



THE ROLE OF GAMES IN TEACHING ENGLISH

Otabayev M.N.

English teacher of NamSU, Faculty of World Languages

Tayanch so'zlar: chet tilini o'qitish, chet tilini o'qitishning o'yin usullari, til o'yinlari, leksik o'yinlar.

Ключевые слова: обучение иностранному языку, игровые методы обучения иностранному языку, языковые игры, лексические игры.

Key words: teaching a foreign language, game methods of teaching a foreign language, language games, lexical games.

At a university, learning a foreign language requires students to develop several abilities. Graduates should be especially skilled in solving interpersonal and cross-cultural interaction challenges as well as speaking and writing in a foreign language. As a result, students should be able to correlate language means with particular multicultural speech communication scenarios in addition to possessing specific information (such as understanding of language means) and abilities (such as the ability to apply speech communication formulas and formulate their points of view). According to contemporary science, games are a useful tool for teaching adults and children alike a second language. It would be great to include game categories so you can easily identify which games can help with the development of particular language abilities.

Thus, M. F. Stronin identifies the following types of games: 1. Lexical. 2. Grammatical. 3. Phonetic. 4. Spelling. 5. Creative. 1.)lexical – games that promote the memorization of new words, their qualitative memorization, and use in situations close to real conditions. 2. Grammar – games that help a child to better assimilate speech patterns and use them correctly. 3. Phonetic – games that contribute to the formation of pronunciation skills and the development of intonation. Over time, phonetic games are conducted at the level of words, sentences, rhymes, tongue twisters, poems, and songs. 4. Spelling games for mastering the correct spelling of words in English. 5. Creative games develop



speech skills and abilities. Based on the Hadfield's opinion, it can be concluded that language games are instruments that really can help students improving their speaking abilities. Language games have some specialities. Students can learn in a fun way by using language games. Teachers can use their creativity as wide as possible in using language games. Language games will stimulate and motivate them to practice their English understanding through speaking. For those reasons, it is clear that language games are medias that can be used to improve the students' speaking ability.

Lexical games are the most effective method for students to represent and integrate language, according to psychology theory. On the other hand, grammar games are a useful tool for practicing the development of grammatical abilities. Students' capacity to play is demonstrated by how readily they accept a hypothetical scenario. Every one of these categories is significant to the English language acquisition process. The ideal way to use them is in a complex, switching between them. A role-playing game is another genre that is important today. Due to its excellent learning potential, role-playing games are growing in popularity among instructors of foreign languages. «Role-playing can be regarded as the most accurate model of communication. After all, it involves imitation of reality in its most essential features. Role-playing has an educational value» .There are other classifications of games. A.V. Konysheva divides games according to their purpose into language and speech (communicative). E. V. Dushina talks about linguistic games and divides them into non-communicative, pre-communicative, and communicative, depending on the competencies being formed. It is obvious that in all classifications we are talking about 1) games, in the process of which there is the assimilation of material (new lexical units, grammatical constructions), the development of individual language skills (phonetic, grammatical), and 2) games aimed at transferring the studied material and skills in non-standard situations, in communication within the game. For the games discussed in the article, we propose the name «word games» – they are all related to the word, its spelling, meaning, and compatibility with other words (in Stronin's terminology, both lexical and spelling games can be attributed here). K. D. Ushinsky believed that games are partly a person's creation, which does not pass without a trace, but to a certain extent contribute to the formation of his personality. Word games allow students to:- expand vocabulary by getting acquainted with new lexical units;- assimilate already familiar lexical units more firmly;- practice spelling words;- activate speech-thinking activity;- gets acquainted with the compatibility of lexical units, stable expressions, and phraseological units.

The following can be attributed to word games: 1. Anagrams. 2. Crosswords. 3. Search for words among the letter chaos (Word search). 4. «Hangman». 5. «Balda» (a word game in which it is necessary to compose words using letters added in a certain way to a square playing field). 6. «Words» (composing shorter words from one long one, often for a while). 7. «Unscramble» (composing a word from an existing set of letters). 8. Word chain (composing a list of words by replacing one letter in each subsequent word, possibly based on definitions). 9. Constructor (compilation of words from morphemes presented on separate cards). 10. «One letter means many words» (students call the words they know for a certain letter of the alphabet). 11. «The last letter» (to name a word starting with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable -e at the end of the word, it may be suggested to start the word with the last sound of the previous one). 12. «Missing letters» (guess the word only by vowels/consonants). 13. Hot Chair (guess a word by its definition, synonyms, antonyms, etc.) and others.

