

THE IMPORTANCE OF GAME METHODS IN LEARNING ENGLISH

Khujaev Kamoliddin Qodirovich

NamECI, teacher at Foreign Languages Department

ABSTRACT

This article explores the importance of game methods in learning English.

Keywords: *language, english, method, game method, activity, education*

The main purpose of teaching the English language is the formation and development of a student's communicative culture, teaching practical mastery of a foreign language. If we put the main goal of learning English - the formation of communicative competence, then all other goals (educational, educational developing) are realized in the process of this main goal. The ultimate goal of training is to teach free orientation in a foreign language environment and the ability to adequately respond in various situations. Having a wide experience of teaching at international courses, I found that abroad, the game-based teaching method lies at the heart of working with foreign students.

A modern teacher should have such skills as: to be a director, actor and trainer at the same time, while also possessing information at a high level. That is what a foreign language teacher should look like. Consider the tasks of the teacher: 1) Create the conditions for practical mastery of the language for each student, choose such teaching methods that would allow each student to show their activity, their creativity. 2) To intensify the cognitive activity of the student in the process of learning English. Consider the game method. In the process of teaching a foreign language in STR, we have to formulate programs taking into account the professional orientation of students. Based on the standard program, which is supplemented thematically. In the profession of seller, there may be cases of communication with foreigners in the future. This is a powerful motivation for learning a language. In this case, various types of gaming technology can be widely used in groups - crosswords, role-playing games, thematic dialogs: Shopping, At the Hotel, At the airport. This is preceded by thematic training of students, the repetition of vocabulary, colloquial formulas, phraseological turns.

The dialogue is played, which is compiled by students on their own. In addition to the topic of vocabulary, colloquial formulas, greetings, thanks, offers, refusals are widely included. For a better grasp of vocabulary, students in the dialogue change roles. The level of knowledge, creativity, professional skill is evaluated. When planning English lessons, it is necessary to strive not only for students to learn and remember new words, but also to create all conditions for the development of the individuality of each child. To maintain children's interest in the subject, it is necessary to determine what can captivate them in the learning process. In this regard, the search for reserves to improve the quality and effectiveness of teaching a foreign language, the use of innovative methods and techniques of work becomes important in the work of the teacher. All this will contribute to solving the main task of the teacher - to arouse in students a steady interest in learning a foreign language and achieve the ability to communicate freely in it.

A great help to the teacher in solving these problems is provided by role-playing games. Their use in foreign language lessons gives positive results, increases the interest of children in the lesson, and allows them to focus on the main thing - mastering speech skills in the natural situation of communication during the game.

About the educational opportunities of games known for a long time. Many outstanding teachers rightly paid attention to the effectiveness of the use of games in the learning process. Currently, the problem of the use of speech games in teaching a foreign language is widely covered in domestic and foreign methodological literature. The game is "a specially organized activity requiring a strain of emotional and mental strength". The nature of the game, its high educational potential is due to age and psychological characteristics of the

development of children. In the game, psychophysics matters. A person in the proposed circumstance uses objects, body movements, tactile sensations when using certain objects and in interaction with a person - a partner in the game. Involved are the eyes, and the body, and thoughts. Language becomes a natural part of this composition and new vocabulary and revolutions are easily remembered. It is especially noted when the game situation is humorous or develops non-standardly, it is remembered even better.

Creativity is inherent in people by nature itself. They like to compose, invent, fantasize, portray, reincarnate. Children's creativity quickly fades if interest in others is not shown to it. Joint creative games bring the student to the teacher. This is one of the main principles of effective education. Students, playing, all the time strive to move forward, to better results. The American psychologist George Herbert Mead, in his book *Mind, Self, and Society*, saw in the game a generalized model of the formation of what psychologists call the "independence" of a person - the "gathering" of his "I".

The game is a sphere of self-expression, self-determination, self-testing, self-realization of a person. The game always involves a decision - what to do, what to say, how to win. The desire to solve these issues speeds up the mental activity of the players. If the child thinks in a foreign language, the game in this case provides rich learning opportunities. A sense of equality, an atmosphere of enthusiasm and joy, a sense of feasibility of tasks - all this enables children to overcome shyness, tightness and sometimes distrust of others, which interfere with the free use of words of a foreign language in speech, and have a beneficial effect on learning outcomes. Language material is imperceptibly assimilated, and at the same time a feeling of satisfaction arises - "it turns out, I can speak on a par with everyone." It is not without reason that in international English courses, communication with a native speaker who speaks only English, even with beginner students, is very important. But with the help of facial expressions, pantomime and acting, he conveys information not only in vocabulary, but also in grammar. People perceive the rule of this game, plunging into the atmosphere of the English language without the participation of Russian, they seem to feel like English too, and sometimes it is practiced to give English names to Russian students even during this game.

