Shahla Hasanova,
doctorial student in the program of doctor of philosophy
Institute of Education of the Republic of Azerbaijan.
Baku, Azerbaijan.
https://orcid.org/0000-0002-8744-9614
hasanova.shahla1996@mail.ru

DEVELOPMENT OF COGNITIVE ACTIVITY OF
PRIMARY SCHOOL STUDENTS THROUGH DIDACTIC GAMES

Abstract. Modern education is oriented not only towards gaining knowledge, but also towards the development of students' personality, their active participation in training process and the ability to think independently, analyze and make decisions, as well. In this context, the use of game technologies specially the games that enhance learning activity, is relevant as one of the most effective means of activating the learning process for younger schoolchildren. Primary school is considered the main stage in the development of a child's cognitive activity, motivation for learning and the foundations of independent learning. During this period, students express high emotional sensitivity, game-oriented behavior and interest in activities that contain elements of competition, innovation and creativity. Therefore, the inclusion of didactic games in the learning process not only facilitates the assimilation of training material, but also stimulates the active participation of students in the cognitive process, develops attention, memory, thinking and imagination processes. Didactic games are a special form of organizing education the content of which is learned through game activities. Unlike traditional games, their structure is guided by the goals and objectives of the training. The main components of didactic games are: goal, game task, game actions, rules, result, and evaluation of participants' performance. The main feature of a didactic game is that it combines learning and entertainment, creates a positive emotional environment, and encourages students to engage in an active learning process. In primary school, didactic games are used at various stages of the lesson: when explaining new material, consolidating knowledge, monitoring and correcting the learned material. It is important to take into account the age, level of development and interests of younger students during the use of game-based methods. The effectiveness of the game largely depends on its compliance with the objectives of the lesson, the

logical presentation of the material and the level of preparation of students. It is also important that the game does not become an end in itself, but, on the contrary, organically integrates into the structure of the educational process, performing a teaching and developmental function. Studies show that the use of game-based methods significantly increases students' cognitive performance. Through games, children more easily acquire complex material, show passion, strive to achieve results and overcome difficulties. Games create an atmosphere of success, build self-confidence, develop emotional and volitional skills and cognitive independence. Didactic games also promote children's socialization: through group activities, they develop skills such as cooperation, mutual assistance, listening to others and expressing their opinions. Studies show that the use of game-based methods significantly increases the cognitive activity of students. Of particular importance here is that the game-based approach ensures individual learning, as each child participates in activities according to their abilities and interests. Modern information and communication technologies provide new opportunities for the use of digital didactic games. Interactive games, training programs, tasks and online quizzes make the learning process more dynamic and attractive, increase students' motivation and participation. However, it is important to maintain a balance between traditional and digital game forms in order to maintain lively communication and emotional interaction between teacher and students. Thus, didactic games are effective pedagogical tools that help to increase the effectiveness of learning for young children. They combine the cognitive, emotional and communicative components of learning, create a persistent interest in knowledge and develop children's thinking and creativity. The effective use of didactic games in the learning process helps to make learning more meaningful, motivating and individually meaningful for each child. As a result, it should be noted that didactic games are not only a methodological tool, but also an important component of the modern education system, aimed at developing the child's personality and his active participation in the learning process. Through the game students' cognitive culture, readiness for independent learning and successful adaptation to the knowledge society are formed.

Keywords: didactic games; interactive games; primary school students; cognitive activity; learning activities; learning motivation; game technologies; personal development.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. In today's world, primary school teachers face a number of challenges. These challenges include the need not only to impart a certain amount of knowledge to children but also to arouse their genuine interest in learning, making the learning process engaging, emotionally charged, and meaningful. In an era of information overload and diminishing attention spans, innovative approaches to teaching are especially relevant. One of the most effective methods is educational games, which harmoniously combine elements of learning and play. Play plays a special role in the lives of young students, as it is through play that children learn about the world around them, demonstrate initiative, build social relationships, and master new behavior patterns. Through play, children not only acquire knowledge but also enjoy the process itself, which creates a strong intrinsic motivation for learning. At this stage, it is important to create a sense in students that learning is not a simple task, but an exciting journey of discovery.

