



---

## USE OF GAMES AND GAME FORMS OF ORGANIZATION OF LEARNING ACTIVITIES

**Shokir Mamatalievich Urishov\***

\*Ph.D., Associate Professor,  
Uzbekistan State University of World Languages,  
Republic of UZBEKISTAN

---

### ABSTRACT

*The article deals with the problems of using games and game forms of organizing educational activities. Play activity at the creative level is an introduction to the well-known and familiar play of new elements: an additional rule, a new external circumstance, another task with a creative component, or other conditions. The main requirement for the choice of a new element is the emergence after its introduction of a situation, the ways out of which in the classroom have not yet been studied. For example, after solving tasks presented in a playful form, students can be asked to depict graphically or in the form of a picture the conditions of the tasks themselves or the ways of solving them.*

**KEYWORDS:** *Games, Organization Of Educational Activity, Game Activity, Creativity.*

---

### INTRODUCTION

A valuable method of stimulating interest in learning is the method of using various games and game forms of organizing cognitive activity. It can use ready-made, for example, board games with cognitive content or game shells of ready-made educational material. Game skins can be created for a single lesson, an individual discipline, or an entire educational activity over a long period. In total, there are three groups of games suitable for use in educational institutions.

**1. Short games.** By the word “game” we most often mean the games of this particular group. These include subject, plot-based and other games used to develop interest in educational activities and to solve certain specific problems. Examples of such tasks are mastering a specific rule, practicing a skill, and others.

**2. Playing clouds.** These games (more likely not even games, but game forms of organizing educational activities) are longer in time. Moreover, they are limited by the scope of the lesson, but they can last a little longer. For example, in elementary school, this game can span the entire school day. These include such an exciting technique as the creation of a single game shell of the lesson, that is, the presentation of the lesson in the form of a holistic study-game.

**3. Long-term educational games.** Games of this type are designed for different time intervals and can last from several days or weeks to several years. They are oriented, according to A. S. Makarenko, to a long-term perspective line that is, to a distant ideal goal, and are aimed at the formation of slowly developing mental and personal qualities of the child. A feature of this group of games is seriousness and efficiency. The games of this group are not more like games, as we imagine them - with jokes and laughter, but like a responsible business. Actually, they teach responsibility of educational games.

**Formulation of a system of perspectives.** This method was well developed by A.S. Makarenko. He suggested building the life of children in a children's collective based on a system of "promising lines". He believed that it was necessary to set up a perspective of three levels in front of the students, near (calculated for the duration of one assignment, lesson or school day), middle (for a week, a quarter or a year) and distant (for several years, for a lifetime). Moreover, at each of these levels, he set several perspectives. For example, at the intermediate level, there may be such multidirectional prospects as preparing for the New Year's holiday, correcting bad grades for a parent meeting, participating in a hike in the Crimean mountains and participating in a qualifying competition (in terms of academic performance and behavior), preparation for the final quarter test etc.

#### **Methods for organizing student interaction.**

The following are the most frequently used methods of organizing student interaction:

- Mastering elementary norms of conducting a conversation,
- Method of mutual verification method of mutual assignments, joint finding the best solution,
- Temporary work in groups,
- Creating situations of joint experiences,
- Organization of the work of students - consultants,
- Discussion.

**Mastering the elementary norms of conducting a conversation.** Acquaintance and active use by students of the rules of communication developed by society is, perhaps, the first thing that students need to learn in elementary school for the successful organization of interaction in the future. This includes the following rules:

- Refer to each other by name,
- Look at the speaker or at whom you are addressing,
- Listen to the answer of the interlocutor to the end,
- Do not interrupt him with your remarks or remarks,
- Answer briefly and succinctly,
- To start assessing the interlocutor's activities by highlighting positive aspects.

Such experience accumulates gradually, over a long period, as the child learns more and more new communication methods.

**Peer correction method** helps to organize interaction. Two students checking each other on the correctness of the assignments they have completed always arouses high interest. During the mutual examination, the student gives his notebook to his neighbor at his desk, and takes his neighbor's notebook for checking. Small, written on a piece of paper, independent work or individual assignments, exercises and whole homework written in a notebook can be checked. Crosschecking of work begins with a comparison of written off and solved tasks with the samples presented by the teacher. Errors are underlined and indicated by a check

mark in the margin. In the future, they move on to a differentiated assessment.

**Acceptance of mutual assignments** promotes the fastest development of interaction. Its essence lies in the fact that in the lesson, students perform tasks invented by their neighbors or other classmates. Tasks received from a neighbor can be prepared both in the lesson and at home and be part of the homework. This technique helps the teacher to achieve several goals at once. First, students master the technique of collaborative activity; secondly, they are included in creative activity; thirdly, homework is checked, the interest in which is sharply increasing.

