

Ensuring The Intellectual Abilities Of Elementary School Students Through The Games "Bestemshe" And "Togizkumalok"

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Annotation: This topic focuses on strategies to enhance the intellectual abilities of elementary school students through the use of educational games such as "Bestemshe" and "Togizkumalok". These games are designed to stimulate critical thinking, problem-solving skills, and cognitive development in young learners.

Keywords: Elementary school students, Intellectual abilities, Educational games, Bestemshe, Togizkumalok, Critical thinking, Problem-solving skills, Cognitive development.

INTRODUCTION.

The intellectual development of elementary school students is crucial for their academic success and overall cognitive growth. Recognizing the significance of playful learning in shaping young minds, educational experts have long explored various methods to foster intellectual abilities through engaging activities. Among these, traditional games like "Bestemshe" and "Togizkumalok" have gained attention for their effectiveness in promoting strategic thinking, problem-solving skills, and mathematical reasoning among children. In this article, we delve into the methods, discussion, results, and conclusions derived from employing these games to ensure the intellectual abilities of elementary school students. The formative years of elementary education play a pivotal role in shaping the intellectual foundation of students. As educators and parents alike seek effective methods to nurture young minds, the importance of engaging, interactive learning experiences cannot be overstated. In this pursuit, traditional games have emerged as powerful tools for fostering intellectual growth, offering a blend of entertainment and educational benefits that resonate deeply with young learners. The landscape

of elementary education is evolving rapidly, driven by advances in technology, changes in pedagogical approaches, and a growing emphasis on holistic development. In this context, integrating traditional games like "Bestemshe" and "Togizkumalok" into the curriculum represents a harmonious fusion of heritage and innovation.

Methods: The study involved elementary school students aged between 6 to 12 years old, selected from diverse socio-economic backgrounds. Prior consent was obtained from parents, and ethical guidelines were adhered to throughout the research process. The participants were divided into two groups: one group engaged in regular classroom activities, while the other group participated in structured sessions incorporating "Bestemshe" and "Togizkumalok" games. The sessions were conducted over a period of six weeks, with each session lasting for one hour. The games were introduced progressively, starting from basic concepts to more complex strategies, to ensure gradual skill development among the students. Pre and post-assessments were conducted using standardized tests to measure changes in intellectual abilities. The study employed a carefully designed methodology to assess the

impact of "Bestemshe" and "Togizkumalok" games on the intellectual abilities of elementary school students. A diverse cohort of students, ranging from 6 to 12 years old, was selected from schools representing varied socio-economic backgrounds. Prior to the commencement of the study, ethical approval was obtained, and informed consent was obtained from parents or guardians of the participating students. The participants were randomly assigned to two groups: the intervention group and the control group. The intervention group engaged in structured sessions that incorporated "Bestemshe" and "Togizkumalok" games, while the control group followed the regular classroom curriculum. The sessions were conducted over a period of six weeks, with each session lasting for one hour. The games were introduced progressively, starting from basic concepts and gradually advancing to more complex strategies, to ensure a scaffolded approach to skill development. Pre-assessment measures were administered to both groups to establish baseline levels of intellectual abilities, including problem-solving skills, logical reasoning, and mathematical proficiency. Standardized tests and observation protocols were utilized to gather quantitative and qualitative data throughout the study period. The intervention group received formative feedback and guidance from experienced educators, facilitating their engagement and learning during the game sessions.

Discussion: The incorporation of "Bestemshe" and "Togizkumalok" games into the curriculum proved to be highly beneficial for the intellectual development of elementary school students. These traditional games not only provided an enjoyable learning experience but also served as effective tools for enhancing critical thinking skills, decision-making abilities, and numerical fluency. Through strategic gameplay, students learned to analyze situations, anticipate outcomes, and apply mathematical concepts in a practical context.

Moreover, the social interaction inherent in these games fostered teamwork, communication, and sportsmanship among the participants, contributing to their holistic development. The integration of "Bestemshe" and "Togizkumalok" games into the curriculum yielded promising results in terms of enhancing the intellectual abilities of elementary school students. The structured sessions provided a conducive environment for experiential learning, enabling students to actively engage in strategic gameplay while honing essential cognitive skills. Through repeated exposure to the games, students demonstrated improvements in critical thinking, decision-making, and numerical fluency. One of the key findings of the study was the positive impact of gameplay on problem-solving skills. As students navigated the intricate rules and dynamics of "Bestemshe" and "Togizkumalok," they encountered a myriad of challenges that necessitated analytical thinking and creative problem-solving. Over time, students exhibited greater proficiency in identifying patterns, anticipating outcomes, and formulating effective strategies to achieve their objectives. Furthermore, the social dimension of gameplay facilitated collaboration, communication, and peer learning among the participants. As students engaged in friendly competition and cooperative gameplay, they developed interpersonal skills such as teamwork, empathy, and conflict resolution.

Results: The results of the study revealed significant improvements in the intellectual abilities of students who participated in the "Bestemshe" and "Togizkumalok" sessions compared to those who followed regular classroom activities. There was a notable enhancement in problem-solving skills, logical reasoning, and mathematical proficiency among the intervention group. Additionally, the students exhibited increased confidence and engagement in academic

tasks, indicating a positive correlation between playful learning and academic performance.

Conclusion: In conclusion, the incorporation of traditional games such as "Bestemshe" and "Togizkumalak" into elementary school education holds immense potential for nurturing the intellectual abilities of students. By providing a stimulating environment for learning, these games offer a unique blend of entertainment and education, making the learning process enjoyable and effective. Educators and policymakers should recognize the value of playful learning approaches and integrate them into curriculum planning to optimize the cognitive development of young learners. By fostering a culture of curiosity, creativity, and critical thinking, we can empower the next generation to thrive in an increasingly complex and dynamic world.

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