Educational games are an effective means of solving this problem, as they combine elements of competition, creativity, and learning, helping students grasp complex concepts easily and engagingly. However, successful use of such games requires careful preparation on the part of the teacher: it is necessary to consider the children's age and psychological characteristics, their level of development, and their individual interests [1].

Thus, educational games are transformed from a mere entertainment element into an effective pedagogical tool. They promote active learning through movement, reduce the fear of mistakes, and strengthen intrinsic motivation for learning. This is especially important for developing a lasting interest in learning in elementary school students, which is the foundation for their future success, both academically and personally [6].

Academic motivation is a complex psychological construct that includes both intrinsic and extrinsic motivation. In early school age, intrinsic motivation plays a leading role, driven by a child's natural desire to explore the world around them. However, with traditional teaching methods based on repetitive tasks and strict requirements, interest in learning gradually declines. Therefore, it is important to use educational games that help maintain and develop cognitive interest [2, p. 603–636].

The use of gaming technologies in the educational process is based on the ideas of L. Vygotsky. According to Vygotsky's cultural-historical theory, play is a child's zone of proximal development [3]. During play, children perform tasks beyond their current capabilities, which contributes to their intellectual and

personal development. For example, by assuming the role of a "scientist" or "teacher," a child masters complex concepts and behavioral patterns. Thus, play acts as an important mediator between students' actual and potential development [3].

From a psychological perspective, educational games significantly influence the development of children's higher mental functions—voluntary attention, memory, logical and imaginative thinking. Thus, by playing games such as puzzles, rebuses, and logic problems, children learn to concentrate on the task at hand, analyze the situation, and find optimal solutions. It's worth noting that educational games serve not only a cognitive but also an important social function. Through collaborative play, children acquire communication skills, learn to collaborate, follow established rules, and play various roles within a group. This form of interaction not only increases their motivation to learn but also promotes the development of socially significant personality traits such as responsibility, empathy, and the ability to work in a group.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. The didactic approach to using games in education was first proposed in the 18th century. Scientists introduced a variety of games into the educational process to make learning more engaging and adapt it to the age and developmental characteristics of children. This pedagogical method was subsequently developed further by F. Froebel, who emphasized the important educational value of play in the development of children's speech, thinking, and imagination. F. Froebel viewed play as a fundamental tool in preschool education and created numerous didactic games designed specifically for preschool-aged children [10, p. 256].

Research by both Azerbaijani and international educators demonstrates the positive impact of game-based learning on the development of students' motivation to learn. P. Galperin [4, p. 272], D. Elkonin [14] and others demonstrate the positive impact of game-based learning on the development of students' motivation to learn. According to D. Elkonin, it is through play that children realize their responsibility for their actions, which subsequently influences their attitude toward learning and increases its meaningfulness [14]. The impact of didactic games on the cognitive activity of students in Azerbaijan was studied in the works of A. Gashimov [9], F. Sadigov [8], N. Kazimov [12], I. Aliyev [6], S. Gamidov [7] and other researchers.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of this study is to determine the pedagogical conditions and potential for using didactic games in lessons to effectively develop students'

cognitive activity.

To achieve this goal, the following ***objectives*** were set for the study:

1. To analyze psychological and pedagogical literature on the development of cognitive activity in elementary school students. This study will help determine the theoretical foundations of the concept of "cognitive activity" and identify authors' various approaches to its development. This literature analysis will provide a foundation for further research and the selection of effective pedagogical tools.

2. To reveal the essence and structure of cognitive activity in elementary school students. It is important to identify the components of cognitive activity: motivational, intellectual, volitional, and emotional. This will help understand which personal qualities need to be developed in elementary school students through didactic games.

3. To study the role and functions of didactic games in the learning process. It is necessary to examine how didactic games contribute to the activation of students' cognitive activity. An analysis of their functions will help justify the pedagogical feasibility of incorporating games into the learning process.

