



GAME TECHNOLOGIES AND METHODS OF ITS APPLICATION IN FIRST GRADE LESSONS

*Faculty of Philology and Language Teaching (English)
Samarkand State Institute of Foreign Languages*

Uzoqboyeva Sevinch Jamshid qizi

karimovashahnoza553@gmail.com

*Faculty of Philology and Language Teaching (English)
Samarkand State Institute of Foreign Languages*

Ibodullayeva Sarvinoz

sarvinozkosimova534@gmail.com

Scientific supervisor:

Berdiyeva Guzal Nizomjon qizi

Teacher at Samarkand State Institute of Foreign languages

Abstract: This study aims to study the methodological aspects of the use of game technologies in the classroom by first-graders. The results of the study show that game technologies make lessons interactive and interesting, attract children's attention and encourage them to actively participate. Games also serve to develop problem-solving, creative thinking and teamwork skills. The study provides recommendations for educators on the effective use of game technologies as a teaching method.

Keywords: Game technologies, first grade, methodology, interactive teaching, cognitive development, social skills, pedagogical methods.

Introduction

In the modern education system, the process of teaching primary school students requires innovative approaches and effective methods from the teacher. It is especially important for first-graders that the educational process is organized in accordance with their age and psychological characteristics. For children of this age, game activity is a leading type of activity. Therefore, the use of game technologies in the lesson process is considered one of the important factors in increasing the effectiveness of education.

Game technologies are not only a means of organizing an interesting lesson, but also a methodological approach that increases the cognitive activity of students, develops independent thinking and forms social skills. For first-graders, the lesson process is associated with a period of adaptation, during which they adapt to the school environment, new rules and educational activities. Game elements facilitate this adaptation process, instill positive



motivation and interest in learning in children⁹⁹. Today, interactive methods, including didactic games, role-playing games, action games, and digital gaming technologies, are widely used in the educational process. They serve to concentrate students' attention, facilitate their mastery of the subject, and consolidate knowledge. At the same time, games help children develop communication, teamwork, and cooperation skills.

The relevance of this study is that there is a need to scientifically illuminate the methodology for using gaming technologies in first-grade lessons, determine their effectiveness, and develop practical recommendations for teachers. The purpose of the study is to analyze the impact of gaming technologies on the cognitive and social development of first-grade students and to substantiate effective methodological ways of using them in the classroom.

Methods

This study aimed to study the methodology of using game technologies in first-grade lessons, using theoretical and practical research methods. During the research, scientific literature on pedagogy, psychology, and primary education methodology was analyzed, and advanced pedagogical experiences were studied and summarized.

At the theoretical stage, scientific sources were analyzed on the role of game activity in child development, the importance of didactic games in the educational process, and the effectiveness of interactive methods. The impact of game technologies on cognitive and social development was conceptually substantiated.

At the practical stage, observation and experimental work were conducted with the participation of first-grade students. Didactic games, role-playing games, action games, and interactive tasks based on information and communication technologies were used in the lesson process. Game elements were integrated into reading, mathematics, and native language lessons. During the experiment, students' activity in the lesson, level of mastery of the topic, independent thinking and teamwork skills were observed. Pedagogical observation, interview, question-and-answer and analysis methods were used to collect data. The results obtained were analyzed on the basis of comparison and generalization. Also, methodological principles were followed in the use of game technologies - taking into account age characteristics, compliance with the purpose of the lesson, systematicity and consistency. Game tasks were organized step by step according to the level of complexity and the individual

⁹⁹ Hosilbekova, Latofat Shamiddin qizi. Boshlang'ich ta'limda o'yin texnologiyalarining o'quvchilarning bilim olishiga ta'siri. Modern Science and Research, no. 9, 2025, pp. 12–14.



abilities of students were taken into account. This methodological approach made it possible to determine the effectiveness of game technologies in first-grade lessons and develop an optimal methodological model for their use.

Results

During the research, it was observed that the systematic introduction of game technologies into first-grade lessons led to positive changes in students' learning activities. First of all, in lessons where game elements were used, the level of student activity and participation significantly increased. Children showed initiative in completing tasks, participated more actively in answering questions, and tried to express their own opinions. The process of mastering the topics covered with the help of didactic games was much more effective. Students were distinguished by a high level of memorization and understanding of the topic. In particular, game-based tasks in working with numbers, comparing, and solving simple problems in mathematics lessons gave good results. In native language and reading lessons, role-playing games and interactive exercises based on questions and answers increased children's speech activity¹⁰⁰.

