



**GAME TECHNOLOGIES IN THE RUSSIAN LANGUAGE
LESSONS AS ONE OF THE WAYS TO ENHANCE THE
COGNITIVE ACTIVITY OF STUDENTS IN GRADES 5–9**

Rano Utanova Jabbarovna
Termez City, Surkhandarya Region,
3 School of the Russian Language Teacher

Shakhida Karasakalova Abdikarimovna
Termez City, Surkhandarya Region,
3 School of the Russian Language Teacher

ABSTRACT	KEYWORDS
This article provides information on the importance and benefits of using game technologies in Russian language lessons.	Game technologies, didactic games, "Compose the text and voice it", "On the air - news", "Collect phraseology"

At the present stage, the main task of the state educational policy is to create conditions for achieving a new quality of education in accordance with the future needs of modern life, ensuring the availability of education for all children.

Profound changes taking place in modern education put forward as a priority the problem of using new technologies of education and upbringing. The teacher has the opportunity to choose the methods and technologies of teaching, which, in their opinion, are most optimal for the construction and construction of the educational process.

Game technologies in education and training are perhaps the most ancient. Perhaps that is why didactic play remains a very effective method for the development and improvement of cognitive, mental and creative abilities of children. The game reveals to the child unfamiliar facets of the studied science, helps to take a fresh look at the usual lesson, contributes to the emergence of students' interest in the subject, which means that the learning process becomes more effective. The purpose of referring to game technologies in the lesson of the Russian language is the acquisition of specific practical skills, their consolidation at the level of methodology, the translation of knowledge into experience.

It should be noted that didactic games have long occupied a strong place in the practice of conducting Russian language lessons. But time does not stand still. Modern life makes increasingly high demands on the student as a person. So, it is necessary to transfer the didactic game to a qualitatively new level, to make it creative.

Being in constant search, I try to approach the educational process creatively, I, as a teacher, want to see in each of my students a future writer, artist or just a kind, loving person. To do this, I teach my students to perform tasks in their own unique version, thereby developing independence, activity,

initiative, i.e. qualities that accompany creativity and determine the development of creative abilities. I try to introduce into the lesson such forms of work that would not only develop, move to creativity, but would be accessible and interesting to everyone.

Learning Russian implies not only the development of the norms of written speech, but also the norms of pronunciation. That is why it is advisable at each lesson to find an opportunity to practice pronunciation norms. It can be a minute warm-up "Speak Russian correctly." In what forms can I offer tasks to children? Here are just a few of the possible options that can tell the teacher how to diversify the tasks.

"Compose a text and voice it"

Students are offered a set of words that may present some difficulties in pronunciation. The words are written on the board. The task of students is to compose a coherent text in 2-3 minutes (using these words) and read it, observing orthoepic norms. The teacher can appoint experts who should listen carefully to the text and draw a conclusion about compliance with pronunciation standards. (In this case, two students receive a grade at once.) Example. The words are given: kilometer, assistant, overcoat, sweater, tool, tool, chauffeur, chauffeur, sorrel, Ukrainian, thermos, beginning. (The words are contained in the dictionary "Pronounce correctly", edited by A.Y. Kupalova "Russian language.. Practice. 5th Grade.")

"On the air - news"

This type of task involves composing a text with words that present certain pronunciation difficulties. Subject of the text: events taking place in the world (country, region). Such a task allows not only to work out pronunciation norms, but also to stimulate students' interest in the events taking place in the world, means, provide an expansion of horizons. As experience shows, the systematic application of such an assignment turns schoolchildren into viewers of news programs.

"Collect phraseology"

How; Makar; Whistles; in the language; wind; Revolves; in pockets; Where to; in mittens; sunk; Calves; into water; did not drive; hedgehogs.

Responses:

- Where Makar didn't chase the calves.
- Like a water sunk.
- The wind whistles in your pockets.
- It's tongue twisted.
- In hedgehog mittens.

"Soft landing"

When working out any spelling or theme, this game; awakens interest, activates the whole class of students. Children do not know to whom the ball will fly and what word (what question) will sound. How does the game work? For example, the topic "Verb conjugation" is studied. The teacher throws the ball to the student, calls a verb. The student catches the ball, calls the conjugation of the verb, and spins the ball to the teacher. The one who answered the question correctly can sit on the spot, the one who did not cope with the task continues to stand and tries to correct his situation.

In short, the use of gaming technologies plays an important role in increasing interest in the learning process.

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