4. Identify methods and forms of organizing educational games that stimulate children's cognitive activity. The selection of appropriate methods will make the educational process more dynamic and engaging for students. This includes developing game tasks and incorporating competitive and role-playing elements appropriate to the age of children.

5. Determine pedagogical conditions that ensure the effective use of educational games in the classroom. It is necessary to determine which factors—the organization of the learning environment, the role of the teacher, and student motivation—influence the success of using games. This will help create optimal conditions for children's active engagement in the learning process.

6. Analyze primary school teachers' experiences using educational games in the classroom. A practical study of teaching experience will help identify the most effective forms and techniques for using games. A comparison of different approaches will help identify areas for improving the educational process.

7. Develop recommendations for using educational games to enhance the cognitive activity of primary school students. Based on an analysis of theoretical and practical data, specific pedagogical recommendations will be proposed for teachers to effectively integrate educational games into the classroom and promote students' cognitive development.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The use of educational games and game exercises in lessons promotes more active interaction with students, as the gameplay creates a relaxed and emotionally charged atmosphere. Educational games should be introduced only when they are organically linked to the lesson topic, correspond to the educational material, and are aimed at achieving specific educational goals. Various game formats are possible in lessons: cooperative, group, and individual. Each game has a specific educational goal aimed at developing the skills and abilities of elementary school students. Educational games can be used at all stages of the lesson: when introducing new material, reinforcing it, reviewing, and monitoring knowledge acquisition. Increasing children's engagement in the learning process is one of the main goals of modern education. This quality manifests itself in a high motivation to acquire knowledge and skills, which is relatively rare these days. Along with other pedagogical methods, one of the most effective means of stimulating interest in academic subjects is educational games [4].

An educational game is a form of organized learning activity, such as an educational game, that utilizes active learning principles. It is characterized by rules, a structured gameplay, and an assessment system, making it one of the methods of active learning. In educational games, children not only acquire knowledge, skills, and abilities but also develop their thinking, intellectual processes, and emotional and volitional abilities. Play makes the learning material more engaging, creates a positive emotional environment, and facilitates the learning process. Because play is familiar and engaging for children, the use of educational games facilitates easier acquisition of the learning material and increases intrinsic motivation for learning.

Play is a characteristic form of activity through which children learn and gain life experience. It stimulates emotional experiences and deeply activates cognitive processes. Play can be seen as a means of developing observation, imagination, conceptual thinking, and practical skills. The main advantages of educational games [6]:

- significantly increasing the cognitive interest of young schoolchildren in learning;
- transforming each lesson into a lively, unusual, and emotionally charged event;
- enhancing students' learning and cognitive activity;
- developing positive motivation for learning, concentration, and work ethic.

The essence of play as an activity for elementary school students is that through it, children understand various aspects of life, the nuances of interaction with adults, and gain a deeper understanding of the surrounding reality. Play serves as a means of learning about the world. Educational and playful activities in the classroom allow [8]:

• to make learning accessible;

• to activate the thought processes, attention, creativity, and cognitive activity of elementary school students;

• develop observation skills, intelligence, independent thinking, imagination, logical thinking, and the intellect of each child;

• transform serious and intensive academic work into an interesting and engaging process.

Motivating students' cognitive activity in the classroom is one of the most important conditions for ensuring high-quality education and successful learning. Play-based activities are characterized by the following features: clear rules, competition, unexpected situations, imaginary contexts, roles and game actions, and the use of objects in a playful context. Engaging children in play significantly increases their interest in learning and improves academic performance.

During game-based activities, the teacher simultaneously manages the educational and cognitive processes, creating a positive motivational and emotional environment, increasing interest in competition and developing the cognitive activity of young students. Psychological research highlights the following important professional qualities of a teacher working in the gaming field [10]:

• ability to observe, analyze, and evaluate the development of play activities;

• ability to enrich children's experiences to develop play skills;

• drawing students' attention to real-life situations that can be the subject of play;

• organizing the beginning of play and shaping its structure;

• using indirect guidance methods to stimulate children's thought processes;

• creating conditions for developing play activities;

• building play relationships with children, engaging them in play as leaders or teammates;

• teaching play using direct methods;

• managing relationships, resolving conflicts, engaging less active or shy children in play, and assigning them active play roles;

- proposing new roles, situations, and activities to develop play.

