

**ACTIVE METHODS OF TEACHING A FOREIGN LANGUAGE AS A MEANS
OF ATTRACTING THE STUDENTS' INTEREST**

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ANNOTATION

The article discusses the variety of techniques for increasing the motivation of students in a foreign language lesson. It analyzes game as a means of enhancing lexical and grammatical material, developing skills and abilities in all types of activities.

Key words: increasing motivation, the effectiveness of mastering, the game is a means of activation, the requirements for the game, creative abilities.

The effectiveness of mastering a foreign language depends not only on the student's strategy, but also on the learning strategy. The maximum effect can be achieved in the harmony of these strategies. An important factor helping to achieve this goal is to increase the effectiveness of the teacher's pedagogical influence on students, their communication in the classroom in conditions of complete social and psychological compatibility. Each teacher wants to make his lesson interesting and exciting, to ensure that the cognitive interest of schoolchildren and their creative thinking activity develop.

Pupils often ask: "Why learn the language?" The question for them is completely natural and simple, but very difficult for the person to whom it is asked. The answer to it should be a lesson. Not seeing the purpose of their actions in the classroom, students perceive a foreign language as a kind of thing in itself, until they have a motive for each speech or language action, for performing an exercise or task. How to make your lesson interesting, exciting and ensure that children learn the language material well and firmly?

After analyzing a wide variety of methods for organizing educational activities, you can use role-playing games, games in general, especially at the initial stage of learning, apply some non-traditional lesson methods, as well as poems, riddles, songs, charades, rebuses, crosswords, tests - in high school.

The game is a means of activating lexical and grammatical material, developing skills and abilities of all types of activity. With the help of the game, pronunciation is well practiced, lexical and grammatical material is activated, listening and speaking skills are developed. The game develops the creative, thinking abilities of the child. It is supposed to make a decision: how to act, what to say, how to win. Learning games help make the process of learning a foreign language interesting and fun. A sense of equality, an atmosphere of enthusiasm enable children to overcome shyness, stiffness, remove the language barrier, fatigue. An element of play can be introduced into any kind of activity in the lesson, and then even the most boring activity takes on an exciting form. It is the game that is one of the strong motives for teaching a foreign language.

Game activity in the learning process performs the following functions:

1) The teaching function is to develop memory, attention, perception of information, the development of general educational skills and abilities, and it also contributes to the development of foreign language skills.

2) The upbringing function is to cultivate such a quality as an attentive, humane attitude towards a partner in the game; a sense of mutual help and mutual support also develops. Students are introduced to cliché phrases of speech etiquette to improvise speaking to each other in a foreign language, which helps to educate such a quality as politeness.

3) The entertainment function consists in creating a favorable atmosphere in the lesson, turning the lesson into an interesting and unusual event, an exciting adventure, and sometimes into a fairy-tale world.

4) The communicative function is to create an atmosphere of foreign language communication, unite a team of students, establish new emotional and communicative relationships based on interaction in a foreign language.

5) Relaxation function - relieving emotional stress caused by stress on the nervous system during intensive teaching of a foreign language.

6) The psychological function consists in the formation of the skills of preparing one's physiological state for more effective activity, as well as restructuring the psyche to assimilate large amounts of information.

7) The developmental function is aimed at the harmonious development of personal qualities to activate the reserve capabilities of the individual.

For a child, game is an interesting, exciting interaction with a teacher and peers, in which statements of a certain type are dictated by the internal needs of the game. Of course, not every game is suitable for this purpose.

We can formulate the following requirements for the game as a method of learning:

1. Obligatory awareness by children of the game result. Such a result can be the creation of unusual comic or fantastic images with the help of words: flying objects, talking animals, etc.

2. Awareness by children of the rules, the observance of which will help to achieve this result.

3. The ability to choose a specific action in the game by each child, which ensures individual activity in a collective form of play. Of course, one should not forget that playing in a foreign language class is not just collective entertainment, but the main way to achieve certain learning objectives at this stage - from the smallest speech skills to the ability to conduct an independent conversation. Requirements for play as a way to achieve learning objectives:

1) it is necessary to know exactly which skill, ability is trained in this game, what the child did not know how to do before the game and what he learned during the game. If in the game the child repeats songs and poems, reproduces memorized dialogues, then he does not acquire new skills and abilities in the game. If he has learned to change words, select the word that is necessary in meaning, build a phrase or text on his own, or just a phrase, then the child acquires new skills;

2) the game should put the child in front of the need for mental effort, even a tiny one. It is not necessary to give children the rules of the game in strict formulations, you can use any scheme or drawing. If we talk about the forms of play, then they are extremely diverse.

According to the type of activity, games are divided into:

- physical (motor);
- intellectual (mental);
- labor;
- social;
- psychological.

By the nature of the pedagogical process, the following groups of games are distinguished:

- 1) teaching, training, controlling, generalizing;
- 2) cognitive, educational, developing;
- 3) reproductive, productive, creative;
- 4) communicative, diagnostic, career guidance.

By the nature of the game methodology, games can be divided into:

- subject;

- plot;
- role-playing;
- business;
- imitation;
- dramatization games.

