

THE ROLE OF GAMES IN THE TEACHING OF OTHER LANGUAGES

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Abstract:

This article informs about the usage and significance of a wide range of contemporary interactive games effectively and productively through teaching process. Because increasing number of teachers are in need to take advantage of innovative approaches to conduct the lessons in this article, we are about to dive into various pedagogical technological activities which can be used to conduct the lessons productively

Keywords: Kahoot, Bamboozle, games, education, language, play

Introduction

Not only games but also education one of the core sorts of human development in history. Playing educational games in the classroom can improve learning and frequently serve as a supplement to more traditional teaching methods. Educational games are frequently employed in the teaching methodology known as "game-based learning," which makes use of game frameworks to help students learn how to communicate, reinforce, and develop a variety of abilities. The simplest description of educational games in the classroom is when a teacher presents a game and the students participate in it as a way to learn. The use of games and game-based learning is justified by their many advantages; most notably, play and games have a high correlation with children's cognitive development and facilitate the development of numerous cross-curricular skills. People have been playing this game since ancient times as a way to pass on knowledge to the next generation. These days, educational methodologies used by educators worldwide incorporate game components. Students of all ages can readily observe the effectiveness and impact of these kinds



of teachings on their growth, in this article we are about to dive into and analyse the importance of certain types of games in the educating process

Materials and Methods

Learning English at a young age is the best way to master the language. Using English as a whole means that children can understand not just what they read in English, but also what they hear, speak, and write in English. Therefore, English should be taught to children from an early age. According to the President's decision PQ-1875 "Measures to further improve the system of learning foreign languages"[2.p,2]

Learning is made concrete through the examination and interpretation of both new and old material in games. Furthermore, crucial learning, retention, and recall depend heavily on the practical experiences. Playing games encourages interaction. Along with their peers, the students are actively analyzing and working with the subject. Students in a grammar translation classroom work only with the text, and throughout class, very few voices are audible. It is essential that students in a foreign language classroom practice speaking to one another. The ability to talk fluently and freely in a variety of contexts is the aim of learning a foreign language. A community of learners is also fostered by the students' interaction with one another. Rather than focusing only on their outward appearances, the pupils start to view one other as unique persons and gain greater knowledge about one another. Stereotypes and barriers are removed through interaction. Students can collaborate and work as a team to achieve a common objective by playing games. There is more to this cooperative endeavor than merely learning how to cooperate with people. It fosters an alliance in which they can benefit from one another's knowledge. Learners must explain why their response is the best, consider the arguments put forth by their peers, and then decide which response is the best and why. Thus, while the students are thinking quickly on their feet, the collaborative effort is encouraging a spontaneous debate about the content, enhancing pronunciation, increasing involvement, and aiding in comprehension. Through this process, the students are also learning self-worth and trust. The players begin to trust one another. In addition to their own intuition, students must also believe in the reasoning of others and their own abilities to come up with the solution. As their responses are accepted and they



are relied upon by teammates to be important players in the game, their self-esteem increases. Playing games improves transference, retention, reinforcement, and repetition. Every player's turn addresses the same subject or ability in a different way because each game has a distinct learning purpose in mind. Students may therefore pick up knowledge from someone else's turn if they are unable to learn it on their own. Furthermore, students voluntarily assume responsibility for their education and practice.[3]

Play in foreign language instruction and acquisition

Since 1990, play has been used as a teaching strategy in the field of teaching and learning foreign languages. Playful activities are commonly found in language schools. As instructors and FFL trainers, we wholeheartedly endorse play, particularly in early education since it enables students to learn via play. Bruner states that a kid learns language and becomes motivated through play because, as she puts it, "playing in class clearly creates a space for creation." Not everything in the game is predetermined; emotions, tactics, and happenstance all come into play. The "I" is involved in every kind of game, whether it be cooperative or competitive, word, role-playing, creative, board, or cooperative. After that, when a child plays and starts to speak, words are not only mechanically repeated; rather, they represent a sincere goal and production of communication on their part. Bernard Mallet states that "the methodology of teaching children must above all be preoccupied by the emotional aspect and the role that the foreign language may play in the building of the child's identity" with regard to the instruction of young audiences. It is therefore wise to develop a model that would appear as a fictitious communication and representation space meant to bridge the gap left by a deficient real space. His fictional space will have the fundamental quality of being playful, that is, an activity where a conventional situation (playful but present) replaces a non-conventional situation (real but absent), the legitimacy of which is determined by the game's rules, which set limits to the space's functionality and modalities. Playing is actually beneficial for any type of fictitious investment in reality. Thus, as previously noted by Earlie, Because of the lighthearted classroom activities, play during the teaching and learning of a foreign language may assist students to move away from their emotions and concerns. In accordance with Cuq and Gruca (2005), there are four categories of games that are used in the teaching and learning of foreign languages:



linguistic games (such as grammatical, morphologic, lexical, and phonetic games); creativity games (like riddles and anagrams), cultural games (like baccalauréat games), and theater-oriented games (like role-playing, simulation, and dramatization). These observations lead us to the conclusion that play is a crucial component of language learning because it gives students the opportunity to develop social skills, easily complete their linguistic knowledge without the need for reference materials, and manipulate the language. This is Weiss's perspective on play: It's true that almost spontaneous expression during a game, creative exercise, sketch, or role-playing game enables the student to demonstrate that he or she can apply the language and instructional technique structures in a novel, creative, and unusual way. Playful exercises help students advance significantly in their learning process and may produce the most authentic classroom environment for language use [4]

Conclusion

Playing games can add fun to learning a foreign language. They are beneficial mental workouts. Five minutes is a beneficial break for the students. It's a tactful approach of addressing their worries and anxieties. A variety of games allow the instructor to include all students in the process of learning. He or she can utilize a game as a brief warm-up or a way to kill time when the class is about to end. The students love to play in any kind of weather. They enjoy tournaments as well. To keep kids interested and entertained, these two can be seamlessly blended into a single language game. Students are more engaged in the learning process when there are more games and entertaining activities involved.

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