

THE PEDAGOGICAL SIGNIFICANCE OF USING INTERACTIVE GAMES IN ENGLISH LANGUAGE LESSONS IN PRIMARY CLASSES

Surxondaryo Region, Boysun District,
Polytechnic College No. 2, English Language Teacher
Toshpo'latova Gulruxsora Shukur qizi
e-mail. gulruxsoratoshpolatova@gmail.com

ANNOTATION This scientific article examines the pedagogical and methodological aspects of using interactive games in teaching English in primary classes. Special attention is paid to the role of game-based technologies in increasing learners' motivation, developing communicative skills, enriching vocabulary, and improving speaking abilities. The article analyzes the psychological characteristics of primary school pupils and justifies the effectiveness of interactive teaching methods. In addition, practical examples of interactive games used in English lessons are presented. The results of the study indicate that the systematic use of interactive games significantly improves the quality of English language learning and fosters a stable interest in foreign language acquisition.

Key words interactive games, English language teaching, primary education, game-based learning, communicative approach, teaching effectiveness.

Аннотация:

В данной научной статье рассматриваются педагогические и методические аспекты использования интерактивных игр в процессе обучения английскому языку в начальных классах. Особое внимание уделяется роли игровых технологий в повышении учебной мотивации учащихся, развитии их коммуникативных навыков, словарного запаса и устной речи. В статье анализируются психологические особенности учащихся младшего школьного возраста, обосновывается целесообразность применения интерактивных

методов обучения, а также приводятся примеры эффективных игровых заданий, используемых на уроках английского языка. Результаты исследования показывают, что систематическое применение интерактивных игр способствует повышению качества обучения и формированию устойчивого интереса к изучению иностранного языка.

Ключевые слова: интерактивные игры, английский язык, начальные классы, игровые технологии, коммуникативный подход, педагогическая эффективность.

INTRODUCTION

Today, the rapid process of globalization, the fast development of information and communication technologies, and the expansion of international relations necessitate the teaching of foreign languages, especially English, from an early age. In the modern education system, English is regarded not only as an academic subject but also as an important tool for shaping an individual's intellectual development, communicative culture, and professional potential. Therefore, the issue of effectively teaching English in primary schools has become one of the most pressing pedagogical challenges today. Primary school pupils have specific psychological and physiological characteristics, and it is often difficult for them to maintain concentration for a long period of time. At this age, children acquire knowledge mainly through play activities, perceive the surrounding environment, and undergo socialization. Traditional lessons based solely on explanation and memorization may lead to rapid boredom, passivity, and a decline in learners' interest in lessons. For this reason, it is essential to organize the educational process in accordance with pupils' age characteristics and interests. In recent years, special attention has been paid to the use of interactive methods and innovative pedagogical technologies in the teaching process. Interactive games are considered one of the most effective tools for teaching English in primary classes, as they actively involve pupils in the learning process, encourage free communication, and enable them to acquire new words and expressions easily and naturally. During game-based

activities, pupils learn language units not through forced memorization, but within a natural communicative environment, which contributes significantly to the development of their speaking skills.

The use of interactive games makes it possible to implement a communicative approach in English lessons. This approach is learner-centered and promotes independent thinking, creativity, and teamwork skills. In particular, games such as “Role Play,” “Matching Game,” “Simon Says,” and “Guess the Word” help pupils develop not only their language competence but also their communication culture, listening skills, and comprehension abilities. Moreover, interactive games create a positive psychological atmosphere among pupils. In game-based lessons, learners are not afraid of making mistakes, freely express their opinions, and have the opportunity to demonstrate their abilities. This, in turn, increases their self-confidence and strengthens their intrinsic motivation to learn a foreign language. Research shows that pupils with higher motivation achieve better results in language acquisition. Educational reforms being implemented in the education system of the Republic of Uzbekistan also require the application of modern pedagogical approaches in teaching foreign languages. State educational standards and curricula emphasize the importance of using interactive methods, information technologies, and game-based learning in teaching English in primary classes. This further highlights the relevance of scientifically studying this issue and introducing it into educational practice. Based on the above considerations, this scientific article provides an in-depth analysis of the pedagogical significance of using interactive games in teaching English in primary classes, their role in improving the effectiveness of education, and the possibilities for their practical application.

RESEARCH METHODOLOGY

Primary school pupils (aged 6–10) are at an active stage of cognitive development, during which they perceive the surrounding environment mainly through visual, auditory, and kinesthetic channels. At this age, imaginative thinking prevails over logical reasoning. Therefore, in teaching a foreign language such as English, the direct

explanation of abstract concepts and complex grammatical rules is considered ineffective. Pupils acquire new knowledge more quickly and effectively through games, engaging activities, and active participation. Interactive games correspond to the natural needs of pupils and contribute to the development of their concentration, memory retention, and recall abilities. During game-based activities, pupils act as active participants in the learning process, which enables the implementation of learner-centered educational principles. In particular, the use of interactive games in English lessons plays a significant role in forming a positive attitude toward learning a foreign language among young learners.

