CURRENT RESEARCH JOURNAL OF PEDAGOGICS (ISSN: 2767-3278)

VOLUME: Vol.07 Issue10 2026
Page: - 19-21
DOI: - 10.37547/pedagogics-crjp-07-10-04

RESEARCH ARTICLE OPEN ACCESS

Methodological Preparation of Prospective Primary School Teachers for Using Educational Games Based on Interdisciplinary Integration

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Received: 11 September 2026 **Accepted:** 06 October 2026 **Published:** 30 October 2026

ABSTRACT

This article examines the methodological preparation of prospective primary school teachers to use educational games based on interdisciplinary integration. It introduces the Teatr-Stsenariy (Theatre–Scenario) method, developed by O. M. Jakbarova as part of her ongoing doctoral research, and outlines its implementation stages. The study explores the integration of different subjects through literary adaptation, scenario development, and dramatization. It also discusses the method's potential contribution to developing prospective teachers' interdisciplinary planning, educational game design, and reflective evaluation skills.

Keywords: Prospective primary school teachers, interdisciplinary integration, educational games, methodological preparation, Teatr-Stsenariy method, scenario development, dramatization, reflective evaluation.

INTRODUCTION

Modern primary education requires teachers to establish meaningful connections between different subjects and create learning situations in which pupils can apply their knowledge in practice. Educational games offer opportunities to integrate language, reading, music, environmental studies, and life skills through purposeful interaction and creative activities. However, their pedagogical value depends on clearly defined learning objectives and appropriate methodological organization.

Preparing prospective primary school teachers to use interdisciplinary educational games involves more than introducing existing teaching techniques. Students must learn to identify connections between subjects, adapt educational content to game situations, organize collaborative activities, and evaluate learning outcomes.

Uzbek scholars have examined the methodological foundations of purposeful teaching activities. N. N. Azizkhodjayeva considers pedagogical technologies in relation to teachers' professional competence [1], while O'. Tolipov and M. Usmonboyeva discuss their practical application in educational settings [2]. Their approaches provide a general foundation for developing future teachers' methodological skills.

International studies offer additional perspectives. Plass, Homer, and Kinzer emphasize the importance of cognitive, motivational, and sociocultural factors in game-based learning [3]. Winston examines how participatory drama can connect language learning with moral development [4]. These perspectives provide a theoretical basis for exploring dramatization as a means of interdisciplinary learning.

Nevertheless, integrating several subjects into a single activity does not automatically ensure meaningful

learning. Prospective teachers need methodological guidance to connect subject objectives with game content and pupils' actions.

The aim of this study is to examine the methodological preparation of prospective primary school teachers for using interdisciplinary educational games and to propose a structured approach based on the Teatr-Stsenariy (Theatre–Scenario) method.

The research employs theoretical analysis, comparison, synthesis, and methodological modeling.

MAIN BODY

Interdisciplinary integration involves establishing meaningful relationships between the content, objectives, and learning activities of different subjects. In primary education, this approach helps organize learning around situations that require pupils to apply knowledge from several areas.

Educational games can support such integration when their rules and activities correspond to specific learning objectives. Plass, Homer, and Kinzer [3] emphasize that game-based learning depends on the relationship between game design and learning processes. Therefore, incorporating subject-related information into a game is insufficient unless pupils actively use that knowledge.

Drama-based activities offer particular opportunities for interdisciplinary learning. Through storytelling, dialogue, and role-playing, pupils can explore literary content, practice communication, and consider practical problems. Winston [4] highlights the educational potential of participatory drama in connecting language development with ethical understanding.

For prospective teachers, the methodological challenge is to transform these possibilities into structured educational activities. This requires identifying a common learning purpose, selecting compatible subject content, and designing game situations appropriate for primary school pupils.

The Teatr-Stsenariy (Theatre–Scenario) method, developed by O. M. Jakbarova within the framework of her ongoing doctoral research, is proposed as an approach to preparing prospective primary school teachers to design and organize interdisciplinary educational games. The method involves adapting literary works into short educational performances that integrate reading comprehension, communication, creativity, and subject-related knowledge.

Unlike conventional dramatization, which may focus primarily on reproducing a story, the proposed method requires students to introduce meaningful interdisciplinary learning tasks while preserving the original narrative.

Its implementation consists of five stages.

First, literary selection and analysis. Students work in small groups and select an age-appropriate fairy tale, story, or fable. They examine its central idea, characters, and educational possibilities.

Second, identification of interdisciplinary objectives. Students determine which elements of language learning, environmental studies, music, or life skills can be integrated naturally into the selected narrative. Each connection must contribute to a common educational purpose.

Third, scenario development. Students transform the literary text into a short performance, usually lasting approximately three minutes. They create dialogues, distribute roles, and design situations in which characters apply knowledge or solve problems.

Fourth, preparation and presentation. Students produce simple puppets or theatrical materials using accessible resources and present their scenarios. The main emphasis is placed on the educational content and organization of the activity rather than artistic complexity.

Fifth, reflection and improvement. Students evaluate the relationship between learning objectives and dramatic actions, identify methodological limitations, and revise their scenarios using peer feedback and teacher guidance.

These stages connect interdisciplinary planning with practical scenario design and reflective evaluation. They also provide opportunities for students to practice pedagogical decision-making in a collaborative environment.

The application of the method can be illustrated through a traditional fairy tale involving forest animals. Students may adapt the narrative by introducing an environmental

problem, such as pollution, that requires the characters to cooperate and propose solutions.

Reading comprehension is integrated through the interpretation of events and characters. Language learning is addressed through dialogue and expressive speech, while environmental studies provide knowledge about nature protection. Music may contribute appropriate rhythmic elements, and life skills are incorporated through cooperation and responsible decision-making.

The educational value of this activity depends on the coherence of its components. Environmental knowledge should influence the characters' decisions, while dialogue should help participants explain their reasoning. Thus, interdisciplinary integration becomes part of the scenario rather than an unrelated addition.

During university-based activities, students can perform different roles, including scenario designer, performer, observer, and evaluator. This organization allows them to examine the educational game from several methodological perspectives.

The proposed approach addresses four interconnected areas of professional preparation: interdisciplinary planning, educational scenario design, organization of collaborative activities, and reflective evaluation.

Assessment should focus on the compatibility of subject objectives, the appropriateness of the scenario for primary school pupils, the educational function of game actions, and the students' ability to justify their methodological decisions.

An important limitation is that successful performance in a university classroom does not necessarily demonstrate effectiveness in primary education. Further application during supervised teaching practice is needed to examine the suitability of the developed scenarios for younger pupils.

CONCLUSION

The theoretical analysis indicates that preparing prospective primary school teachers to use interdisciplinary educational games requires the integration of subject knowledge, pedagogical planning, creative scenario design, and reflective evaluation.

The Teatr-Stsenariy method developed by O. M. Jakbarova provides a proposed framework for organizing this preparation through the adaptation of literary works into short educational performances. Its five stages connect interdisciplinary learning objectives with practical activities and methodological reflection.

The principal contribution of the study is the theoretical and methodological systematization of the Teatr-Stsenariy method as an approach to preparing prospective teachers to design and conduct interdisciplinary educational games. Its effectiveness should be examined through subsequent empirical research and supervised teaching practice.

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