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The Role of Pedagogical Games in the Personal Development of Primary School Students

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Annotation: this article discusses the importance of pedagogical games in the personal development of Primary School students.

Keywords: pedagogical game, personal development, creative thinking, temperament, choleric, sanguine, phlegmatic, melancholic

Currently, the improvement of national education systems in the world community continues as a continuous process. Educational reform in our country is based on modern, national, socio-economic and humanitarian goals of the country's development, taking into account the world's leading trends. The main goal of further development of education is the harmonious development of the personality and creative abilities of a person, an increase in the intellectual and cultural potential of the country. Today, the modernization of the educational system is aimed at improving the quality of education, developing a holistic system of fundamental knowledge, skills and methods of independent, creative thinking. To do this, it is necessary to update the content and technologies of Education. The primary education system is distinguished by specific teaching methods. However, not all educators can use pedagogical games in the course of their activities to a sufficient extent, as a means of mastering new knowledge. When choosing games, it is worth choosing familiar games for students who have previously passed the experiment and forget to take into account the personal aspects of children during the selection process. Awakening a creative attitude to the educational game among teachers and applying it as a technology of personal development of students is one of the pressing problems of primary education.

Foreign and domestic pedagogical scientists have paid enough attention to the development opportunities of the game. A. S. Makarenko noted that without a game there will be no complete moral and mental development, since it reveals the creative abilities of the individual.

Since primary school students are young, it is necessary to give them an understandable knowledge of simple language and use the elements of the game in the lessons. The main part of the child's life passes with the game. Games are the main form of a child's life, not just a pedagogical tool. Therefore, we cannot solve the responsible tools that are in front of us without having to master the subtleties of the game and learn to control the activities of the game. Expressing each subject, teaching the child always takes place through words. Through the game, the child's activities are perfected, contributing them to their personal development. Teaches to overcome difficulties, obstacles in the game process.

Play is the means of study, work and upbringing for children. However, the main part of the lesson should not be turned into a game lesson. "Game for a child is reality" - wrote K.D.Ushinsky, consequently, tevarak is the surrounding reality. It is interesting because it is particularly understandable to the child, the game is so understandable to the child that in part there is something created by the child himself.

Children's play activities appear in preschool age and in their development follow a path from simple imitation to a complex role-playing game, a game that initially reflects the activity of people in relation to subjects, and then specific features. The game is a necessary need of a growing child's organism, and through it organizational skills are brought up in children. But the game is a game under any circumstances. There are also games that educate children in



Independence, simplicity, the feeling of helping each other. Jan Amos Kamensky, speaking about the importance of systematic use of grammatical Games, wrote: "in order for a child to be healthy, it is necessary that he be in constant motion, only then the game will be fun. It is necessary to lead the game and constantly monitor the behavior of children. Because children are brought up in every possible way in the game process." In the process of the game, the specific aspects of the child's character become clear, the teacher teaches them to treat each of them accordingly. Opens their negative side and the teacher, in turn, tries to correct it. A.S.Makarenko quite rightly argues that the child does the job the same way he plays, and believes that the game is one of the most important means of personal development.

Pedagogical games are based on the activation and acceleration of the student's activities. They are of great importance in the identification and implementation of practical solutions for the realization and development of creative opportunities in the student's personality. Pedagogical games contribute to the development of mental, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurial, creative, hard work, professional skills in students. Pedagogical games, as one of the components of intellectual techniques, lead the student to launch his internal capabilities, think, think freely, communicate, creativity. Especially in it, the interest in the environment, in life increases, the difficulty encountered, how to overcome obstacles and form critical thinking skills. School education changes the lifestyle, social status of the student in the classroom community and family environment. Its main task was to acquire knowledge from the study acquisition of skills and abilities to master the laws of nature and society. Education to a certain extent requires organization, aspiration, volitional effort, activity and purposeful activity. An involuntary act begins to be replaced by Planned mental labor, which is realized. Together with peers will be in a certain class community. So before him all the time the protection of the interests of the class community subordination of personal desires to the universal aspiration is the task of acquiring feelings of mutual assistance, mutual exactingness, social responsibility and duty. Even in the process of education, the requirements for the student will continue to grow stronger and more complex.