Games can be specifically linguistic: grammatical lexical, phonetic and spelling. These are the so-called "preparatory games" that contribute to the formation of speech skills. Games like this can make boring work that requires repeating the same structures over and over again more interesting and fun. With the help of games, one can develop observation skills when describing objects and phenomena, activate attention, develop the skills of reproducing what was heard and much more.

A large number of different games are classified as "Games for joint speech activity and communicative interaction. Role-playing games". The situation of role-based communication is a stimulus for the development of spontaneous speech, if it is dynamic, associated with the solution of certain problems and communication tasks.

The participants in the game must be placed in such conditions under which it is necessary to find out the social, emotional and cognitive aspects of interpersonal relations. The main parameters that determine the nature of the role situation are the presence of a single plot corresponding to the chosen communicative situation, and role relationships between the participants in communication, which are often of a conflicting nature. When learners take on a role, they play themselves or a character in a specific situation. Therefore, there are no spectators in the role-playing game, there is no fear that communication will not take place, that the behavior of the participants will be misunderstood. The rules for conducting role-playing games have been determined: - the student is invited to put himself in a situation that may arise outside the classroom, in real life. It can be anything:

- from meeting a friend on the street to a much more difficult situation, such as business negotiations, conferences, etc.;
- the student needs to adapt to a certain role in a similar situation. In some cases he may play himself, in others he will have to take on an imaginary role;
- the participants in the role-playing game need to behave as if everything were happening in real life; their behavior must correspond to the role they play;
- the participants in the game should concentrate their attention on the communicative use of language units, and not on the usual practice of fixing them in speech.

In conducting a role-playing game, there are 3 stages:

- 1) preparatory stage, including:
 - a) introduction of students into a role-playing situation, familiarizing them with questions for discussion or a problem;
 - b) acquaintance with the linguistic content of the game;
 - c) preliminary training of lexical units and grammatical structures.

In addition, at home, students read the relevant text, additional materials on the problem posed and collect information for each specific situation;

- 2) the actual role-playing game.

The success of the game is largely due to the presence of adequate role-playing prescriptions, props and placement of the participants in the game (a large circle, the letter "P", etc.). In this case, role cards can be

designed in different ways. For example, one side of the card provides information about the role-playing situation and is the same for all participants in the game. The reverse sides of the cards are different for different participants, since they contain information about the given character and indicate a possible line of behavior. Another version of the cards might include a role-playing prescription for a specific character on one side, and a language prompt on the other.

During the game, the teacher, as a rule, assumes the role of a leader or one of the "secondary" roles in order to have the full right, without destroying the created communicative situation, to intervene in the communication process, to stimulate "passive" participants to talk, to direct the actions of students to the desired channel; 3) the final stage involves the teacher's assessment of the students' activities and, possibly, a discussion on this or a related problem.

The game can and should be introduced into the process of teaching a foreign language from the first lessons. For example, when teaching counting, you can use various "counting rhymes", not just memorizing them, but using them to distribute roles in the subsequent outdoor game used as a physical education minute, so necessary for young children to relieve fatigue that accumulates during the lesson. When working with children of preschool and primary school age, you can use toys, both when introducing new lexical material and consolidating it, and when introducing and training some grammatical structures. In games of this type, we are dealing with one or two speech patterns that are repeated many times. Therefore, from the point of view of organizing verbal material, such a game is nothing more than a verbal exercise, but by turning an ordinary verbal exercise into a game, we avoid boredom and distraction of attention, which is inevitable during routine memorization, create an emotionally comfortable environment, and increase interest in learning a foreign language.

On the other hand, any game is a certain situation, the construction of which resembles a dramatic work with its own plot, conflict and characters. The game situation is a reflection of the real life situation. Thus, we create the possibility of repeating a speech pattern (situational-variable exercise) in conditions close to real speech communication with its inherent features - emotionality, purposefulness of speech impact.

Adolescents, like young children, are active precisely in play activities. The use of games in the classroom helps to solve many psychological and pedagogical problems of the group, helps its participants to overcome difficulties and barriers, to develop adequate forms of behavior. The game promotes the identification of creative abilities, the development of personal creative potential, raises self-esteem, develops the ability to make independent decisions. With the help of the game, you can develop memory, attention, perception, regulate the psychophysical state of the group, remove aggression and psycho-emotional stress, master new skills, develop skills and just relax and have fun.

Of course, when working with children of primary school age, the game is used much more often than when working with high school students. But play should not be ruled out when teaching at a senior stage. When working with high school students, you can use complex role-playing, situational games that train students in the ability to use speech skills.

In conclusion, it is important to note that the lesson cannot consist of games alone. With all the attractiveness of the game as a form of teaching, the place and time of its holding in the lesson depend on many factors: the preparation of students, the complexity of the material being studied, the specific goals and conditions of the lesson, and even the mood of each specific group of students in each specific lesson.

The use of games in foreign language lessons is of great importance for the acquisition of new skills and abilities, and for the development of the student's motivational-need sphere, and also contributes to the

formation of a friendly team in the classroom and, of course, fosters responsibility and mutual assistance of students, since they should be "one team", constantly supporting each other.

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