



## USE OF FOLK GAMES IN REVISION LESSONS

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**Abstract:** This article discusses advanced pedagogical technologies and their role in the modern educational process, interactive methods of teaching, games, especially folk games, to achieve educational goals at the stage of lesson consolidation.

**Key words:** lesson, game-lesson, method, pedagogical technology, innovative technology, competence, multicultural competence, efficiency, folk games, "Musht ketdi" game method.

It is known that increasing the efficiency of education, developing modern and modern methods of forming knowledge, skills and abilities in the mind of the student, discovering innovative technologies of teaching are one of the urgent issues of today's education.

Today, several hundreds of different lessons, innovative advanced pedagogical technologies aimed at increasing the effectiveness of lessons used at different levels of the lesson have been developed and put into practice.

The methodological recommendations presented in this article are also the most effective ways to reinforce the lessons learned.

The intangible cultural heritage of our nation, our centuries-old national values, and our invaluable traditions reflecting goodness, the masterpieces of folklore are the source of our national spirituality and one of the nourishing roots of our national ideology. In particular, the role of oral creativity is invaluable in educating the younger generations, in educating them as physically and spiritually mature people.

It's no secret that the rapid development of computer technology, which has become global in countries around the world today, has led to a sharp decline in demand for certain genres of oral creativity and the disappearance of some of them. Therefore, by introducing our oral heritage into the lesson, firstly, the non-traditional character of the lesson is ensured and its effectiveness increases, and secondly, the life of our forgotten creative model is extended even a little.

To date, we know that non-traditional games have been developed and promoted by leading educators and pedagogical specialists. The games in these lessons are spiritual or sports games created by the authors. It is recommended to comprehensively expand lessons, to prevent students from getting bored, to use national folk games that serve this purpose in the field of science, in particular, in the development of cultural competence. For example, in the 6th grade of secondary schools, topics related to linguistics and morphology are taught. After informing students about a specific phrase, say, quality phrases, during the reinforcement phase of the lesson, children can use the game "Mush Got" to develop knowledge, skills, abilities and competencies focused on this topic.

The game "Mush is gone" is usually played by children sitting in a circle at home in the evening and sitting close to each other. The game starts randomly. The boy, who felt that the children were tired of telling stories and riddles and told them too quickly, said: "Mush is gone!" He punches his companion sitting next to him, who in turn punches him. He tramples the child next to him. Thus, the game continues according to the fist turn. If the boy who gets the fight runs away and escapes the punch, then the boy who fails to reach the owner of the player is considered to be the loser of the game and any conditions imposed

by the other participants, for example, sing and fall into the game.

This game is very popular among Kyrgyz children with the same name and the same order.[2] It is also used permanently in almost all seasons of the year, as the game does not require a special site or special conditions.

The game "Mush ketty" was given the name "ŸtŸsh-ŸtŸsh" in M. Kashgari's work "Devonu Lugotit Turk". It is as follows: children sit in a circle. One of the children pushes him and says: "Push one of you".[3] This game shows that it is one of the oldest and all Turkish games.

The game "Fist Passed" is important in shaping qualities such as bravery, dexterity, and heroism in children and educating them in the spirit of war.

Before using this method in the classroom, it is necessary to develop its structure. The way to play Mush is as follows:

- Acquaintance with game conditions and assessment criteria; distribution of tasks;
- Decision-making by participants on assignments;
- Implementation of games;
- Discussion;
- Evaluation.[5]

So, the game conditions are as follows. All students participate in the game. Students are in a circle. The teacher creates conditions for the game. What is the status of each student? or what? the answer to the question, ie. words related to the quality category. The student who gives an example pushes the one next to him in the sense of "now you say". The student who pushed, instead of repeating the previous ones, gives an example and pushes the friend next to him. If a student who is speechless cannot find an example, makes a mistake, or repeats a word, he is out of the game. This is how the game goes.

Mistakes are discussed by the participants and the teacher during the game. At the end of the game, students are evaluated according to their activity in the game.

"White poplar? Blue poplar? It is recommended to use the game. The description of this folk game is as follows. In the game, children are divided into two groups, stand at a long distance from each other and sing in the form of questions and answers:

Side 1: White poplar? Blue poplar?  
Who do you need from us?

Side 2: He reads well,  
Orderly and polite,  
love everyone  
Good at sewing,  
Best of all,  
Everyone liked it  
Beautiful Ozoda is needed. [1]

The chosen participant then runs towards the opponent, grabs his hand, crosses the obstacles of his pursuers, leads one of them to his team and vice versa, stays on the same team.

When introducing the game to the lesson, students are first divided into two groups. Then the groups: "White poplar? Blue poplar? " they sing a song and ask each other questions on a given topic. If a student answers a question satisfactorily, he takes a student from the opposite group to his own group. If he cannot answer, he stays in that group. In this regard, this game method promotes unity among children and their people. and such as care and love for one's country important in improving qualities.

In addition, children's games such as "Bekinmachoq", "Chori chamber", "O'rta qo'limni top!", "Sopol berkitar", "Ro'molcha tashlar" can be used effectively depending on the nature of the topic.

Games are a big part of childhood. That's why kids want us to play games as soon as the bell rings. The above-mentioned method fully meets the needs of children. In other words, in such classes, children are taught through play with the knowledge, skills and abilities that should be imparted through the subject.

In conclusion, the introduction of such games, which reflect the mood of such children, into the learning process will help to further increase the effectiveness of the lesson.

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