



## THE PLOT- THE ESSENCE OF ROLE-PLAYING GAMES AND THEIR ROLE IN TEACHING MOTHER TONGUE LESSONS

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### Annotation

In this article, pupils focus on their ideas orally and in writing through storytelling through the use of plot- role-playing games in elementary school native language lessons, to improve their skills and abilities, and to understand the nature of role-playing games and lessons. that is, the role of teaching in mother tongue lessons.

**Keywords:** Psychological characteristics, "what to teach", "how to teach", Role-playing games, curriculum, syllabus, textbook, " memory exercises ", " find the mistake or errors", " continue in pairs ", " domino ", " control letter " '.

### Introduction

The effectiveness of mother tongue teaching in primary school is closely linked to many factors. Undoubtedly, taking into account the psychological characteristics and learning opportunities of pupils, the correct definition of the system and methods of assignments in accordance with the content and purpose of mother tongue education, the improvement of pedagogical cooperation between teacher and pupil. All of this is related to the effectiveness of the installation, such as the appropriate selection of tools for the lesson[15].

Among these factors, the content of mother tongue education is an important and leading factor. Because effectiveness is first and foremost about asking pupils "What to teach?" closely related to the problem. The question "How to teach?" The answer to the question can be found[9]. So, efficiency is first of all directly related to these two factors. "What to teach?" and "How to teach?" are two sides of the same process. They are so linked that one is ineffective without the other[16]. The effectiveness of mother tongue education depends, firstly, on the content of education, the system of necessary knowledge, skills and abilities provided to pupils in this subject, and secondly, the introduction of pedagogical technologies in the educational process , pupils' interest in learning their mother tongue is closely linked to the means that create the need to know[5].

One of the most important tools to ensure the effectiveness of mother tongue education is the correct choice of teaching methods. In mother tongue classes, the





teacher is more likely to resort to methods related to pupil activities. Because it is not possible to teach by explaining the study material or by talking about the concepts, definitions and rules that the pupil encounters. In the native language classes, the pupil becomes a subject of the educational process, that is, an active worker, and reads the learning materials only if he passes each learning task through the "loop" of mental activity[21]. The process of adaptation will be much easier and the effectiveness of the lessons will be ensured. Relying on practical methods of teaching, the teacher is able to properly organize the pupil's activity in the process of learning tasks and ensure its success[10].

Successful solutions to complex issues, such as teaching and educating youth, depend on many ways on a teacher's ideological convictions, professionalism, knowledge, professional culture, and innovative ability, a skilled teacher brings unexpected innovations into the teaching process. This will increase the interest of pupils in the lesson. One such innovation is the introduction of role-playing games into the teaching process.

The use of games in the learning process, how it is played, depends on the preparation, preparation of materials, adherence to the rules of the game and the correct organization of the game[11]. First of all, pupils should be introduced to the rules of the game and explained its essence. The pupils then take part in a role play. The teacher's task is to observe the pupils during the game, to record how they participated, and to evaluate them based on what the pupil has done[22].

If the spirit of the game is developed and the goal is clear, the lesson will be interesting. Pupils work from a variety of sources, collect reports, engage in discussions and debates, and express their opinions. It is noteworthy that pupils perform a variety of tasks independently, testing themselves in several professions. they need more attention to problem solving[6].

Role-playing games require the announcement of a topic, planning, familiarization with the conditions of the game, consideration of the necessary resources, the scope of the problem, the distribution of roles, consultations. Pupils involved in classroom equipment, tools, drawing and tables, and other activities should also be considered[17]. The level of preparation, attendance and activity of teachers play an important role in the effectiveness of lessons. Reading and summarizing the results of the game will help to determine how well the teachers have mastered the topic. It is important to assess pupils' knowledge, to motivate them, to increase their interest in knowledge, to encourage a comprehensive approach to any problem[12].

It should be borne in mind that the examination of knowledge, skills and abilities in game lessons is not only strengthened, but the study of new material is generalized,





systematized, in particular, to find the right and clear way to solve problems. to stand up, to protect it is encouraged.

The use of didactic games in education increases the effectiveness of the lesson. Pupils become more interactive, collaborative, and creative. Develops skills in working with curricula, syllabus, textbooks, standards, manuals, and topic content.

Improving pupils' spelling literacy can be achieved through the use of educational games based on exercises to teach and strengthen spelling rules in native language classes[13]. For such games it is enough to spend 5-6 minutes in class. Here are some of them: Memory Exercise. Under the terms of the game, the teacher says a few words that are difficult to spell or are intended to be mastered by the pupils and memorize these words and write them in their notebooks according to the spelling rules[7].

Find the error of game. According to the rules of the game, the teacher writes on the board words and phrases with different spelling mistakes. Pupils are asked to spell these words and phrases correctly according to the spelling rules[18]. For example, Pupils may be given the following misspelled words: environment, condition, morals, margins, never, goodwill, laundry soap, gray, billion, hours, percent, etc. They should correct their spelling mistakes and write as follows: environment, condition, morality, border never, writing, soap, grey, hour, percent. As a result, not only pupils' spelling skills, but also their memory and vocabulary increase. They also learn to pronounce, spell, and control.

Game "Find the words that correspond to the given words, gray, abundant, full-sounding". Pupils are asked to change the given first, second, and third sounds to form consonant words (ex: mas, qul-qo`l, qul-qol, qul-qil). The winner of the game is the pupil who is the first to complete the task without mistakes.

"Fill the mysterious cells" game. Pupils are asked to fill in the blanks and form consonant words. For example, it is necessary to continue the word "toy" to the word "soy".

Example: toy, loy, moy, voy, oy, choy, yoy, soy Recommended words[14].

1. bosh, tosh, osh, qosh, yosh, rosh
2. bol, pol, tol, sol, gol, mol, xol, hol.

" Go on the word pairs" game. Pupils are given words such as san`at – sanat, qal`a – qala, she`r-sher, sava-sava and are asked to continue to form such word pairs and interpret their meaning. The winner is the pupil who completes the given number of pairs of words (for example, 10-15 pairs of words)[19]. This game can be divided into groups and played on the board. Each pupil in the row goes to the board, writes a pair of words, and passes the ball to the other pupil. The game will continue in this order.





Game "Make a list of words with the same vowel in both syllables". In this game, both in the first syllable and in the second syllable, find words with the same vowel (eg, smoke, nose, eagle, long, cat, for, fall, etc.) and so on. It is instructed to bring the list to a certain amount. The winner of the game is the pupil who can find the most words in the specified number[20].

The game of dominoes can be played as follows. One pupil says a word, and the word that ends with that letter must be said by another pupil. This game continues in this way. Example: work - fair - honest - knowledgeable - man - narcissus - victory - honesty - pomegranate – rubab[8].

"Controller letter" game. The teacher asks the pupils to write a word based on the letter. For example, the teacher asks you to write examples of how this letter appears at the beginning of a word. Exact time is set for 2-3 minutes to complete the job. Pupils write: shodlik, shahar, shovqin, shalola, sharshara, sharafli, shar, sher, etc. The pupil who writes the most words in the allotted time wins.

In summary, the use of educational games in primary school mother tongue lessons, especially when role-playing games are used in their place, is the primary focus of primary school pupils' interest in the lesson. stabilization, growth of thinking, is important in independent thinking.

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