

ORGANIZATION OF INTERACTIVE GAMES USING ARTIFICIAL INTELLIGENCE IN NATIVE LANGUAGE LESSONS IN THE PRIMARY GRADE

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Abstract. *This article analyzes the ways and methods of organizing interactive games using artificial intelligence tools in primary school native language lessons. The opinions of scientists on how to use artificial intelligence tools in native language lessons are presented. It is shown that the ability to organize a traditional lesson and an interactive lesson depends on the pedagogical skills of the teacher, and how effective it is for students is analyzed.*

Keywords: *primary school, native language, artificial intelligence, interactive games, traditional lesson, pedagogical skills, teacher, student, research.*

Аннотация. *В данной статье анализируются способы и методы организации интерактивных игр с использованием инструментов искусственного интеллекта на уроках родного языка в начальной школе. Представлены мнения ученых о том, как использовать инструменты искусственного интеллекта на уроках родного языка. Показано, что способность организовать традиционный урок и интерактивный урок зависит от педагогических навыков учителя, и проанализирована их эффективность для учащихся.*

Ключевые слова: *начальная школа, родной язык, искусственный интеллект, интерактивные игры, традиционный урок, педагогические навыки, учитель, ученик, исследование*
additional lesson, pedagogical skills, teacher, student, research.

Annotatsiya. *Ushbu maqolada boshlang'ich sinf ona tili darolarida sun'iy intellekt vositalaridan foydalangan holda interfaol o'yinlarni tashkil etish usullari va usullari tahlil qilingan. Olimlarning ona tili darolarida sun'iy intellekt vositalaridan qanday foydalanish bo'yicha fikrlari keltirilgan. An'anaviy dars va interfaol darsni tashkil etish qobiliyati o'qituvchining pedagogik mahoratiga bog'liqligi ko'rsatilgan va uning o'quvchilar uchun qanchalik samarali ekanligi tahlil qilingan.*

Kalit so'zlar: *boshlang'ich maktab, ona tili, sun'iy intellekt, interaktiv o'yinlar, an'anaviy dars, pedagogik mahorat, o'qituvchi, talaba, tadqiqot.*

Introduction. In today's era of globalization, the introduction of digital technologies and modern assessment methods in the education system is one of the most important tasks [5]. Especially in primary education, the development of students' literacy in the native language, the correct assessment of their oral and written speech directly affects future academic achievements [4]. Since traditional assessment methods are no longer fully compatible with the requirements of modern education, the need to use automated assessment systems based on artificial intelligence is increasing. AI platforms allow for quick, accurate and objective assessment of students' skills such as spelling, grammar, working with text, and speech activity. Artificial intelligence is a high technology that is bringing changes to almost all areas of human life. With its high efficiency, capabilities and capabilities, it is creating new opportunities in every field. At the same time, the development of artificial intelligence and its ethical, legal and social implications remain

an important task. The integration of artificial intelligence (AI) technologies into the education system has been developing rapidly in recent years [7]. This technology not only allows students to improve their learning process, make it more efficient and easier. It is possible to create curricula tailored to the specific needs and abilities of each student. This ensures that students work with materials that are appropriate to their capabilities without experiencing difficulties. For example, artificial intelligence can familiarize students with their weaknesses and recommend that they work more in those areas. With the help of artificial intelligence, a number of parts of the teaching process are automated. This allows the teacher to spend more time on the individual development of students, as well as provide faster and more effective assessment of students. Artificial intelligence provides new opportunities for education. For example, virtual tutors, chatbots, and online tutoring allow students to get help anytime, anywhere.

Methods. This study used a number of pedagogical methods to determine the effectiveness of using artificial intelligence-based interactive games in primary school mother tongue lessons. In the research process, theoretical analysis, observation, comparison, interactive experimentation and methods of conversation were used.