Various educational games in the classroom promote students' cognitive development and enhance positive learning motivation.

Teachers consider educational games an effective means of enhancing the motivational component of primary school students' cognitive activity in the classroom. Games increase children's interest in the learning process and the completion of educational tasks, facilitate overcoming difficulties, and develop skills and abilities. They make the material attractive, create a positive emotional background and a cheerful mood, and facilitate knowledge acquisition, facilitating active learning. The game-based structure of lessons is supported by game techniques and situations that stimulate students' cognitive activity and encourage their active participation in the lesson [3].

The use of game-based methods to enhance motivation for cognitive activity in the classroom is achieved through the following approaches:

- setting a didactic goal in the form of a game assignment;
- continuing educational activities within the framework of game rules;
- using educational materials as a game tool;
- transforming a learning assignment into a game by adding a competitive element;
- linking successful completion of the assignment to a game outcome.

Pedagogical research has identified the main types of educational games used to enhance cognitive motivation in elementary grades:

- educational games;
- travel games;
- role-playing games;
- competitive games.

The games build on the knowledge, skills, and abilities acquired in the classroom and encourage students to make rational decisions and critically evaluate themselves and others.

Not every educational material captures children's attention. To stimulate their desire to learn, it is necessary to foster students' need for cognitive activity that requires engaging elements and positive emotions during the learning process. One of the most effective ways to achieve this goal is by incorporating educational games into the learning process [14].

Properly organized educational games, thanks to their diversity, can engage children's attention and foster genuine interest in the subject. This significantly enhances the cognitive activity of young students in the classroom.

Cognitive activity is considered a socially significant personality trait that develops during the learning process. When a child is motivated to learn, the effectiveness of learning increases significantly. In pedagogy, various methods for activating cognitive activity are identified, and educational games are among the most effective. These methods incorporate elements that encourage children to engage in compulsive activity, such as competition, an engaging format, and the use of rewards.

In other words, different learning environments influence how students connect their goals with strategies and how they manage their learning activities [7]. For example, a competitive classroom environment may cause some students to worry about their own achievement, making it difficult for them to focus on learning goals. In contrast, small group work, which is typically less formal and provides more choice, can encourage the setting of specific goals and positively influence students' skills and abilities [8]. Personal factors also play a role in shaping students' goals, including previous learning experiences, family background, self-perceptions of their abilities, and attitudes toward the subject matter.

Cognitive activity is one of the leading forms of child engagement and promotes learning through education and cognitive motivation. Interests, arising from needs and developing through academic, work, and social activities, serve as an important emotional manifestation of motivation. The specificity of cognitive motivation lies in the fact that young schoolchildren recognize the need to learn new things, are intellectually, emotionally, and socially prepared for cognitive activity, regularly participate in tasks that require intelligence, master the role of learner, and demonstrate personal qualities that define them as subjects of learning.

Enhancing motivation for cognitive activity is a priority in modern education. Educational games are an effective way to stimulate interest in a subject, develop an engaging learning style, and create a positive emotional environment. The skillful use of games facilitates the learning process because they are relatable and engaging for students. Teachers view educational games as a valuable tool for enhancing the motivational component of elementary school students' cognitive activity and emphasize their ability to foster sustained interest in the learning process and the completion of academic tasks.

Thus, didactic games have significant potential for developing and increasing the motivation of primary school students for cognitive activity, and their effective use leads to successful educational outcomes.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

In writing this article, the following methods were used in accordance with the research objective:

1) Observation. This method allows us to study the behavior, activity, and reactions of young schoolchildren during educational games. It is used to determine the level of cognitive activity and engagement in the game.

2) Questionnaires and surveys. These are used to determine students' interests, motivation, and attitudes toward learning activities and games. They allow us to collect quantitative and qualitative data on cognitive activity.

