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Methodology Of Developing The Intellectuality Of Primary Students Through Didactic Games

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Article History	Abstract
Received: 7th March 2026 Accepted: 6th April, 2026	This article analyzes the role and importance of didactic games in developing the intellectual potential of primary school students. The article covers the functions of didactic games in the educational process, their types and their role in teaching methods. Also, methodological approaches have been developed using the example of a system of game tasks aimed at forming students' thinking, attention, memory, and logical analysis skills. According to the results of the study, lessons organized on the basis of game activities increase students' interest in learning, develop independent thinking, problem-solving skills, and creative thinking.

Keywords: didactic game, primary education, intellectual development, methodology, educational activity, game technologies, cognitive process, creative thinking, educational effectiveness

Speaking about the pedagogical possibilities of developing the intellect of primary school students through didactic games, first of all, we will dwell on the meaning of the terms “intellect” and “didactic game”.

Intellect (Latin intellectus – mind, perception, intelligence) – in a broad sense: a person’s activity based on and manifested through a complete knowledge of the essence of an event; in a narrow sense: a person’s capacity for thinking, reasoning. Intellect also denotes the level of intelligence, perception, intelligence, and spiritual maturity of people; it also means the ability to acquire sound knowledge through methods of knowing the material accumulated through imagination, perception, and careful observation (comparison, abstraction, understanding, judgment, etc.) or to critically analyze existing knowledge. Intellectual resources are the ability of people to further enrich their mental potential and lifestyle in various directions and forms, to discover and improve new aspects of it, based on knowledge, life experience, perception and intelligence. There are more than fourteen billion neurons in the human cerebral cortex. Their task is to comprehensively and completely control human activity. Every action a person makes is a product of the activity of neurons. This is a fact that has been deeply studied and fully recognized in world medicine. Therefore,

it can be said that the role of a person's capabilities – resources – in the manifestation of his intellectual identity is incomparable. However, a person uses only 4–4.5 percent of these intellectual capabilities, that is, resources. Of these, 4 percent are received by him between the ages of 8–11, and the remaining half a percent is received throughout his life. Naturally gifted people have the opportunity to properly distribute the remaining half percent of information throughout their lives after the age of 11. Physiological analysis of the human brain shows that the intellectual power in its brain is equal to the incomparable power in the atomic nucleus. The point is how to develop it and to what extent to use it. Historical sources testify that every baby in the cradle has the potential to become a genius. It's all about being able to properly educate this "genius". According to today's scientific conclusions, only about 400 people in the history of mankind have been awarded the status of genius. This shows how difficult it is to educate geniuses. The point is that in educating and bringing up geniuses, it is necessary to use the spiritual achievements and experiences of not only one family or one nation, but also all of humanity.

Didactic games are a valuable tool for the development of mental activity, which activates intellectual processes in a child. Didactic games help children learn any educational material in an interesting and easy way. It is no exaggeration to say that such games are a teaching method that corresponds to the age characteristics and mental capabilities of children.

Didactic game technologies are based on activating and intensifying student activity. They realize the creative potential of the student and are of great importance in identifying and implementing mass solutions for development.

The main types of didactic games are: intellectual (mental) and motor and mixed games. These games help develop mental, physical, moral, psychological, aesthetic, artistic, organizational, labor and other skills in participants.

Some students are satisfied with traditional teaching methods used in ordinary everyday lessons, some prefer practice, that is, it is better for them to do something once than to be explained a thousand times, while others like various modern technologies, didactic games, problem situations in lessons and strive for them. It is extremely important for students to learn through different methods. They quickly get bored with monotony. Organizing the educational process through games in lessons may seem to some to be going beyond the scope of the lesson and turning into a game. In fact, this is not the case! Each lesson is organized without deviating from state educational standards. Games help to better attract students' attention to lessons, form their communicative skills, develop many such qualities as ingenuity, agility, loyalty to friends, homeland, loyalty, courage, not backing down until they achieve their goals, etc. In the educational process, didactic games are mainly used that increase students' motivation for learning, their abilities and interests in various areas, and their

inclinations to a profession. Didactic games are divided into theoretical, practical, physical, role-playing, business and other types. Currently, didactic games on a computer are also of particular importance. Didactic games are divided into games aimed at developing students' analysis, logical thinking, research, calculation, measurement, creation, counting, observation, comparison, drawing conclusions, independent decision-making, working in a group or team, teaching ethics, developing speech, teaching languages, teaching new knowledge and other types of activities.

The relevance of the study conducted on the topic of pedagogical possibilities for developing the intelligence of primary school students through didactic games is that if the teacher conducts the lesson using game methods and tools, the students sitting in the auditorium will remember it for a long time, and at any time they are asked, the plot of that time will come to mind and they will try to answer. So, what will the student remember first of all? Of course, the life events they saw and heard. They believe in them and are interested in them, which in turn leads to the manifestation of such interests and mastery of science. In this case, when using didactic games, the teacher should follow the principle of moving from simple to complex. This will further increase the interest of students and develop their intellectual abilities, as well as the ability to listen to and follow each rule of the game. Didactic games are somewhat different in their form, both from creative games that are mainly played in kindergarten, and from games that the teacher explains by telling a story and are reinforced by asking students one by one. Such games serve the purpose of teaching and are conducted in an interesting, entertaining, and understandable way. In didactic games held in a competitive style, children train with all their heart and soul to win, and they strive to complete each task given, which results in their increased interest in completing didactic game tasks.

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