

PAPER

## PECULARITIES OF GAME-BASED LEARNING IN PRIMARY EDUCATION

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### Abstract

Game-based learning (GBL) in primary education incorporates the use of digital or traditional games to enhance student engagement, motivation, and knowledge retention. It emphasizes active learning, where students interact with the content through playful, goal-oriented activities. This method not only develops cognitive skills but also fosters social, emotional, and collaborative competencies. Research shows that GBL can adapt to diverse learning styles, encourage problem-solving, and improve students' attitudes toward learning. However, the successful integration of game-based strategies requires thoughtful design, alignment with curricular goals, and teacher facilitation to maximize educational outcomes.

**Key words:** Game-based learning, primary education, active learning, student engagement, motivation, cognitive skills, educational games

### The main part

Vygotsky L.S. provides an analysis of children's play from the point of view of the influence it has on the processes of mental development in preschool age. He compares the role of play for mental development in preschool age with the role of learning for mental development in primary school age. D.I. Uznadze sees in the game "the result of the tendency of already matured and not yet applied in real life functions of action" [1,772-790]

It is presented as a product of development, ahead of the needs of practical life. This is wonderful, but a serious defect of this theory is that it considers the game as an action from within mature functions, as a function of the organism, and not an activity born in relationships with the outside world. The game turns into a formal activity, not connected with the specific content with which it is somehow externally filled". Such an understanding of the essence of the game cannot explain the real game in its specific manifestations. Game activity stimulates, with the appropriate pedagogical focus, the development of interpersonal communication methods in children, corrects their value orientations, and contributes to the accumulation of emotional and moral experience.

The enormous educational potential of the game was

discovered by researchers and educators D.V. Menzheritskaya, R.I. Zhukovskaya. In their opinion, studying the formation and application of the game reveals its key feature - the game affects all aspects of the child's personality, it always requires active work and volitional efforts.

Similar features of collective play activity were noted by many outstanding teachers: K.D. Ushinsky, N.K. Krupskaya, S.T. Shatsky, A.S. Makarenko and others. The theoretical approaches formulated by them served as a starting point for studying the educational potential of children's play activity in the works of many educational researchers.

A.S. Makarenko saw enormous educational potential in play. He believed that play must be present in a children's group. He saw the educational significance of play in the fact that play accustoms a child to the physical and mental efforts that are necessary for work.[2,24]

A significant feature of many psychological theories popular abroad is the biologization of the human psyche. Proponents of such theories give preference to play, its importance in the mental development of a child, but consider this issue from a naturalistic biologizing position.

G.V. Plekhanov also addressed the problem of the origin of the game. In his opinion, "The game is the child of labor activity,

which precedes it in time," and it is formed as a result of the need of society to prepare the younger generation for life in it. Such researchers of children's play as L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, S. L. Rubinstein, D.B. Elkonin consider play to be an activity, the result of which is **"significant changes in the child's psyche, in the process of which qualities are formed that provide the basis for the transition to a new, higher stage of development.[3,332-344] In play, all aspects of the child's personality are formed in unity and interconnection ."**

A.N. Leontiev, D.B. Elkonin, A.V. Zaporozhets examined in their works the social nature of play, its role in the development of the child, and noted the socio-psychological factors of its influence on the consciousness and behavior of the individual.[7,105-111] The issues of the formation of a children's group in the game were addressed by I.P. Ivanov, O.S. Gazman, S.A. Shmakov and others. The latter believed that the educational tasks of the game include: the joy of communication, the cultivation of determination, the development of imagination and fantasy. The problem of studying the game of activity was also studied by P.I. Pidkasisty. [4,1-12] In his works he examines the origins of the game, its multi-level structure, separates natural games from artificial ones, formulates the laws and principles of the game.

Theoretical research in the field of organizational activity games is currently being conducted by I.A. Avanesyan, N.P. Tsareva, S.P. Afanasyev, E.V. Titova and others. The leading role of play activity in preschool age is also reflected in foreign literature.[6,55] Thus, W.M. Glasser compiled a kind of list of studies on play in the first half of the twentieth century. Summarizing the review of biological and psychological theories of children's play, he concluded that due to the difficulties in defining and describing play, many studies were reduced to practical observations rather than theoretical work.

However, he formulated the following definition: **"Human play is an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity ."** The problem of the game has long attracted the attention of other researchers. K. Gross, G. Spencer, K. Buhler examined various aspects of the psychology of the game, its historical nature, the social value of collective games that take place in the customs and traditions of many peoples. [5,258-283]

When describing children's play, psychologists focused on and especially emphasized the work of imagination or fantasy. Play in this case was considered as a reflection of a special liveliness, a high degree of development of imagination. There is nothing surprising in this approach. Even a person without pedagogical or psychological education, when observing children's games, can notice how the child transforms the objects used in the game.

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