A further development of the reception of mutual tasks is the method of discussing mutual tasks. This technique prepares students to work in pairs. The beginning is already known: one student comes up with his own problem or an interesting question to the text, literary work, etc., and the other solves this problem or answers the question. A new element is added to the usual actions - conducting a joint pair discussion of the invented problem and the written solution. The purpose of the discussion is to find better or simply different options for implementation. Having passed the tasks to each other, the students complete them, and then proceed to one by one discussion of the invented tasks and the solutions obtained.

**Working in the group** has been considered one of the most promising teaching methods over the past decade. It represents the work of students in small groups to complete small learning activities. The usual number of group members is 3-6 people. The division of the class is carried out promptly for a limited time. The groups are assigned tasks of an "intermediate" nature, that is, they prepare the ground for the next stage of the educational process. Such tasks can be:

- Exchange of ideas, own experience;
- Development of rules;
- Exchange of information and quick discussion of gleaned from different sources;
- Posing questions, problems for the upcoming discussion;
- Deciding what to do next, choosing the option to continue the lesson;
- Posing questions,
- Identification and discussion of disagreements and discrepancies;
- Conducting a "brainstorming";
- Preparation of general class discussion;
- Revision and reformulation of the goals of the discussion, which has reached a dead end;
- The output of feelings and experiences that arise as a reaction to what is happening in the classroom.

The temporary nature of these groups does not require any special selection of participants from the teacher can complete the groups according to the currently available seating scheme for students, alphabetically.

The working hours are usually chosen to be more concise (if necessary, the working hours of the group can be extended). Within the group, a leader is selected, and after intra-group discussions, representatives of each of the group's report to the class the proposals developed by the group. These proposals are summarized and can then be discussed by all students in the class together.

**Creating situations of shared experiences** promotes the formation of trusting relationships between students and is a joint activity of students, which contains elements of a strong positive emotional experience.

The strongest feelings are manifested among schoolchildren (especially among the younger

ones) when they answer in front of the entire children's team, at the blackboard. However, one should try to use such situations at all stages of the educational activities of students:

- In preparation for the answer;
- In the process of the answer itself;
- In the course of joint discussion by students of their answers, their assessment and finding the best options.

To do this, not one, but two or more students, that is, a couple or a small group, are involved in the answer or preparation for the answer. Bringing their share of work, emotions, joy and, finally, future success to the common piggy bank unites students. The teacher can help students share the answer and agree ahead of time on who has what role. For example, in a pair, one only explains, the other only writes; in a group - someone speaks, someone shows, someone writes, and others.

**Organization of the work of student consultants** despite its considerable complexity, it is a highly effective method of organizing student interaction and improving their academic performance. The main advantages of this method are two points: an increase in the time provided to students for oral explanations of educational material (for a more active development of students' oral speech) and the formation of a system of mutual assistance in the classroom.

Several variants of the method of organizing the work of consultants are used:

- Appointment as a consultant of one of the members of a created or permanent group for one lesson (lesson fragment);
- Appointment of a consultant on a specific topic for several lessons or constantly;
- Helping weak students and preparing them to answer the teacher after school (in the extended day group);
- Helping students to anyone who wishes during the lesson after completing their own work.

**Creation of a creative field.** The term "creative field" was first used by D. B. Bogoyavlenskaya to describe her psychological experiments and denoted the space of possible creative solutions. This method is key to creating a creative classroom environment. Its meaning lies in the fact that students are given the opportunity (in every possible way stimulated by the teacher), based on direct educational activity, to develop another, more interesting - creative activity. Around the tasks performed, there is a field of possible other, creative solutions, and each of the students can "step" there and find some of these options, patterns, etc. To find each of the possible solutions, the student needs to do a certain creative (creative) work.

A feature of this method is its constant effect on students. Once having allowed the students to find their "own" way of solving, tell about it and prove it correct, the teacher "turns on" the mechanism of constant search among students. Each new discovery of one student, his story or explanation will "whip up" others; actualize the task of the search.

Working in a creative field creates opportunities for the implementation of two different types of activities with different content and focused on opposite systems of assessment.

One - the activity of completing the actual educational task, and in the shortest possible time and in accordance with the teacher's requirements - is focused on getting a grade.

The second - the activity of analyzing the material, detecting still undetected regularities and solutions - proceeds from "internal", individual criteria for assessing the success of the solution.

**Transfer of gaming activity to a creative level** is an introduction to a well-known and familiar game for students of new elements: an additional rule, a new external circumstance, another task with a creative component, or other conditions. The main requirement for the

choice of a new element is the emergence after its introduction of a situation, the ways out of which in the classroom have not yet been studied. For example, after solving tasks presented in a playful form, students can be asked to depict graphically or in the form of a picture the conditions of the tasks themselves or the ways of solving them.

**REFERENCES:**

1. Pedagogy: pedagogical theories, systems, technologies.–P. 222–228.