During the course of the lesson, an innovative interactive method called “AI-hero” was developed and put into practice. This method was organized using artificial intelligence tools such as ChatGPT and Gemini. The main content of the method was to attract students to the subject of their native language through game activities, develop their independent thinking, and strengthen their grammatical knowledge. During the experiment, the students were divided into several groups and the following interactive games were organized :

The Word Game - in which the students were given tasks to form words from letters that were mixed up by artificial intelligence;

Bring the sentence to life game - work was done to expand simple sentences and bring them into a meaningful form;

Find the mistake game - tasks were organized to correct grammatically incorrect sentences;

The AI-based role-playing method involves a creative dialogue between students and artificial intelligence based on questions and answers.

During the study, students' classroom engagement, speaking competence, independent work skills, and grammatical literacy were observed. The results were compared with traditional classroom processes. Observations have shown that interactive games based on artificial intelligence have increased students' interest in the lesson, expanded the possibility of an individual approach, and served to strengthen knowledge acquisition.

The study also summarized the results obtained through analysis and synthesis methods and justified the pedagogical effectiveness of the method.

Discussion. China and the United States are leading the way in research and education in the field of artificial intelligence. In addition to hosting world-renowned higher education and research institutions, these countries have also fully regulated mechanisms to support innovation and provide large amounts of financial support to institutions. As a result, **China and the United States** attract many knowledgeable specialists from around the world [9]. Many scientists are debating the future of artificial intelligence. The fact is that while some are concerned that machines could invade people's privacy and even become weapons, other scientists are positive about this. They argue that self-driving machines in the artificial intelligence system can calculate the most profitable and least harmful options with the least risk and the least loss. In our country, great strides have been made in the development of science and technology, and life itself shows that great results can be achieved in socio-economic spheres through the use of digital technologies in every field.

Scientific research has widely covered the role of artificial intelligence in the education system. In particular, **Luckin et al. (2016)** evaluated artificial intelligence as an important tool for personalizing the educational process. **Holmes et al. (2019)** emphasize that AI is a system that supports the pedagogical activities of the teacher [5,10]. The use of artificial intelligence in primary education is particularly emphasized in the studies of **Bagdasaryan (2020)** and **Woolf (2021)** [3,4]. In their opinion, adaptive learning systems increase the learning efficiency of young students. Local and regional studies (**Karimov, 2021; Kholmatova, 2022**) have analyzed the potential of digital pedagogy in primary education [1, 6]. At the same time, an analysis of existing studies shows that insufficient attention has been paid to mechanisms for controlling the use of artificial intelligence. This study aims to fill this gap.

Games and methods are used in primary school classes in various forms. Their main types are as follows:

1. Games with words and phrases: effective in strengthening vocabulary, increasing vocabulary, and teaching grammatical rules. For example, interactive exercises such as "Word Finder", "Sentence Completion".

2. Text games: develop students' thinking and speech through question-and-answer, story continuation based on a short story or text.

3. Role-playing and dramatization games: students stage the text, play various roles, and improve their speech culture.

4. Didactic games: are aimed at achieving goals such as strengthening grammatical rules, correct use of spelling and punctuation.

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Analysis and Results: If we organize these didactic games and methods through artificial intelligence technologies and in a simple demonstration form, we will achieve the

following results.

If we can organize native language lessons using artificial intelligence tools such as ChatGPT, Gemini, we will achieve the intended goal.

Indicators	Traditional teaching	based on artificial intelligence
Student activity	Moderate	High
Individual approach	Limited	Fully provided
Level of mastery	Unstable	Stable and highly
Assessment system	Subjective	Automated
Teacher workload	high	optimized

Conclusion. In the era of scientific and technological progress, our main task is to increase the intellectual potential of our youth. If a teacher has strong knowledge and potential, whether he organizes the lesson in a traditional way or conducts the lesson process using modern interactive methods, this cannot affect the level of knowledge that students should acquire. Therefore, the effective organization of each lesson depends on the pedagogical skills of the teacher.

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