Important conditions are created for the development of intelligence, observation, truthfulness, the possibility of memorization, recollection of students of younger school age, form the skills of reading, writing, counting in children. In addition, in the process of this education, the scale of their knowledge expands, their interest in knowledge increases, the ability to creative search increases, the activity of thinking, independence, productivity increases in them, the use of mental opportunity arises. Positive attitude to academic subjects the intention to engage in strict public feelings of responsibility, awareness of the social significance of acquiring knowledge are composed. In elementary grades, children differ sharply from people of other young periods in the accuracy of their perception, purity of fluency, pungency. They will be able to assimilate important features of perception due to the fact that they give in to everything and look extremely carefully. Pedagogical games help to foster harmony and discipline, since each game is associated with a desire to win, requiring strict and consistent adherence to the conditions and rules of the game. During the Games, students achieve that there is silence in the classroom, that students can behave, that they can go to the board on their toes without making a sound from the desk, that they can come back to their places with peace of mind and sit, listen carefully to sounds, mentally look at numbers.

In terms of its form, pedagogical games differ from creative ones, which are mainly played in kindergarten, as well as games that the teacher himself explains By storytelling and which are strengthened as a result of asking students one by one. Pedagogical games serve the task of teaching, classes are conducted at an interesting, interesting, understandable level. Children train with jonu dili for the purpose of winning, Get used to the fact that each given task is necessarily completed, as a result of which interest in completing pedagogical tasks increases in them. Pedagogical games help to better understand the purpose of each lesson, the goals and objectives of each exercise. Pedagogical games include the exhibitionism of education, the speech of the teacher and the movement of children, as a result of which unity is born in perception (signs of vision, hearing, skin sensation). This allows children to think about what the teacher said and express those said, that is, to fulfill the rules of pedagogical games by the students themselves. The features of the structure of pedagogical games in this way provide an opportunity to analyze the activities of students. That is why all children act with interest during the game.

When choosing games as a technology of personal development of Primary School students, it is also necessary to get acquainted with the temperament of each student. I.P.Pavlov's temperament describes as follows: "the most general characteristic of each individual person, and also of each individual animal, is the main characteristic of the nervous system, which gives a certain appearance to the entire activity of each individual."Temperament, psychologically speaking, is an indivodial trait that is visible in the excitations of emotion in a person and in general mobility in a person. From this it can be seen that each person has his own temperament. The speed, strength and



stability of children's emotional arousal varies. Some children think very quickly, understand words easily, their speech is fluent, their excitability is normal, and some are very fast, neutral, mobile, while other different students are sluggish, their thinking ability is also somewhat slow, etc. This is the result of the individual characteristics – temperament inherent in each child himself. Temperament has long been divided into 4: 1) choleric; 2) sanguine; 3) melancholic; 4) phlegmatic.

Choleric children become more prosperous, quickly get to one job, do not let the work they have begun to complete. The mood will be stable. Likes team games and actively participates in these games. It will only be cheaper. It is more effective to play life-social, plot-role-playing games with such children.

Sanguine children become very mobile, bold and agile. They are always ready for any task, game, work. They try to complete a number of assignments at the same time, but they can also give up as quickly as they get into the same job. Such children quickly enter the game and can quickly change their roles. Explaining the lesson through creative games with such children will help to achieve the expected result. Because, creative games are invented by the children themselves. There will be no pre-established rules in it. The rules are conceived by children in the game process.

Children with a melancholic temperament become believers, submissive. When a question is asked, they shyly answer (you tear the answer yourself). Such children may not quickly get to work, but they will definitely finish what they started when they entered. With such readers, it is possible to conduct intellectual games, rule games.

Children with a phlegmatic temperament become children who do not interfere with many, timid, do not touch anyone. They do not like noise. Action games are not for such children. Such children will not be initiative, but can be much more diligent and well-read if good pedagogical activity is carried out. When working with such children, first of all, they should be given individual assignments. The answer to the assignment should be said in front of the whole class, and each answer should be encouraged by the teacher.

First of all, it is necessary to determine the temperament of each pupil. We can use tests or questions for this.

From the above, it can be seen that all pedagogical games carried out in elementary grades can be an important factor in the personal development of students. It is only important to take into account the personal qualities of children when choosing games.

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