
LEARNING FOREIGN LANGUAGE THROUGH GAMES

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ABSTRACT

In this article an author intended to describe games as a key for teaching foreign languages, looked at how games will help students to master a foreign language, what kind of functions they play and which games can be provided as the most classroom activity

Key words: *motivation, encouraging, psychology, foreign language, education*

АННОТАЦИЯ

В этой статье автор намеревался описать игры как ключ к обучению иностранным языкам, рассмотрел, как игры помогут учащимся освоить иностранный язык, какие функции они выполняют и какие игры могут быть предоставлены как наиболее классная деятельность.

Ключевые слова: *мотивация, поощрение, психология, иностранный язык, образование.*

Introduction

The educational possibilities of using the game method have long been known. Many scientists, including A.S. Makarenko, V.A. Sukhomlinsky, D.B. Elkonin et al., who specialized in studying the methodology of teaching foreign languages, turned their attention to the fact that gaming activity in a foreign language lesson can not only organize the process of communication in this language, but also bring it as close as possible to natural communication. The game develops mental and volitional activity. Being a difficult, but at the same time exciting and interesting activity, it requires a huge concentration of attention, trains memory, and develops speech. Game exercises captivate and attract even the most inactive and weak students, which has a good effect on their academic performance. The game as a method of learning, to transfer the experience of older generations to younger ones, has been used for many centuries. In a modern school, where one of the main goals is the activation and intensification of the educational process, gaming activities are used in the following cases:

1. As an independent method for mastering a particular topic.
2. As an element (sometimes quite essential) of some other method.
3. As a whole lesson or part of it (introduction, explanation, consolidation, control or

exercise).

4. When organizing extracurricular activities.

Using the game method of teaching, the teacher needs, first of all, to organize the cognitive activity of students, during which children could develop their abilities, especially creative ones. The game should be useful and in no case should it turn into uncontrolled pampering.

The game is always the activation of emotional and mental forces, as well as the ability to make decisions (*what to do, what to say, how to win?*). The desire of the student to solve the various issues that they face activates the mental activity of the players. The main advantage is that the student also speaks a foreign language during this interaction.

The game is some kind of entertainment and recreation that can develop into learning, into an imitation of real human relationships.

The time allotted for the game in the lesson, and its place depends on several factors: on the preparation of students, on the objectives of the lesson, on the material being studied, etc.

For example, if the teacher uses the game as a training exercise to consolidate the primary material, then in this case, you can give the game 15-20 minutes of the lesson, but in the future the same game will take only 3-5 minutes and be a kind of repetition of the material already covered or a discharge on a lesson, which has a good effect on the mental state of students. Or if the teacher uses a game speech warm-up in foreign language lessons, then she will be given no more than 5-10 minutes. Such a warm-up will help students easily enter the language environment after studying other subjects, tune in to communication in English and give students a positive attitude for the whole lesson.

Games can be very different, for example, lexical ("This is my nose", "My aunt went to town"), grammatical ("Guessing mimes", "What I do", "Proverbs"), phonetic ("Sound off", "Sit for sound", "Tongue twisters"), spelling ("The best", "Add consonants", "World composers"). All these types of games contribute to the formation of speech, grammar, spelling and phonetic skills.

According to A.V. Konysa, the use of gaming forms of learning makes the educational process more meaningful and of higher quality, since:

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the game is able to involve each student individually and all together in active cognit

In the process of playing the lesson, the situation can be played several times and each time in a new version. But the game situation being played is a real life situation that takes place. Its reality is determined by competition. The desire to take part in such a game mobilizes the thought and energy of the players, creates an atmosphere of emotional tension. Despite the fact that the game situation has clear conditions and limited use of game material, there is always an element of surprise in it. Therefore, spontaneity of speech is characteristic of playing within certain limits. Speech communication, which includes not only speech, but also gestures, facial expressions, etc., has a pronounced purposefulness.

In the process of applying game techniques and situations, the lesson follows the basic principles:

- the didactic goal is set for the students in the form of a game task;
- learning activity is subject to the rules of the game;

- elements of the competition are introduced into the educational activity, which lead to the didactic task to the game.

There are certain classifications of the functions of gaming activity:

1. **Teaching function -**

develops memory, attention, perception of information, development of skills, also contributes to the development of foreign language skills. This type of game requires the use of mental and emotional forces, the ability to solve problems independently.

2. **Educational function -**

brings up such qualities as an attentive and respectful attitude towards a partner in the game, also develops a sense of mutual assistance. During the lesson, students are given clichés of speech etiquette for improvisation or imitation of verbal communication with each other in a foreign language.

3. **Entertaining function -**

creates a favorable atmosphere in the lesson, turning the lesson into an unusual and interesting event. Helps students to relax and relieve stress.

4. **Communicative function-**

creates an atmosphere of communication in a foreign language, unites communication, establishes new emotional, communicative relationships that are based on interaction in a foreign language.

5. **Relaxation function -**

removal of emotional stress caused by stress on the nervous system during intensive learning of a foreign language

6. Psychological function -

forms the skills of preparing the physiological state for more efficient activity and re structuring the psyche to assimilate a large amount of new information.

7. Developing function -

aimed at developing personal qualities to awaken the reserve capabilities of the individual.

All these functions of the game help not only to learn a foreign language, but also develop the student's personal qualities [12, p. 39–41]

The specificity of the game teaching method is determined by the game environment: games such as games with or without objects, table-room games, on the ground, computer games, etc. are distinguished.

There is a certain classification of games:

1. *Didactic* -

expands the horizons and cognitive activity, forms certain skills that will be necessary for practical activities.

2. *Educational* - educates independence, cooperation, teamwork, sociability.

3. *Developing* -

develops motivation for learning activities, attention, memory, speech, thinking, imagination, creativity, the ability to compare and contrast, find analogues or optimal solutions.

4. *Socializing* -

attaches to the norms and values of society, adapting to the conditions of a certain environment

CONCLUSION

Based on the foregoing, it can be summarised that the game during the lesson has positive impact on students, increases their academic performance and assimilation of new material. In such lessons, children show more activity, desire to work and interact with other students.

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