

Technology of Using Didactic Games in Pedagogical Lessons

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Abstract. This study discusses the use of didactic games as one of the modern learning technologies in the pedagogical learning process. The purpose of this study is to analyze the effectiveness of didactic games in improving students' activity, motivation, and learning outcomes. Didactic games not only help students understand learning materials more easily and interestingly, but also develop critical thinking, creativity, communication, and teamwork skills. This research employed a qualitative descriptive method using a literature review and classroom observation approach. Data were collected through literature analysis, observation of the learning process, and examination of the implementation of didactic games in pedagogy classes. The results indicate that the use of didactic games can increase students' active participation, strengthen conceptual understanding, and create an interactive and enjoyable learning atmosphere. Furthermore, didactic games contribute to the development of students' social and emotional abilities, such as cooperation, self-confidence, and decision-making skills. Therefore, didactic games can be considered an effective learning strategy for improving the quality of education in the modern era.

Keywords: didactic games, pedagogy, learning technology, learning motivation, quality of education.



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INTRODUCTION

Today, the modernization of the education system, the effective organization of the learning process, and the increase of students' activity are considered among the most actual pedagogical challenges. Modern pedagogy pays special attention not only to students' acquisition of knowledge but also to the development of their independent thinking, creative approach, and communicative skills. From this perspective, didactic games play an important role as an engaging, activating, and effective tool in the educational process.

Didactic games increase students' interest in lessons, involve them as active participants in the learning process, and help them to master the educational material easily and quickly. Especially in pedagogy classes, the use of didactic games provides an opportunity to integrate theoretical knowledge with practical activities.

Moreover, didactic games contribute to the development of teamwork, free expression of ideas, and logical as well as creative thinking among students. This, in turn, supports the implementation of the competency-based approach, which is one of the main requirements of modern education. Therefore, studying the technology of using didactic games in pedagogy classes and implementing it in practice has significant scientific and practical importance for today's education system.

Based on these phenomena, this study aims to analyze the use of didactic games in pedagogy learning and to determine their influence on students' activity, motivation, and learning outcomes. This research is expected to contribute to the development of innovative and effective learning methods in the field of education.

RESEARCH METHOD

This study employed a qualitative descriptive method using literature review and classroom observation approaches. This method was used to provide an in-depth description of the use of didactic games in pedagogy learning and their influence on students' activity and learning outcomes.

The data sources consisted of primary and secondary data. Primary data were obtained through observations of learning processes that applied didactic games, while secondary data were collected from books, scientific journals, articles, and other relevant literature sources related to the research topic.

The data collection techniques included observation, documentation, and literature study. Observation was conducted to identify students' activities during the learning process. Documentation was used to obtain supporting data regarding the implementation of didactic games, while literature study was conducted to strengthen the theoretical framework of the research.

The collected data were analyzed descriptively through the stages of data reduction, data presentation, and conclusion drawing. The analysis aimed to determine the effectiveness of didactic games in improving students' motivation, active participation, and understanding in pedagogy learning.

RESULTS AND DISCUSSION

The use of didactic games in pedagogy classes is significant as it can fundamentally change students' attitudes toward learning. Research shows that the proper and systematic integration of didactic games into the lesson process significantly increases students' activity. In traditional teaching methods, students often remain passive listeners; however, through didactic games, they become active participants, which accelerates the process of knowledge acquisition and consolidation.

The results observed during experimental studies indicate that in lessons organized based on didactic games, students' academic performance and level of mastery was higher. In particular, during lessons that incorporated game elements, students were able to maintain their attention for a longer period, their level of interest in the topic increased, and their ability to apply acquired knowledge in practical situations improved.

In addition, didactic games have a positive impact on students' social and psychological development. During group-based games, they develop important

competencies such as cooperation, exchange of ideas, respect for others' opinions, and collective decision-making. This, in turn, strengthens their preparedness for future social life.

The analysis of the results also shows that didactic games increase students' motivation. Game-based tasks stimulate a sense of competition among students, which encourages them to be more active and creative. In particular, games organized in small groups enhance students' self-confidence and develop their initiative.

Pedagogical observations reveal that in classes where didactic games are used regularly, students' logical thinking abilities and problem-solving skills improve significantly. During the game process, students are not limited to acquiring knowledge only, but also strive to apply their knowledge in practice.

Furthermore, didactic games enrich the teacher's pedagogical activity. The teacher gains the opportunity to organize lessons in an engaging and interactive way, which increases lesson effectiveness. Cooperation between teacher and students is strengthened, and a free and open communication environment is formed in the learning process.

According to the overall results, didactic games not only improve students' level of knowledge in pedagogy classes but also contribute to the development of their personal qualities. This process helps to form students' skills in creative thinking, independent decision-making, and teamwork.

Didactic games are an effective tool of modern educational technologies, and their wide application in pedagogy classes plays an important role in improving the quality of education.

In the modern education system, achieving high efficiency requires the use of didactic games as one of the important pedagogical tools in the teaching process. Didactic games activate the learning process and provide opportunities to reinforce theoretical knowledge through practical activities. This article examines the scientific basis of using didactic games in pedagogy classes and analyzes their effectiveness.

School age is one of the most important stages in a child's life, during which literacy is formed and their worldview expands. After preschool education, the school stage becomes the main period in the process of acquiring knowledge. In this process, it is essential to provide students with understandable, engaging, and modern methods is essential. At this stage, children's thinking abilities, level of knowledge, and personal development are actively formed.

The use of various games in the learning process helps to reinforce children's knowledge and enables them to apply it in practical activities. Through games, students acquire the subject matter more quickly and easily. Didactic games used in the educational process contribute to improving the quality of lessons and to the effective management of the learning process. Moreover, such games have a positive impact on students' development at subsequent stages of education as well, especially by increasing the activity of students with lower academic performance.

Today, great attention is being paid to the use of pedagogical technologies in the education system. Pedagogical technologies encompass the forms, methods, and modern methods, serving to effectively organize the learning process. They are an important tool for identifying students' potential, developing their abilities, and forming independent thinking skills. Through this, the quality of the educational process increases and students' interest is enhanced.

Didactic games are considered a specially organized type of activity that facilitates the assimilation of educational content and increases students' interest. They develop the

following skills in students: strengthen logical thinking, help consolidate knowledge and apply it in practice, and foster creative as well as independent thinking abilities.

In the process of selecting and designing didactic games, it is important to determine game types that correspond to the topic and to clearly and understandably define their rules. Games can be effectively used at the introductory, main, and final stages of a lesson. This helps improve both the level of knowledge acquisition and the assessment process.

CONCLUSION

In practice, table-based and card games help reinforce concepts, while role-playing games assist in modeling real-life situations and solving problems. In addition, electronic game technologies and multimedia tools make the educational process more modern and engaging. The research results show that in lessons where didactic games are applied, students' activity significantly increases, learning material is mastered quickly and effectively, and communication between teacher and students is strengthened.

In conclusion, the use of didactic games is one of the important technologies that enhance the effectiveness of pedagogy lessons. The wide implementation of such approaches in the modern education system contributes to the development of students' creative and independent thinking skills and improves the quality of education.

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