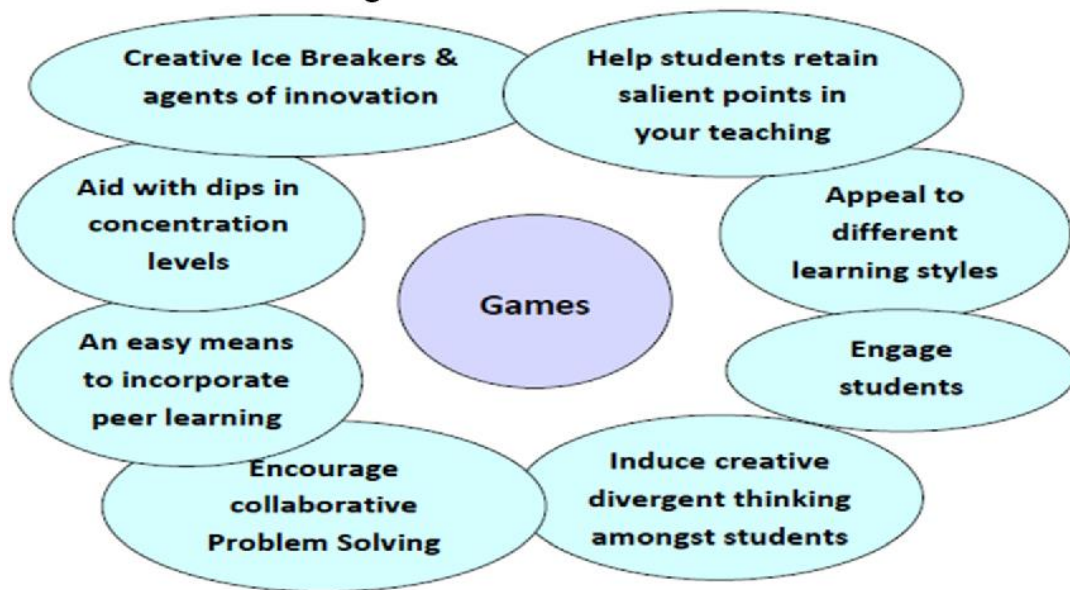
Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, and the use of modern technologies allows them to search for the knowledge they acquire, independent study and thinking, analysis. even teaches them to draw their own conclusions.



In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the functions of management and guidance. Today in education "Brainstorming", "Thoughtstorming", "Networks" method, "Sinquain", "BBB", "Fifth plus", "6x6x6", "Debate", "Role-playing game", Modern technologies such as FSMU, "Working in small groups", "Rounded snow", "Zigzag", "I will say the last word" are used. In primary education, the game is a form of creative activity. In this, the student develops emotionally, intellectually and morally on the basis of knowledge and understanding of social and material existence.

A number of research works have been conducted in psychology, ethnography, culture, and pedagogy about games and their role in human development. At the end of the 19th century, the German scientist K. Gross tried to systematically study games, while the German psychologist K. Bühler studied games as a "satisfying" activity. According to L.S. Vygotsky and A.N. Leontiev, they studied games from a theoretical point of view by connecting them to certain activities according to their social nature. But the only and most important feature of games is their importance in education.

In games, the child's behavior is freely formed and socialized.



The most important aspect of the games is its two-sided nature, which is also suitable for dramatic art. On the one hand, if the participants of the game perform real activities related to certain non-standard tasks during its implementation, on the other hand, the games acquire a conditional character, deviating from real situations, while feeling responsible for most of these activities.

Therefore, the double-tasking of games is the reason for its developing result. Elements of game activity are widely used in the educational process. They include business games, didactic games, role-playing games, and computer games. Business games are a form of re-creating the subject or social content of professional activity, and a system of relationships specific to this type of practice. The purpose of conducting games is to develop the activities of its participants in a special (game-like) simulation model. According to the nature of the games, educational process games are divided into research games, management and certification games. Games related to the educational process create conditions for the correct organization of professional activities in the future and the formation of a person in accordance with the goals. The new knowledge obtained as a result of these conditions will help to set up the future professional activity correctly.

It is known that education is based on cooperation and acquires a collective character; it is carried out in accordance with the rules of activity specific to the profession and the social rules of the community. In this sense, the didactic and educational value of education is combined, and the activity of students increases in the form of game activities. The problem task proposed in the business games motivates the participants, increases their interest, and creates an emotional spirit on the basis of appropriate dialogic communication.

Didactic games fulfill educational goals and are adapted to them. F. Fribil and M. Montessori developed the system of didactic games for the first time in the preschool process, while O. Dikroli conducted research for primary education. From the 60s and 70s, it began to be used not only in primary education, but also in general secondary education. In the 80s, business games became widespread. The main feature of business games is that the game plan is oriented towards the educational goal. Because the learning goal is done within the game tasks.

Therefore, games are the main type of activity of children, through which students of junior school age learn about life, existence, surroundings and adapt to it. The following are important for the

emergence of a game: - the emergence of a feeling of satisfaction from communication with the participants of the game; - naturalness, emergence of emotional feelings; - during the game, the players try to satisfy their natural needs, etc. In terms of socio-psychological importance, games mainly perform two tasks; - acquisition of certain social knowledge; - formation of necessary social rules. Also, when approached from the point of view of the problem, games increase the student's creativity by activating his creative activity.

It is known that the quality and effectiveness of children's play directly depends on the life observations and personal experience of the participants. Qualities such as awareness, initiative and willfulness are important in this. Therefore, the use of games with different socio-psychological characteristics in the educational process undoubtedly shows its effectiveness. Active learning methods are organized based on such games. Each game can last from a few minutes to longer, and can involve anywhere from two children to ten students.

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