METHODS OF DEVELOPING BASIC COMPETENCES OF PRIMARY CLASS STUDENTS WITH THE HELP OF GAMIFICATION

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Abstract: in this paper, the psychological aspect of the use of gamification is studied, the ways of forming students' basic competencies in the learning process through gamification are studied, ideas are given about activities to develop students' motivation through gamification, the expected result and criteria for its achievement.

Keywords: gamification, student, motivation, educational technologies, competence.

Today, the use of game elements in modern education is not considered an innovation. Since the 17th century, teachers have been organizing lessons with teaching methods infused with game elements. It is actually a gamified process for a student who has responded well in class to be given "good" and "excellent" grades in the class journal and diary. The harder the student works, the better the grade.

When it comes to the psychological aspect of using gamification, the main feature of any game is determined by its ability to attract and hold the attention of the individual playing the game. The power of the game is that a gamer who is addicted to it loses track of time, can forget the need for physical, food and even sleep. If at least half of the interest in these games was given to the lessons, even the highest requirements set by the state educational standards would be easily met by the students.

The experience of introducing gamification as an educational technology and educational environment is of great interest. Opinions about the positive experience in the development of digital pedagogy as an educational system are presented at

various conferences and articles. Gamification and digital pedagogy can make an important turning point in the development of education. For this reason, the US Department of Education has been funding developments in the field of gamification of education since 2013. The Minecraft game that teaches civil engineering concepts in schools in Sweden, the LinguaLeo online resource for learning English, which is one of the most famous educational projects with gamification elements in Russia, the ClassCraft lesson created by Shawn Young in Canada. games are a clear example of this. These resources have gained great popularity in the countries of the world and have a very good position in the educational market.

The most effective way to achieve the development of motivation of elementary school students of general secondary educational institutions is to apply gamification to the teaching system. Gamification increases the effectiveness of education, helps the student to "correctly move" in the information environment with the help of game elements. It is related to creating an environment for preparing students for real life through game elements. Regardless of what it is called, gamification is a socio-pedagogical activity aimed at the formation of basic competencies in a well-rounded person in society, the legal issues of the process of its organization are the declaration, concept, law, model, state education standards, and in the experience of developed foreign countries, the national program or expressed in the form of a national curriculum.

In the Republic of Uzbekistan, based on the continuity and integrity of education, the priority of the student's personality and interests, the following basic competencies are formed in accordance with their age characteristics.

Communicative competence means the ability to interact in social situations in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and the ability to work effectively in a team.

Competence to work with information means to find the necessary information from media sources, sort, process, store, use them effectively, ensure their security, and develop the ability to acquire media culture.

Self-development competence - continuous physical, spiritual, mental, intellectual and creative development of oneself, striving for perfection, independent study throughout life, cognitive skills and It implies the acquisition of the skills of independent regular increase of life experience, alternative evaluation of one's own behavior and ability to make independent decisions.

Socially active civic competence is the formation of abilities to feel involvement in events, events and processes taking place in society and to actively participate in them, to know one's civic duties and rights, to comply with them, to acquire legal culture and behavior in labor and civil relations. implies.

National and general cultural competence - refers to the formation of abilities to be loyal to the Motherland, be kind to people and believe in universal and national values, to understand works of art and works of art, to dress appropriately, to follow cultural rules and a healthy lifestyle.

Mathematical literacy, awareness of scientific and technical innovations and the competence to use them - to be able to make personal, family, professional and economic plans based on accurate calculations, to be able to read various diagrams, drawings and models in daily activities, to ease human labor, to work It implies the formation of abilities to use scientific and technical innovations that increase productivity and lead to favorable conditions. These competencies are formed in students through general education subjects.

Also, based on the content of each subject of general education, it is determined that the students' general competences related to the subject will be formed. Gamified education participates to some extent in the process of formation of all of these above-mentioned competences.

Studying through computer games has already come into practice. Games can use simulations and strategies. Based on them, school students can learn research or practical skills that for some reason are difficult to get in real life. For example, a student can integrate math, reading, and spelling in order to complete a task in a game and collect points.

Any teacher wants his students to enter the lessons with fun, interest, and aspiration, and does not want to waste his time or control the student's discipline. The introduction of game elements into the lesson significantly improves the learning activity of students. And this confirms the didactic nature of gamification technologies and serves as a psychological basis for introducing gamification into the educational process.

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