
APPLICATION OF GAME TECHNOLOGIES IN RUSSIAN LESSONS

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ABSTRACT: This article discusses application of game technologies in Russian lessons. In preparation for the game, students are often included in a variety of additional activities. Games are used to solve complex problems of mastering new material, consolidating what has been learned, developing creative abilities, forming general educational skills and abilities. Composing game technologies from individual games and elements is the concern of every teacher in high school.

KEYWORDS: Works of art, dictionaries, reference books, descriptions, historical and popular science literature.

INTRODUCTION

The game is a form of psychogenic behavior in which the surrounding world is realized, the freedom of the individual in the imagination. The ability to get involved in the game is not related to the age of the person, but in the middle school age the game has its own characteristics. The main content in games is obedience to the rules of social behavior and relations between people.

With the transition of children from younger to middle age, the game is not forced out, but continues to be included in the educational process. The child still develops imagination and the symbolic function of consciousness, which allow him/her to transfer the properties of some things to others, an orientation in his own feelings is formed and the skills of their cultural expression are formed, which allows the child to be included in collective activities in communication.

As a result of the development of gaming activities in the school period, a readiness for socially significant and socially valued learning activities is formed. Game technologies have long been used in the practice of conducting Russian language lessons. But the years fly by, and progress does not stand still. Modern life involves high demands on the student as a person. The child is

given tasks in various forms, which he must complete on his/her own, and this is not always possible without the help of a teacher.

THE MAIN FINDINGS AND RESULTS

Today, teachers reveal to themselves the unique possibilities of playing as an active participant in both the educational and educational process.

Having arisen from the need to implement entertainment in learning, the game in the lesson attracted the attention of didacticists, psychologists and methodologists. To date, it occupies a strong place in the educational process. Many educational games have been developed. They are also given attention in the methodology of teaching the Russian language. Composing game technologies from individual games and elements is the concern of every teacher in high school. The use of gaming technologies in the Russian language lessons helps to remove some of the difficulties associated with memorizing the material, with the study and consolidation of the material at the level of emotional awareness, which naturally contributes to the development of cognitive interest in the Russian language as a subject. It is also important that the game in the lessons of the Russian language contributes to the replenishment of the vocabulary of students, expands their horizons. It carries a huge emotional charge, solves not only general educational and developmental tasks, but also brings up the qualities of a creative person: initiative, perseverance, goodwill, purposefulness, the ability to find a solution in a difficult situation.

Game technologies are built as a holistic education, covering a certain part of the educational process and united by a common content, plot, character. They occupy an important place in the educational process, as they not only contribute to the education of cognitive interests and the activation of the creative activity of students, but also perform a number of other functions.

Game technology can be compared with other teaching methods and tools. But it has not only educational value: the game can become a means of forming the cognitive interests of students, it can activate creative abilities. In preparation for the game, students are often included in a variety of additional activities. Games are used to solve complex problems of mastering new material, consolidating what has been learned, developing creative abilities, forming general educational skills and abilities.

Games often use various objects, toys, drawings, cards, tables, posters, models, maps, prepared scripts, dialogues, memorized passages of poetry, proverbs, sayings and other materials. Students are interested in working on the preparation of these didactic tools. They refer to

various sources: works of art, dictionaries, reference books, descriptions, historical and popular science literature, etc. This fosters interest in the subject.

Games are of great importance for the education of the student's personality, for the formation of his/her character traits. The game develops organization, endurance, the ability to plan a series of successive actions, the ability to stop one's desires, obey the team, the rules of the game. This brings up the ability to overcome difficulties, trains the will of the child.

The game develops a sense of camaraderie, friendship, since, if necessary, the player must give in, help a friend. The structure of the game, as an activity, organically includes goal setting, planning, goal realization, as well as analysis results in which the individual fully realizes himself/herself as a subject. Playing as part of a team, each student is responsible for the entire team, each is interested in the best result of his/her team, each strives to complete the task as quickly and successfully as possible. Thus, the competition contributes to the enhancement of the performance of all students.

The game relieves tension, but increases the sense of responsibility to classmates. The structure of the game as a process includes: a) the roles assumed by the players; b) game actions as a means of realizing these roles; c) plot – area reality, conditionally reproduced in the game.

CONCLUSION

During games, all mental processes develop and improve: analysis, comparison, classification, generalization, etc. The desire to find an answer to the question posed in the game, the desire to be the first to solve the problem cause mental and speech activity of students.

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