

## USING GAMING TECHNOLOGY TO ORGANIZE LITERATURE LESSONS

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### ABSTRACT

The article describes the game technologies used in organizing literature lessons, as well as how to use them.

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### INTRODUCTION

The National Personnel Training Program states: "The formation of a perfect personnel training system based on the rich intellectual heritage of the people and universal values, the achievements of modern culture, economy, science, technology and technology is an important condition for the development of Uzbekistan." At present, the use of pedagogical technologies for live teaching and bringing new content to students remains an urgent requirement of modern teaching.

Teachers are also required to apply technologies that increase the efficiency of classes and increase student activity. To meet these requirements, it is appropriate to use "**literature lessons**," which serve to create mutually beneficial competition between students.

Because "game technologies" increase student activity and increase interest in the topic. The main activity in literary training should be shown by the teacher. Only then will he be able to maintain the active participation of students.

**Zakavat game.** In order to play this game, you first need to adapt the audience to the game. Participants will be selected using the test. Students who receive high scores will be eligible to participate in the game. Participants in the game will consist of 6-8 people. The rest of the "students" follow the game as greedy. Questions for the game are placed in an envelope. The group captain asks the teacher a question. The teacher answers the question. One minute is allotted to determine the answer. At this time, the participants in the game are trying to find answers. It is recommended that these games be played primarily in high school.

During Zakavat games, problematic issues that need to be resolved are mainly raised.

For example, when studying the life and work of Jesus, you can ask the following questions:

Question: What kinds of art did the poet use in his poetry. Give examples.

Answer: Jesus used similar concepts in his **verse**. For example:

When the morning comes,

He is the One who soars from heaven and earth.

Skillfully used the features of Ogahi art of **iyhom**:

When I was sick, I had two children,

One is sugar and the other is qawsar.

Question: What famous gazelle did Jesus write, and what is its article?

Answer: "Ustina" is one of the famous Ogahi gazelles. It speaks of love, praise and praise. It was performed by famous singers (Komilzhon Otaniyozov, Atazhon Khudoshukurov, etc.). It consists of nineteen verses. The Bible says:

After all, Mushkin's life is just an executioner,

For the "nas" layer brings "nun" e'tibor "sod."

This is how the game continues. The group that answered the questions correctly is considered the winner.

**6X6X6.** The use of this method in the work on literary works requires from the teacher of literature pedagogical skill and ability, the ability to competently form groups. As soon as possible, students will express their opinion on this issue, and they themselves will analyze and evaluate it.

**"The Right Ball."** For this "two posters are needed." Firstly, the teacher writes down the beginning of one article, and secondly, changing the order, writes down the continuation of the article.

1. Who knows the old man...	1. does not fall off the saddle
2. First...	2. poor coverage
3. Even if he got off his horse...	3. doesn't know the bet
4. Finds and says well...	4. What are you talking about?
5. Your home...	5. say later
	5. then:

**"Who knows?"** In the game "who knows?" pupils are divided into two groups. Members of the first group break away from the poems. The members of the second group determine the author of the poem. Next time, members of the second group will study. The first group finds the author of the poem. For each correct answer, winning cards are issued. It can also be done to "not annoy or distract" students from learning any poet's lyrics or during class. For example, in grade 9, when studying Navoi's lyrics, you can use:

**Group 1:**

He, in my opinion, soars by the water,  
Water can swallow it because of his insight.

**Group 2: Atoi**

It's not a flower, it's a flower.  
When the Hour comes, Be pious.

**Group 1: Navoi**

This is how the game continues. These "games" give students an interest in Sharia. She encourages a creative approach to poetry, increases the expressiveness of reading.

The use of such gaming technologies in literature lessons is very effective. Thanks to the technologies used in such lessons, students broaden their horizons, intensify, and strengthen their knowledge and skills. Moreover, interest in literature and reading fiction is increasing.

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