Positive changes were also observed socially. During group games, students developed the skills of listening to each other, exchanging ideas, and working together. The game process helped to create a friendly atmosphere among students, allowing even shy children to be involved in the lesson process. The results of the observation showed that in the lessons where game technologies were used, the ability of students to concentrate was strengthened and the level of fatigue during the lesson decreased. Students began to perceive the lesson not as an obligation, but as an interesting activity. The results of the study confirmed that the use of game technologies in first-grade lessons is an effective tool for increasing the cognitive development, social activity and motivation of students.

Analysis

The results of the study showed that the use of game technologies in first-grade lessons increases the effectiveness of the educational process. First of all, game activity is a natural need for children of primary school age. Therefore, the combination of the educational process with the game corresponds to the psychological characteristics of children. The results showed that in lessons where game elements are used, students' cognitive activity increases, they learn the subject with interest and show initiative in completing tasks.

¹⁰⁰ Ismatova, Madinabonu. Pedagogning innovatsion faoliyatida o'yin texnologiyalaridan foydalanish. Pedagogik Tadqiqotlar Jurnali, 2024.



When analyzed cognitively, games encourage children to think by creating problem situations. For example, the problems presented through didactic games form the skills of analysis, comparison and generalization in children. Role-playing games, on the other hand, develop speech activity, imagination and creativity. In these processes, the student does not passively receive knowledge, but independently acquires it as an active participant. From a social point of view, group games develop a culture of cooperation, mutual respect and communication in students. In the process of play, children learn to make joint decisions, distribute tasks, and work together to achieve results. This accelerates the process of their social adaptation. The analysis also showed that the effectiveness of game technologies depends on their selection in accordance with the purpose of the lesson and their methodologically correct organization. Unsystematic or purposeless games will not give the expected result, but on the contrary, can lead to ineffective spending of time.

Discussion

The issue of using game technologies in first-grade lessons is one of the most relevant areas in modern pedagogy. The results of the study showed that games are not only an interesting method, but also an effective pedagogical tool. Especially at the primary education stage, teaching through games facilitates the adaptation of students to the school environment and forms a positive learning motivation in them. In the process of discussion, it should be noted that game technologies do not completely replace traditional teaching methods, but rather enrich and improve them. Game elements are highly effective when used at certain stages of the lesson - when explaining, consolidating or repeating a new topic¹⁰¹.

The role of the teacher is also important. The teacher acts as a manager and guide of the game process. He must adapt the game tasks to the age characteristics and level of knowledge of the students, control the process and evaluate the results. In general, the methodologically sound use of game technologies supports the cognitive development of first-graders, builds their social skills, and helps organize the educational process effectively and interestingly.

Conclusion

The results of this study show that game technologies play an important role as an effective pedagogical tool in first-grade lessons. At the primary education stage, it is necessary to organize the educational process taking into account the age and psychological characteristics of students, and game

¹⁰¹ Bekmuratova, Yulduz Bekmurat qizi. Boshlang'ich ta'limda o'yin texnologiyalari yordamida o'quvchilarning qiziqishlarini aniqlash yo'llari. Journal of Universal Science Research, 2023.



activities correspond to this need. By integrating game technologies into the lesson process, students' cognitive activity, independent thinking, and creative approach develop. The study revealed that didactic, role-playing, and action games facilitate the process of students' mastering the subject and serve to consolidate knowledge. Game-based tasks form cognitive skills such as analysis, comparison, and generalization in children. At the same time, group games develop cooperation, communication culture, and teamwork skills in students.

The effectiveness of game technologies depends on their methodologically correct selection and purposeful use. The teacher must plan the game process, align it with the purpose of the lesson and take into account the individual characteristics of students. Only then will games become a means of increasing educational effectiveness. In conclusion, the systematic and methodological use of game technologies in first-grade lessons ensures the cognitive and social development of students, increases their motivation for learning, and serves to organize the educational process effectively and interestingly. In the future, it is advisable to conduct more extensive experimental work in this direction and improve game methodology.

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