In light of the foregoing, we consider the game as a situationally variable exercise, where the opportunity is created for repeated repetition of a speech sample in conditions as close as possible to real-speech communication with inherent emotionality and truthfulness.

Role-playing games contribute to the following methodological tasks:

- creating children's psychological readiness for verbal communication;
- providing the natural need for their repeated linguistic material;
- training students in choosing the right speech option.

The same games can be performed in different ways, take different forms, but at the heart of all of them lies improvisation. Of course, it must be borne in mind that each age period is characterized by its type of leading activity. In the structure of a role-playing game, we distinguish the following components: roles, initial situation, role-playing actions. As you know, the motive is the driving force of speaking. Creating a motive for speaking is the most difficult component of a teacher's activity when organizing a role play. In order to penetrate into the sphere of interests of students, you need to create a personal motive to participate in a role-playing game and thereby correctly draw up tasks for role-playing games. Role-playing games in a group of children have inexhaustible opportunities to recreate the most diverse relationships that people enter into in real life. Based on the classification of MF Stronin, proposed by him in the book "Educational games in English lessons", we distinguish the following types of role-playing games:

games for working with the alphabet;

phonetic games;
lexical games;
spelling games;
grammar games;
listening games;
general language games.

The place of the games in the lesson and the time allotted to the game depend on a number of factors: the preparation of students, the material studied, the goals and conditions of the lesson. For example, if the game is used as a training exercise for primary fixation, then it can take 20-25 minutes. In the future, the same game can be held in order to repeat the already completed material, i.e. the same game can be used at different stages of the lesson. Games are best used in the middle or at the end of a lesson in order to relieve stress. It is important that work with games brings positive emotions and benefits and, in addition, serves as an effective incentive in a situation where the interest or motivation of children to learn a foreign language begins to weaken.

During the game, students should not be interrupted, because this violates the atmosphere of communication. IP Gladilina believes: "Very often in society people prefer to remain silent if they know that their speech will cause a negative reaction from the interlocutor. Similarly, the student, whose teacher corrects every mistake, not only loses the main idea of the statement, but also the desire to continue the conversation" "Corrections should be made quietly, without interrupting students' speech, or do so at the end of the lesson. In general, the use of various games in a foreign language lesson promotes mastery of the language in an entertaining way, develops memory, attention, ingenuity, and supports interest in a foreign language. At the same time, games in foreign language lessons can and should also be used to relieve tension, monotony, while working out language material, and activating speech activity. It should be remembered that with all the attractiveness and effectiveness of games, it is necessary to observe a sense of proportion, otherwise they will tire students and lose the freshness of emotional perception.

LITERATURE

1. Хакимов А. А., Абдуллажанова Н. Т., Юсупов Ф. К. НОРМА ИЖОДҚОРЛИГИ-ЖАМИЯТ БАҢҚАРОРЛИГИНИНГ ШАРТИ //Научное знание современности. – 2017. – №. 4. – С. 364-367.
2. Исмаилов М. И., Хакимов А. А., Абдуллажанова Н. Т. ИНСОН ВА ЖАМИЯТ ХАВФСИЗЛИГИ–ИЖТИМОЙИЙ-ГУМАНИТАР ФАНЛАРНИНГ МУАММОСИ СИФАТИДА //Актуальные проблемы современной науки. – 2016. – С. 48-50.
3. Шермухамедова, Н. А. (2015). Педагогическая деятельность в формировании поликультурного мировоззрения. In Диалог культур: социальные, политические и ценностные аспекты (pp. 594-596).
4. Шермухамедова, Н. А., & Науменко, О. А. (2014). ИНВАЙРОНМЕНТАЛИЗМ В РЕТРОСПЕКТИВЕ МОРАЛИ И КУЛЬТУРЫ ЭТНОСОВ В ЭПОХУ ГЛОБАЛИЗАЦИИ. Имеждународного КОНГРЕССА «ПРОСТРАНСТВО ЭТНОСА В СОВРЕМЕННОМ МИРЕ», 339.
5. Шермухамедова, Н. А. (2003). Культурно-исторический характер формирования научной картины мира. Credonew, (2), 7-7.
6. Шермухамедова, Н. А. ГУМАНИТАРНОЕ ОБРАЗОВАНИЕ КАК ФАКТОР ФОРМИРОВАНИЯ ФИЛОСОФСКОГО МЫШЛЕНИЯ. ББК 87я43 И73, 331.