3) Test Method. This method is used to assess the development of knowledge, skills, abilities, and logical thinking in primary school students. It may include game-based tasks to evaluate the impact of educational games.

4) Comparative Analysis. This method is used to compare results before and after the use of educational games. This method allows for assessing the dynamics of cognitive activity and motivation in elementary school students.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The psychological and pedagogical value of play is undeniable. However, many primary school teachers either ignore its importance or approach it with caution. Teachers, especially those just beginning their education (at age six), are often unprepared and lack experience in facilitating play with children. The solution to this problem lies in rethinking the teacher's professional approach and thoroughly studying the resources of children's play and the conditions that have the greatest impact on various aspects of a child's development. This is primarily related to the development of creative and social activity, academic skills, and the personal qualities necessary for successful learning and education.

Effective use of play's potential is directly linked to the teacher's professionalism and creativity. To successfully organize children's play, a teacher must possess a well-developed understanding of play, creative thinking, as well as sufficient methodological knowledge and practical skills in using game technologies. This deficiency is often observed among many elementary school teachers. A well-chosen and well-implemented educational game is as important a component of the educational process as the lesson itself.

Educational games, game exercises, and engaging tasks promote the development of cognitive abilities and interests, as well as intellectual and moral qualities, in primary school students. They foster a lasting interest in learning, encourage active participation in learning activities, and foster independent thinking.

Games also develop communication between teachers and students, as well as among the students themselves. In a game-based environment, relationships become more relaxed, creating an atmosphere of trust, mutual understanding, and cooperation. This environment promotes self-knowledge, targeted behavioral correction by the teacher, and also guides children toward a system of moral and social values.

The current stage of social development requires the active participation of individuals in learning and life. Already in elementary school, knowledge and skills necessary for successful continuation of the educational process and subsequent activities are developed. The effectiveness of learning is largely determined by students' cognitive activity.

Analysis of psychological and pedagogical literature shows that cognitive activity, on the one hand, depends on the teacher's ability to instill in all students a positive attitude towards the learning process, and on the other hand, is an indicator of the level of development of thinking, memory, voluntary attention, motivation and cognitive abilities in primary school students.

CONCLUSIONS / ВИСНОВКИ

Teachers are faced with the task of developing primary school students not only with solid knowledge but also with an active cognitive approach. In this context, educational games are not just an additional tool but a system-forming element of the educational process. Their importance extends far beyond the teaching of individual subjects; they instill in children a desire to learn, interest, and a sense of self-confidence.

One of the most important aspects of educational games is their impact on the development of primary school students' meta-subject competencies: the ability to analyze, compare, draw conclusions, plan actions, and evaluate results. Through play, children learn to think independently, make decisions, and take responsibility for their choices.

The emotional and volitional value of play cannot be underestimated. Through playful situations, students learn to control their emotions, demonstrate patience, perseverance, fairness, and respect for others. All this contributes to the development of emotional intelligence and moral culture.

Didactic games are an important tool in inclusive education, as they allow for the consideration of each child's individual characteristics and developmental pace. Through play, children, regardless of their level, feel successful, which is especially important for developing positive self-esteem and self-confidence.

Furthermore, the use of educational games requires further scientific and methodological justification and systematization. It is necessary to create modern gaming technologies integrated into the digital educational environment and develop interactive teaching and learning materials adapted to the needs of the new generation of students.

Therefore, educational games should be considered an integral part of the modern educational process and ensure the comprehensive development of the child's personality—intellectual, emotional, social, and spiritual. The main goal of primary education—the development of active, thoughtful, inquisitive, and harmoniously developing students—can only be achieved through the targeted and methodologically correct use of games.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. With the rapid development of technology and the updating of educational content, the role of educational games in the learning process will gradually increase. In the future, the use of game-based learning should become not just an occasional, but a systematic element of teaching practice. A promising direction is the development of digital educational games that combine traditional learning elements with interactive technologies. Such games can be used both in the classroom and in extracurricular activities, ensuring a high level of interactivity and personalization of learning.

