



**USE OF GAME TECHNOLOGY IN TEACHING ART IN SECONDARY SCHOOLS
(ATOIY, NAVOIY OGAHIY, ON THE EXAMPLE OF BOBUR'S LYRICS)**

Sherali Matjanov

Nukus DPI Uzbek language department assistant teacher

Dilrabo Baltabayeva

She Is a Teacher of Mother Tongue and Literature at the Secondary School No.42 of Khojayli District

Annotation: This article examines the role of teaching arts in the education system, the methods of teaching students in modern educational technologies and methods, based on the age of the students and the reforms in the current system, on the example of individual artists and recommendations developed.

Keywords: Poetic arts, pedagogical technology, "Game of Wisdom" method, creative lyrics, diagnosis, diagnosis, rhetoric, "Industry hidden in numbers" method, "Double-odd" method, "Bytes battle" method, "King and Poet" method.

The use of poetic art in Uzbek literature highlights the beauty of the work. Poetic art makes the essence of a work more consistent, but also makes it more complex and encourages the reader to think and reason. One of the most important factors in expanding a student's horizons in literature classes.

But the arts also pose some challenges for high school students. First, that the arts are built on the core of Arabic and Persian poetry; secondly, that the words created in Turkish poetry are no longer in use today, and thirdly, the necessary practical and methodological guidelines for teaching the art of poetry have not been developed.

With this in mind, and taking into account the innovations of today's education system, it is necessary to conduct pedagogical processes in a lively way, to use pedagogical technologies to fully convey new content to students, to use technologies that increase the effectiveness of lessons and increase student activity. 'lash required. Based on these requirements, it is advisable to use games in literature lessons to create competition among students. Because game technology increases student engagement and interest in the topic. The main activity in literary education should be the teacher himself. Only then can it be active among students. Therefore, we recommend that you use the following methods during the lesson:

Game of Thrones This game will be held in the upper grades, first of all, the audience will have to adapt to the game. Game participants will be selected using a test method. Students with the highest scores will be eligible to participate in the game. The game will be played by 5-8 people. The rest of the students watch the game as spectators. Questions for the game will be placed in an envelope. The group leader takes the question to the teacher. The teacher reads the question. One minute is allotted to determine the answer. In the meantime, the participants of the game will try to find the answer in consultation. The questions are taken from the lyrics of an artist and found in the artwork used in it. For example, in 9th grade, you can use this game using the theme of Ogahi lyrics and use the following questions:

1) Water is as smooth as water,

Spring has appeared in the desert ... (Diagnosis) [2.96]

2) I came to Mr. Shah in this regard,

Happy Navruz with tears in my eyes ... (Excerpt) [2,100]

The game continues like this.

"An industry hidden in numbers." We will need 2 posters and colored paper to organize this method. Colored papers are pre-written by the teacher using one of the artist's lyrics on a piece of paper divided into small pieces. In the second section, write down which poetic arts were used, and prepare 10-15 pieces of paper and spread them out on the teacher's desk.

In the second stage, students are divided into two groups. You can also use the Double-Single method to divide students into groups. The students in the group determine which group fulfills the first condition using the "Draw" method, and one student pastes a byte written on colored paper on the first poster. One student from the next group comes out and pastes the appropriate piece of poetry from the paper. The game continues like this. For example: in 10th grade we can use the theme of Atoi lyric.

The game continues like this.

Battle of the Bytes This method is best used in repetition classes and at the end of the quarter. As mentioned above, we will divide the students into two groups and name the groups. We can use more creative people on the subject. For example: The first group: "Navoi followers"; The second group: "Martyrs of Atoi's poetry". For example, in the 9th grade, Navoi's lyrics can be used as follows: Group 1: Navoi. Group 2. There is nothing in this flower, it is a flower of eternity. The game goes on like this. This game will arouse students' interest in poetry. Develops a creative approach to poetry and expressive reading skills. The use of such game technologies in literature classes is very effective.

Through the use of game technology in such classes, students broaden their horizons, become more active, and strengthen their knowledge and skills. most importantly, there is a growing interest in literature lessons, reading fiction.

It is known that the newly published Literature textbook for 10th grade pays special attention to the study of Bobur's life and work. Depending on the scope of the topic, we can use the following method

King and Poet In this case, the first group is called "King", the second group is called "Poet". Each group is asked questions based on their given name. Questions for the group "King": 1. Create a family tree of Bobur. 2. Explain why Bobur left his country. 3. The beautification work done by Babur in India. 4. Give a comparative description of Babur and Shaibanikhan. Questions to the group "Poet": 1. What devons did Bobur create? 2. The leaves of the hazan are yellow on the face of the new flower. Have mercy on me, O lolaruh. express the compounds. 3. Give and comment on examples from the rubai related to the fate of the poet. 4. Evaluate Bobur's creative potential and talent. Question cards will be distributed to students. During the lesson, students are assessed based on the activity of the groups.

Game lessons encourage independent thinking, creativity and activism.

In conclusion, the importance and role of art in depicting the subtleties of human emotions is enormous. For this reason, the examples of our classical literature will never lose their essence and value, and not only "classical poetry" will be a means of expression, but everyone who reads it will rediscover it, based on today's needs and requirements. , describes in a new way.

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