Here are examples of the use of various games at different stages of the organization of a foreign language lesson. For example, the word «adventure» in the game «Missing Letters» can be represented on the board as «. d v. n t . r .» as part of the discussion of the general topic «adventure holidays». Games like Word Search, crosswords, and Unscramble, are often used when working out vocabulary on a specific topic. The Hot Chair team game can be offered to students when completing work on a topic when lexical units/ phrases have already been repeatedly presented to students in texts and exercises. The Word Chain game can be played with entry-level students, as it often contains short, simple words of 3-4 letters. Hadfield writes some techniques or activities of games such as information gap, guessing, search, matching, exchanging, collecting, combining, arranging and card games, board games, problems and puzzles, role plays, and simulation techniques. Soprano lists game activities such as Simon Says crossword puzzle, scrabble, scramble, Bingo, spelling bee, twenty questions, and guessing games. The purpose of playing games in the language classroom is to practice a certain language skill and to have fun.

It is important to note that utilizing interactive forms and teaching strategies has improved our ability to communicate in foreign languages while also raising many students' interest levels. Students are at ease and show curiosity. These strategies have allowed us to transform tedious vocabulary and grammatical exercises—where the teacher guides every step—into engaging student interactions that take place in isolation.



Thus, they feel involved and responsible for the correctness of the presentation of the material, and for the success of the game. In this case, using the game in a foreign language class actually becomes an effective technique.

It can be concluded that the choice of the form of education largely depends on the teacher, as well as on his existing relationships with students. The correctness of the teacher's choice of the form of education determines the effectiveness of the educational process. The introduction of innovative forms of learning increases interest in learning, stimulates motivation, develops strong-willed qualities. The game allows you to facilitate the learning process for both the teacher and the students, without forming an image in them that English is boring and uninteresting, but, on the contrary, it helps to involve, motivates, develops, educates, inspires and opens up new opportunities.

Literature:

1. Stronin M. F. Educational games in the English language lesson. M.: Enlightenment, 1984. 112 p.
2. Hadfield, Jill. (1990). Intermediate Communicative Game. Essex: Addison Wesley Longman Ltd.
3. Satyukova A. A., Fomin M. V. Modern classification of games (based on the theory of M. F. Stronin) // Young Scientist. 2016. No. 7. pp. 65-71.
4. Dushina E. V. Linguistic games in the lessons of Russian and foreign languages in the aspect of the formation of students' communicative competence.
5. Yatskovets A. S. Views of domestic and foreign scientists on the phenomenon of the game // Izvestiya RSPU named after A. I. Herzen. 2008. No. 68. pp. 190-205.
6. Skorobrenko I. A. Development of the creative potential of the personality of a bachelor of pedagogy in the educational process of higher school by means of the discipline «Foreign language» // III Andreev readings: modern concepts and technologies of creative self-development of personality: collection of articles of the participant. 2018. pp. 225-230.

РЕЗЮМЕ

Maqolada universitetda chet tilini o'qitish jarayonida so'z o'yinlaridan foydalanish imkoniyatlari muhokama qilinadi. O'yinlarning asosiy tasniflari berilgan bo'lsa, asosiy e'tibor leksik xarakterdagi o'yinlarga qaratiladi. Maqolada chet tili darslarida og'zaki o'yinlardan iloji boricha samarali foydalanishga imkon beradigan shartlar asoslanadi, shuningdek, talabalar bilan ishlashning turli bosqichlarida o'yinlar misollari keltirilgan.

РЕЗЮМЕ

В статье рассматриваются возможности использования словесных игр в процессе обучения иностранному языку в вузе. Приведены основные классификации игр, при этом основное внимание уделено играм лексического характера. В статье обоснованы условия, позволяющие максимально эффективно использовать словесные игры на занятиях по иностранному языку, а также приводятся примеры игр на разных этапах работы с обучающимися.

SUMMARY

The article discusses the possibilities of using word games in the process of teaching a foreign language at a university. The main classifications of games are given, while the main attention is paid to games of a lexical nature. The article substantiates the conditions that make it possible to use verbal games as effectively as possible in foreign language classes and also provides examples of games at different stages of working with students.