Furthermore, empirical research is needed to identify the most effective types and formats of educational games for students of different age groups. Particular attention should be paid to the impact of games on the development of critical thinking, communication skills, and emotional intelligence in primary school students. Developing teachers' professional skills is also an important area of development. Teachers should master modern gaming technologies and adapt them to the learning goals and characteristics of their students. The creation of online platforms for sharing teaching aids, electronic game catalogs, and teaching methods will facilitate the wider use of gaming methods in primary education. Therefore, the potential for using educational games lies in enhancing their scientific and methodological foundation, integrating them with digital technologies, and developing a new pedagogical culture focused on active, creative, and motivated students.

REFERENCES / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

[1]   E. Afari, J. M. Aldridge, B. J. Fraser, &, M. S. Khine, «Students' perceptions of the learning environment and attitudes in game-based mathematics classrooms», *Learning Environments Research*, vol. 16, is. 1, pp. 131–150, 2013.   [Online].

Available: https://link.springer.com/article/10.1007/s10984-012-9122-6 Application date: September 05, 2025.

[2] N. Behnamnia, A. Kamsin, M. A. Ismail, &, S. A. Hayati, «A review of using digital game-based learning for preschoolers», *Journal of Computers in Education*, vol. 10, pp. 603–636, 2022. [Online]. Available: https://link.springer.com/article/10.1007/s40692-022-00240-0 Application date: September 05, 2025.

[3] L. S. Vygotsky, *Development of Higher Forms of Attention in Childhood.* Moscow, Russia : Infro.M, 2013. (подано російською).

[4] P. Ya. Galperin, «The Psychology of Thinking and the Doctrine of the Stage-by-Stage Formation of Mental Actions», in *Psychology as an Objective Science.* Moscow, Russia: Institute of Practical Psychology, Voronezh, Russia: NPO Modek, 1998, pp. 272–317. (подано російською).

[5] J. Dewey, *Experience and Education*. New York, USA : Macmillan, 1938. [Online]. Available: https://dn720204.ca.archive.org/0/items/experienceeducat00dewe_0/experienceeducat00dewe_0.pdf Application date: September 05, 2025.

[6] İ. B. Əliyev, *İbtidai siniflərin riyaziyyat kursunda didaktik oyunlar, əyləncəli və məntiqi çalışmalar təlimin səmərəsi və keyfiyyətinin yüksəldilməsi vasitəsi kimi*. Naxçıvan, Azərbaycan, 2008.

[7] S. S. Həmidov, *IV siniflərdə Riyaziyyatın tədrisi metodikası*. Bakı, Azərbaycan, 1984.

[8] Ə. Ş. Həşimov, F. B. Sadıqov, *Azərbaycan xalq pedaqogikası.* Bakı, Azərbaycan : Patronat, 1993.

[9] Ə. Ş. Həşimov, *Xalq pedaqogikasında tərbiyənin üsul və vasitələri*. Bakı, Azərbaycan : Azərbaycan SSR "Bilik" Cəmiyyəti, 1980.

[10] F. Froebel, We Will Live for Our Children. Moscow, Russia : Karapuz, 2000. (подано російською). [Online]. Available: https://royallib.com/book/frebel_fridrih/budem_git_dlya_svoih_detey_sbornik.html Application date: September 05, 2025.

[11] S. P. Hwa, «Pedagogical change in mathematics learning: harnessing the power of digital game-based learning», *Journal Education Technology Society,* vol. 21, pp. 259–276, 2018. [Online]. Available: https://ru.scribd.com/document/941086308/Hwa-PedagogicalChangeMathematics-2018 Application date: September 05, 2025.

[12] N. M. Kazımov, *Məktəb pedaqogikası*. Bakı, Azərbaycan : Çıraq, 2011. 440 s.

[13] Ə. H. Musayev, *İbtidai siniflərdə riyaziyyatdan didaktik oyunlar və əyləncəli çalışmalar şagirdlərin təlim fəallığının artırılması vasitəsi kimi.* Bakı, Azərbaycan, 2008.

