

Use of Intellectual Games in Developing Competencies of Primary School Students

Ch.B. Abduraxmanova

Researcher of Samarkand State University, Uzbekistan

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Abstract: This work highlights the importance of independent activities and intellectual games in developing competencies of primary school students. It analyzes modern pedagogical approaches, particularly the role of interactive methods and didactic games in developing independent thinking, creativity, and the ability to apply knowledge in practice among younger students. The study demonstrates, through examples, methods to increase students' interest in learning, enliven the lesson process, and encourage their active participation. Additionally, teachers are provided with effective methodological recommendations for organizing independent work in primary grades.

Keywords: Primary education competence, intellectual games, pedagogical technologies, creative thinking, educational effectiveness.

Introduction: One of the pressing issues today is nurturing a comprehensively developed, intelligent, and well-rounded individual. This task is primarily entrusted to teachers. Unlike other subjects, special attention is paid to this matter in native language and literature lessons. Each work and its excerpts in literature lessons, as well as the exercise texts in native language lessons, reflect the image of an ideal person and are presented to students as exemplary models.

Educational and cognitive competence, occupying a crucial part of personal competencies, ensures the mastery of a comprehensive and diverse culture. In our view, educational and cognitive competence is the fundamental competence aimed at expanding knowledge, which facilitates the acquisition of cognitive methods, the formation of specific knowledge and skills in the educational process, the development of creative thinking, and the promotion of independence in learning activities.

As the Chinese philosopher Confucius emphasized, students, by reinforcing their practical skills, gain the opportunity to understand the material they are studying more deeply. The application of interactive methods in this process increases student engagement

and encourages them to apply their knowledge in practice.

Furthermore, games develop students' ability to collaborate and solve problematic situations. In this way, students acquire not only theoretical knowledge but also practical skills, which significantly impacts their personal and social development.

Didactic games are divided into two main types: content-based and practical exercise-oriented. Content-based games are founded on familiar situations where roles are clearly defined. For instance, games like "Family Relations," "Commerce," or "City Life" are vivid examples of this. Practical exercises, on the other hand, incorporate game elements and are conducted under more specifically targeted conditions. Examples include games such as "Point Distribution" or "Number Collection." While practical exercises may not require as much time and effort, content-based games tend to engage students more deeply.

The importance of education based on independent work lies in the fact that it is one of the main means of developing students' educational and cognitive competencies. This method allows students to develop their thinking abilities and independently apply

knowledge in practice. In modern education, independent research serves as an important factor in increasing students' personal responsibility. In fostering creative independence, students' independent work develops their creative approaches, enabling them to address problem-solving from various perspectives. Through independent work, students learn to search for new information, utilize information sources, and form their personal opinions, which expands their educational and cognitive competencies.

In developing self-control and self-assessment skills, independent work helps students cultivate the ability to monitor and evaluate themselves. These skills allow students to independently assess their knowledge, understand their mistakes, and correct them. As a result, students can manage their learning process more effectively.

The use of modern information technologies in organizing independent work strengthens self-education skills among students. Utilizing digital resources allows students to manage their learning process more quickly and efficiently while simultaneously exposing them to a wide range of information.

In shaping an active educational and cognitive process, the teaching methodology based on independent work brings students' knowledge acquisition process to an active and interactive state. Students strengthen their knowledge by independently solving problems, searching for solutions, and applying them in practice. In this way, students have the opportunity to creatively and consistently develop their learning process. By applying interactive methods, the following tasks are addressed: engaging students in the lesson topic; achieving thorough assimilation of knowledge; teaching students to think; teaching students to communicate with each other; creating conditions to ensure active participation of all students in the educational process; and fostering a positive psychological environment within the student group. When creating an interactive environment in the educational process, teachers are required to consider the following: stimulating students' interest in the lesson; ensuring alignment of interests between teachers and students; providing interesting information, but not excessively; ensuring a variety of methods and tools; encouraging student activity; facilitating sincere communication between teachers and students; creating opportunities for students to demonstrate the results of their work; achieving set goals; and teaching students to apply their acquired knowledge in life.

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