

The Importance of Games Used in The Development of Students' Intellectual Skills

Jamatova Malika Sherkulovna

Asian International University Education and Training Theory and
Methodology (Primary Education) Specialty Master's Student

Abstract

In this article, games used in the development of intellectual abilities of students in primary education and ways of forming intellectual abilities of students through games, ideas about the development of creativity of students based on games, and their effectiveness illuminated.

Keywords: intellectual ability, creative activity, teaching, training, primary education, educational process, teacher, student activity, cooperative education.

INTRODUCTION

An important part of the development of the mental abilities of elementary school students is that they have additional memory reserves, since changes in all cognitive processes begin at this age. The thinking of young people is the highest stage of intellectual development, because it is formed on the basis of figurative thinking. It is necessary to carry out work aimed at developing the intellectual thinking of primary school students. It should be remembered that the process of development of logical thinking should be carried out comprehensively and systematically. Such work can be done not only in the classroom, but also in extracurricular activities. In this type of activity, the main task of the teacher is to competently choose various forms and methods that are convenient and acceptable for young children. With the help of general education, students master such processes as: comparison, classification, generalization, analysis, etc. includes Thinking allows us to gain knowledge about such objects, features and relationships of the world around us that cannot be directly perceived at the sensitive level of cognition.

Games used in the development of students' intellectual abilities are important in primary education. The games used in the educational process are classified as follows:

The single and most important feature of games is their educational value. In games, the child's behavior is freely formed and socialized. 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, 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, modeling the system of relationships specific to this type of practice.

In human life, game activity performs the following functions: distraction from everyday tasks (amusing, arousing interest, inspiring - this is the main function of the game); communicativeness: mastering the dialectic of communication; showing itself in the game as



a training ground of human practice; game - therapy: overcoming various obstacles that appear during life activities;

Mental skills: All games and puzzles require good concentration and focus; a child will get used to working in a settled environment and dedicating time to a single activity. Their attention span will then develop as the difficulty of the activities increase.

Jigsaw puzzles in particular require a lot of perseverance whilst a child looks to find the correct pieces to complete it; in doing so they will learn to recognise patterns and deduce solutions, for example, that all outline pieces will have at least one straight edge.

Word searches and other word games like Scrabble help children develop their vocabulary and spelling. They introduce them to new words and help develop their understanding of word groupings and associations. Games like Chess or card games like Rummy develop a child's strategic and problem-solving skills as they weigh up their options and consider their opponent's hand. Such games encourage a child to think logically and carefully; they need to pay great attention throughout the game, either to the cards which have already been laid or to anticipate the next moves of their rival.

Having to remember complicated rules will also help improve their memory skills. diagnostic: self-awareness during the game, detection of deviation from normal behavior; performing a correction function: making positive changes in the composition of personal indicators; international communications: mastering social values that are common to all people; socialization: inclusion in the system of social relations, assimilation of the general norms of human existence.

As an activity, the content of the game includes integrated planning, goal realization, and analysis of the results of the individual's self-identification as a subject. The motive of game activity is provided by its voluntariness, choice and elements of competition, satisfaction of the need for self-disclosure.

As a process, the game includes: a) the role assumed by the players; b) game actions as a means of implementing these roles; c) use of objects in games, i.e. replacement of real objects with certain conditions in games; g) real relations between players; d) content - the field of the conditionally accepted environment is included in the game. The game has been used since ancient times as a method of education, in order to pass on the experiences of the older generation to the younger generation. Wide use of games can be observed in folk pedagogy, preschool and extracurricular institutions.

In modern general secondary schools, game activities are used in the following cases:

- as independent technologies for mastering the concept, topic and even some sections of the educational subject;
- as an element (sometimes significantly important) of relatively large-scale technologies;
- as a training (lesson) or part of it (introduction, explanation, reinforcement, exercises, control);
- as a technology for extracurricular activities (for example, traffic lights, merry-go-rounds, etc.). The concept of "game pedagogical technologies" includes sufficiently broad methods and ways of organizing the pedagogical process in the form of various pedagogical games.



“The name "intellectual game" indicates the direction of the action, in this way it is attractive for the interested part of the audience, which tends toward this type of activity. For that part of the audience that has low motivation to participate in the game and they are "forced" to be on the game (holding by the teacher of the game during the classroom or "for company") they also differentiate the "announcement" as a game form, but they are not inspired with the emphasis on "intellectual". In the course of the game, such participants are a more significant example as they demonstrate not just a reluctance to participate, which is not always associated with fear of "public speaking". It is this part of the "undesirables" that demonstrate a poorly developed ability for abstract thinking or possess a weakly developed categorical apparatus, vocabulary. Such participants are more difficult on the first game, but if there is an awareness of the need to "fix the situation" then when removing the block in the form of the first misunderstanding effect, and if successful steps in the game give confidence, the next stages of the game are more valuable, because the participant realizes the possibility of his/her cognitive abilities, which the participant did not suspect. In fact, the game tends to be relatively entertaining. In the course of playing activity, there is a deep intellectual tension, but this is the next stage.¹”

In this sense, the didactic and educational importance of education is combined, and the activity of students increases in the form of game activities. Didactic games fulfill educational goals and are adapted to them. From the 60s and 70s, it began to be used not only in primary education, but also in general secondary education.

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 creativity of the student 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. In this, qualities such as awareness, initiative and willfulness become important.

In conclusion, it can be said that in the process of primary education, it is important to create various conditions for the development of creative activity of students. For this purpose, determining the requirements of education and organizing its priorities based on these requirements on the basis of researched education, creation of problem situations and a technological approach to education prepares the ground for the effectiveness of the development of creative activity of students.

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