[14] D. B. Elkonin, *Psychology of the Game*. Moscow, Russia : Book on Demand, 2013. (подано російською).

Text of the article was accepted by Editorial Team 20.10.25

РОЗВИТОК ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ЧЕРЕЗ ДИДАКТИЧНІ ІГРИ

Гасанова Шахла Тельман гизи,
докторантка програми доктора філософії
Інституту освіти Азербайджанської Республіки.
Баку, Азербайджан.

https://orcid.org/0000-0002-8744-9614
hasanova.shahla1996@mail.ru

Анотація. Сучасна освіта орієнтована не лише на отримання знань, а й на розвиток особистості учнів, їх активну участь у освітньому процесі та здатність самостійно мислити, аналізувати та приймати рішення. У цьому контексті використання ігрових технологій, зокрема ігор, що активізують навчальну діяльність, є актуальним як один із найефективніших засобів активізації освітнього процесу молодших школярів. Початкова школа вважається основним етапом розвитку пізнавальної діяльності дитини, мотивації до навчання та основ самостійного навчання. У цей період учні виявляють високу емоційну чутливість, ігрову поведінку та інтерес до діяльності, що містить елементи змагання, новаторства та творчості. Тому включення дидактичних ігор у навчальний процес не лише сприяє засвоєнню навчального матеріалу, а й стимулює активну участь учнів у пізнавальному процесі, розвиває увагу, пам'ять, мислення та уяву. Дидактичні ігри – це особлива форма організації навчання, зміст якої засвоюється через ігрову діяльність. На відміну від традиційних ігор, їхня структура керується цілями та завданнями навчання. Основними компонентами дидактичних ігор є: мета, ігрове завдання, ігрові дії, правила, результат та оцінювання діяльності учасників. Головною особливістю дидактичної гри є те, що вона поєднує навчання та розвагу, створює позитивну емоційну атмосферу, спонукає учнів до

активного навчального процесу. У початковій школі дидактичні ігри використовуються на різних етапах уроку: під час пояснення нового матеріалу, закріплення знань, контролю та корекції вивченого матеріалу. Під час використання ігрових методів важливо враховувати вік, рівень розвитку та інтереси молодших школярів. Ефективність гри значною мірою залежить від її відповідності цілям уроку, логічного викладу матеріалу та рівня підготовки учнів. Важливо також, щоб гра не ставала самоціллю, а, навпаки, органічно вписувалася в структуру навчального процесу, виконуючи навчально-розвивальну функцію. Дослідження показують, що використання ігрових методів значно підвищує пізнавальну діяльність учнів. Завдяки іграм діти легше засвоюють складний матеріал, проявляють захоплення, прагнуть досягати результатів та долати труднощі. Ігри створюють атмосферу успіху, формують впевненість у собі, розвивають емоційно-вольові навички та пізнавальну самостійність. Дидактичні ігри також сприяють соціалізації дітей: через групову діяльність вони розвивають такі навички, як співпраця, взаємодопомога, слухання інших та висловлення своєї думки. Дослідження показують, що використання ігрових методів значно підвищує пізнавальну активність учнів. Особливе значення тут має те, що ігровий підхід забезпечує індивідуальне навчання, оскільки кожна дитина бере участь у діяльності відповідно до своїх здібностей та інтересів. Сучасні інформаційно-комунікаційні технології надають нові можливості для використання цифрових дидактичних ігор. Інтерактивні ігри, навчальні програми, завдання та онлайн-вікторини роблять процес навчання більш динамічним та привабливим, підвищують мотивацію та участь учнів. Однак важливо підтримувати баланс між традиційними та цифровими ігровими формами, щоб підтримувати жваве спілкування та емоційну взаємодію між учителем та учнями. Таким чином, дидактичні ігри є ефективними педагогічними інструментами, що допомагають підвищити ефективність навчання дітей раннього віку. Вони поєднують когнітивні, емоційні та комунікативні компоненти навчання, створюють стійкий інтерес до знань та розвивають мислення та творчість дітей. Ефективне використання дидактичних ігор у процесі навчання допомагає зробити навчання більш змістовним, мотивуючим та індивідуально значущим для кожної дитини. Як наслідок, слід зазначити, що дидактичні ігри є не лише методологічним засобом, а й важливим компонентом сучасної

системи освіти, спрямованим на розвиток особистості дитини та її активну участь у процесі навчання. Через гру формується пізнавальна культура учнів, готовність до самостійного навчання та успішної адаптації до суспільства знань.

