

## EFFECTIVENESS OF USING DIFFERENT GAMES IN HISTORY LESSONS

**Quchqarova Malohat Sherimatovna**

**Matsapayev Makhmud Shamuratovich**

*History teachers of the 4th school in Gurlan district, Khorezm region*

**Matyakubova Surayyo Ravshanbekova**

*Law teachers of the 4th school in Gurlan district, Khorezm region*

**Abstract:** *The article discusses the importance of games in improving the effectiveness of history lessons.*

**Keywords:** *game, map, interactive, competition, role-playing games.*

The use of interactive methods plays an important role in the teaching of history on the basis of modern educational technologies. It is necessary to properly organize the educational process using the interactive method of teaching, in which the students in the classroom are fully involved in the learning process. They will have the opportunity to think freely about everything they think and know. In this process, students make their own special individual contribution. Pupils share their thoughts, knowledge, activities, worldview, and their imaginations related to a new topic.

The use of maps and geographic atlases is of great importance in making history lessons interesting and interesting. Teaching students how to use and read a map develops the skill of interest in geographic knowledge. A student who knows how to read cards from history can quickly learn theoretical knowledge of history. There are cases of students not being able to find a geographic object on the map. Well, what should be done in this case, so that the reader will quickly find the necessary objects on the card. Geographical games help in this. The game is an irreplaceable organizational form of the child's activity. That is why the game plays an important role in geoecological education.

Complex use of the game in education can affect the child's activity and direct it in different directions. That is why, in the team forms of the game, the organizing children can get other children to follow them. This means that the game factor has a great educational value. In our opinion, from history, the games used can be divided into five groups depending on their character.

1. To be performed on the table /lotto, crossword, rebus/
2. Competitive games (match of wits, tournaments/
3. Action games
4. Role playing games
5. Computer games

Role playing games. In this method of teaching, students recreate "real life" situations. This allows them to try and test new types of activities that can be used in their practical work activities.

Application:

-In providing an opportunity to try a new type of activity;

- In teaching students to apply theory in practice;
- Increasing student engagement.

Advantage:

- « realrevival of life »;
- deeper involvement of students in the subject;
- Seeing how students approach a problem differently enable

Group Discussion: This method of teaching is based on student interaction and exchange of ideas. In this, a specific topic or problem is developed based on analysis, evaluation and investigation in the group.

Application.

- Encouraging interest and encouraging thinking;
- In strengthening lectures and other methods;
- When developing the main part of the training content;
- In developing the intended solution of the problem;
- When finalizing or performing an inspection;
- When assessing the subject's comprehensibility;
- Preparing students for the next lesson.

Advantage:

- Increases students' interest and strengthens their involvement in the lesson;
- Students will have the opportunity to share ideas and experiences.

Geocological game is the most convenient tool to activate children's interest in knowledge. The most interesting of these are role-playing games, in which children with initiative can solve tasks, overcome difficulties, and affect the character of love for work.

Children are tired of dry, boring activities, and they are always ready for games. Students of the upper class help the students of the lower class in public games, teach them to be active in question-answering.

The possibilities of using the game in geological education are wide and the types of games are diverse. Educational games encourage students to learn more.

A game of finding without making a sound. Before starting the game, the rules of the game are explained to the students. A student who actively participates in the game and fulfills the conditions in advance will receive a grade.

Game content. The teacher says the name of a geological object.

Educational tool. Students will look for this object on a geographical map and atlas.

Game progress. After finding the object, the student raises his right hand. He shows the object he found to the teacher. The student should hold the object with his hand. Because the child next to him can see and use it. Therefore, the student who finds the object should remember the name of the place. The teacher should go to the student who has already found and raised his hand and check.

Students who make the sound "I have found" and "I have found" will not be counted, children will be warned about this. The student who first finds the object in the game must show it from a geographical map or atlas. Other students are also asked for an object to test

their understanding. After the student who found the object sits down, the teacher says the name of the new object.

Card game. Depending on the content of the lesson, the game will be on objects on different pages of the geographical atlas. After playing this game several times, students are asked to find the geographic coordinates of the name they find the fastest. For this purpose, students who choose cities and nature reserves write down the coordinates of the found places in a notebook.

Geological dictionary. Game condition. This game is played by two students and is refereed and recorded by one person. In this, students take turns saying the geographical terms and names that begin.

Game progress. For example: if the game starts with the letter "A", it means abiotic, aspect, anthropogenic, acclimatization, aquatoria; if it starts with the letter "b", it means biosphere, biotic, biomass, etc. The student who mentions a term or name that has no name or is not related to history is considered defeated.

What do you know about the Red Book?? Content of the game. The participants of the game are asked questions based on the "Red Book". "Questions will be asked about the name, class, genus, and family of animals and plants included in the Red Book.

Separate the sound. In this game, various sounds of nature are recorded on a magnetic tape and played. Some imitation students can also make many animal sounds. It is necessary to repeat the sound 2-3 times. Those who get it right are encouraged.

Therefore, as long as the lesson is organized on the basis of modern technologies, it is required to cover all the possibilities of scientific achievements, to meet the interests and abilities of students, and to serve clearly defined goals.

### **BOOKS:**

1. Gafurov AT, Tolipova JO and others. The general method of teaching history. T., 2015.
2. Tolipova JO Pedagogical technologies in teaching history. Textbook. Tashkent 2016.