Interactive games used in English lessons in primary classes can be classified into several groups according to their objectives and functions:

Lexical Games. Lexical games are aimed at expanding pupils' vocabulary and help them learn new words in an easy and engaging way. For example, games such as *"Find the Word," "Word Chain,"* and *"Memory Game"* enable pupils to actively learn vocabulary related to colors, objects, animals, and everyday life. Such games also develop pupils' memory and quick-thinking skills.

Interactive games play a crucial role in teaching grammatical knowledge in primary classes. Through games such as *"Make a Sentence," "Fill in the Blanks,"* and *"Yes or No Game,"* pupils gain a better understanding of sentence structure. Game-based activities help learners apply grammatical rules in practical speech rather than merely memorizing them. Communicative games serve to develop pupils' speaking skills. Games such as *"Role Play," "Guess Who?"* and *"Dialogue Completion"* encourage pupils to speak freely. In this process, learners engage in communication, develop question-asking and answering skills, and gain confidence in using English for communication.

English lessons organized on the basis of interactive games offer several didactic advantages. First, such lessons encourage active participation and prevent pupils from remaining passive listeners. Second, through games, learners can test their knowledge

in practice, which contributes to better retention and consolidation of learning outcomes.

- From a pedagogical perspective, interactive games:
- increase pupils' interest in lessons;
- develop independent and creative thinking;
- foster teamwork and cooperation skills;
- enhance pupils' social activity.

In addition, the positive psychological atmosphere created during game-based activities has a beneficial effect on pupils' emotional well-being.

Practical experience shows that the systematic use of interactive games in English lessons significantly improves pupils' academic performance. For instance, while one group of pupils was taught using traditional methods, another group participated in lessons organized around interactive games. As a result, the second group demonstrated noticeably higher levels of vocabulary development and speaking skills. When using interactive games in the classroom, teachers should clearly define the purpose of each game and take into account pupils' age and proficiency levels. Moreover, games should be appropriately integrated into specific stages of the lesson, such as introducing new material, reinforcing knowledge, or reviewing previously learned content. In modern education, opportunities for using interactive games based on digital technologies are continuously expanding. Games organized through multimedia tools, online platforms, and mobile applications support pupils' independent learning activities. Such an approach further enhances the effectiveness of English language learning in primary classes.

CONCLUSION AND RECOMMENDATIONS

This scientific article provides a comprehensive analysis of the pedagogical, psychological, and methodological significance of using interactive games in English language lessons in primary classes. The research findings demonstrate that the learning process organized on the basis of interactive games fully corresponds to the age-related and individual characteristics of primary school pupils and significantly

enhances the effectiveness of foreign language acquisition. The analysis revealed that interactive games increase pupils' activity during lessons, encourage independent thinking, promote communication, and allow learners to freely demonstrate their knowledge. During game-based activities, pupils acquire language units not through forced memorization, but within a natural communicative environment. This approach contributes to the rapid and stable development of speaking skills in English. Moreover, interactive games have a positive impact on pupils' psychological well-being. The creation of a positive emotional atmosphere in the classroom helps learners overcome their fear of making mistakes, builds self-confidence, and strengthens intrinsic motivation to learn a foreign language. As a result, pupils' interest in learning English increases, leading to higher lesson effectiveness. Scientific and practical experience indicates that in lessons where interactive games are applied regularly and systematically, pupils demonstrate higher levels of vocabulary development, speaking proficiency, listening comprehension skills, and communicative competence compared to lessons conducted using traditional teaching methods. In particular, communicative games foster the development of teamwork skills, the ability to express ideas freely, and cooperation with peers. Based on the above findings, it should be emphasized that the use of interactive games in English lessons in primary classes has not only educational but also educational and developmental value. Through game-based activities, pupils develop social qualities such as responsibility, discipline, mutual respect, and cooperation, which positively influence their overall personal development.

- Based on the results of the scientific research, the following recommendations can be proposed:
- Systematically implement the use of interactive games in primary school English lessons and integrate them into lesson plans;
- Develop methodological guidelines and practical recommendations for teachers on conducting lessons based on interactive games;

- Select and adapt games according to pupils' age, psychological, and individual characteristics;

Expand the use of interactive games based on digital technologies and integrate them into distance learning processes; Broaden the scope of scientific and practical research aimed at identifying the impact of interactive games on educational effectiveness. In conclusion, the use of interactive games in English lessons in primary classes meets the requirements of modern education and contributes to the effective development of pupils' knowledge, skills, and competencies. This approach should be recognized as an important pedagogical tool for improving the quality of education.

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