Ключові слова: дидактичні ігри; інтерактивні ігри; учні початкової школи; пізнавальна діяльність; навчальна діяльність; мотивація навчання; ігрові технології; особистісний розвиток.

TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ

[1]   E. Afari, J. M. Aldridge, B. J. Fraser, & M. S. Khine, «Students' perceptions of the learning environment and attitudes in game-based mathematics classrooms», Learning Environments Research, vol. 16, is. 1, pp. 131–150, 2013. [Online]. Available: https://link.springer.com/article/10.1007/s10984-012-9122-6 Application date: September 05, 2025. (in English).

[2]   N. Behnamnia, A. Kamsin, M. A. Ismail, &, S. A. Hayati, «A review of using digital game-based learning for preschoolers», Journal of Computers in Education, vol. 10, pp. 603–636, 2022. [Online]. Available: https://link.springer.com/article/10.1007/s40692-022-00240-0 Application date: September 05, 2025. (in English).

[3]   L. S. Vygotsky, Development of Higher Forms of Attention in Childhood. Moscow, Russia : Infro.M, 2013. (in Russian).

[4]   P. Ya. Galperin, «The Psychology of Thinking and the Doctrine of the Stage-by-Stage Formation of Mental Actions», in Psychology as an Objective Science. Moscow, Russia: Institute of Practical Psychology, Voronezh, Russia: NPO Modek, 1998, pp. 272–317. (in Russian).

[5]   J. Dewey, Experience and Education. New York, USA : Macmillan, 1938. [Online]. Available: https://dn720204.ca.archive.org/0/items/experienceeducat00dewe_0/experienceeducat00dewe_0.pdf Application date: September 05, 2025. (in English).

[6]   I. B. Aliyev, Didactic games, entertaining and logical exercises in the primary school mathematics course as a means of improving the efficiency and quality of learning. Nakhchivan, Azerbaijan, 2008. (in Azerbaijani).

[7]   S. S. Hamidov, Methodology of Teaching Mathematics in Grades IV. Baku, Azerbaijan, 1984. (in Azerbaijani).

[8] Ə. Ş. Həşimov, F. B. Sadıqov, Azərbaycan xalq pedaqogikası. Baku, Azerbaijan : Patronat, 1993. (in Azerbaijani).

[9] A. Sh. Hashimov, Methods and means of education in public pedagogy. Baku, Azerbaijan : Azerbaijan SSR "Knowledge" Society, 1980. (in Azerbaijani).

[10] F. Froebel, We Will Live for Our Children. Moscow, Russia : Karapuz, 2000. [Online].
Available: https://royallib.com/book/frebel_fridrih/budem_git_dlya_svoih_detey_sbornik.html Application date: September 05, 2025. (in Russian).

[11] S. P. Hwa, «Pedagogical change in mathematics learning: harnessing the power of digital game-based learning», Journal Education Technology Society, vol. 21, pp. 259–276, 2018. [Online].
Available: https://ru.scribd.com/document/941086308/Hwa-PedagogicalChangeMathematics-2018 Application date: September 05, 2025. (in English).

[12] N. M. Kazimov, School Pedagogics. Baku, Azerbaijan : Chirag, 2011. 440 s. (in Azerbaijani).

[13] A. Kh. Musayev, Didactic Games and Entertaining Exercises in Mathematics in Elementary Grades as a Means of Improving Students' Academic Activity. Baku, Azerbaijan, 2008. (in Azerbaijani).

[14] D. B. Elkonin, Psychology of the Game. Moscow, Russia : Book on Demand, 2013. (in Russian).