METHODS OF EDUCATIONAL THROUGH GAMES IN ENGLISH

Oltinboyeva Gulsanam Tursunali kizi
Tolipova Muattar Sirojiddinovna
Fergana region, Fergana district, School №19

Abstract: *This article covers the methods of teaching English through games to students in secondary schools. Extensive information is provided on the importance of game techniques and effective methods in teaching English.*

Keywords: *foreign language, interactive games, technical means, didactic games, Role-Playing Games style, playful grammar, Taboo words.*

Nowadays, in our state, which is rapidly developing day by day, there is an increasing demand for specialists who perfectly master foreign languages. Therefore, much attention is paid to the teaching of foreign languages of the younger generation, starting from the preschool educational institution and even in the period up to higher education. Looking back at our past years and intoxicating it, we notice that in education we are going through a period of total renewal and adaptation to it.

Nowadays, in our state, which is rapidly developing day by day, there is an increasing demand for specialists who perfectly master foreign languages. Therefore, much attention is paid to the teaching of foreign languages of the younger generation, starting from the preschool educational institution and even in the period up to higher education. Looking back at our past years and intoxicating it, we notice that in education we are going through a period of total renewal and adaptation to it.

To increase the wealth of students' speech in a foreign language and its effectiveness, it is advisable to use educational games in the lesson. From experiments it is known that the game expands the imagination when learning a new language, makes it possible to think and speak the same language. With the help of the game, it is possible to restore words forgotten in memory. Games that are divided into small-to-small groups, or played in general, can be used in the lesson process, lesson or circle training.

And this, in turn, will not remain without effect, of course. And team games teach to achieve success and liberalize speech. In linguistic games, it is possible to cultivate oral and written speech in students, generating situations of communication. And this, in turn, will not remain without effect, of course. And team games teach to achieve success and liberalize speech. In linguistic games, it is possible to cultivate oral and written speech in students, generating situations of communication. It is in this game that we can even add the tactics of working with a group, that is, dividing students into groups to give them different topics. Competition in this case also comes to the body. Competition is a criterion of promotion. When a group that has done the assignment well is stimulated, the

aspiration of the rest of the students also increases. In addition, it is also advisable to use didactic games to carry out meaningful English lessons.

OBJECT - this game serves to increase the vocabulary of students. In the game we mentioned above, during the lesson, 15 items in the classroom are placed on the table and students come and browse these items. The top of the items is closed, and then readers need to write down what they saw for a certain period of time, on the blackboard. The reader who is able to write the most words correctly will be the winner.

Pictionary - is a game of words with its own name and a picture is drawn on it. A simple whiteboard or magnetic whiteboard can be used to draw in this game. Graders are divided into two groups, and a table is drawn on both sides of the board for each team. The scores of the teams are recorded on these tables. Word names are written on the Parta and turned upside down. From each group, the students come out in turn, choose between the hidden words and draw on the board. Whichever team hits first, the same team is awarded points.

Taboo words - is an interesting game that helps readers to apply synonymous words and their tariffs. The use of synonyms ensures the fluency of speech, the beauty of speech. Especially in English science, one should not make a mistake with the use of words, since many words in English, which mean the same thing, are used according to the content of the sentence. It is this game that helps to be careful in this aspect. In this, groups are organized, that is, students sit opposite. Each team chooses one person from their team to sit in a chair opposite them. And the teacher holds a word written on a large piece of paper, passing behind the students. Students sitting in the seat will not have to be able to see this word. A member of the team sitting in the seat will have some time to say the word that the teacher is holding.

Tennis game - is the goal of the game, to increase the speed of students. This game is similar to a chain game and takes place within the chosen theme. In this case, it is necessary to say a new word to the last letter of the said word, for example, if the name of the subject is "Animals", without deviating from the subject .Starting with the word "Tiger", the second participant continues as "rabbit". This is how the game continues. The reader who stops during the game is removed from the game if he cannot answer for 5 minutes and is continued with the rest of the readers. It will be very interesting and interesting to play the game with the class, that is, with many. This game can also be played by changing the theme.

When using games, we can modify them according to the knowledge and age of the children, that is, facilitate or complicate them. The purpose of the games for this above is to strengthen the memory of students, increase their mental potential, speed, intelligence, easy memorization of new words, and the main thing is to organize the lesson in a meaningful way.

REFERENCES:

1. Brandvik, M. L., & McKnight, K. S. The English Teacher's Survival Guide:ReadyTo-Use Techniques and Materials for Grades 7-12. Jossey-Bass.

2. Sandford R, Ulicsak M, Facer K and Rudd T " Using commercial off-theshelf computer. games in formal education." Retrived 28-10-2011 from http://www2.futurelab.org.uk/resources/documents/project_reports/teaching_with_games/TWG_report.pdf, 2005.

3. Harnad, S., Lancaster, J. B., & Steklis, H. D. "Induction, evaluation and accountability", Origins and Evolution of Language and Speech. New York: New York Academy of Sciences. 1976.

4. Hayles, N. K. "Electronic Literature: New Horizons for the Literary" . Notre Dame: University 1.of Notre Dame Press, 2008. Hayes, R. T. "The Effectiveness of Instuctional Games". Naval Air Warefare Center, Orlando, (November 2005).

5. Minamatov, Y. E. U. (2021). APPLICATION OF MODULAR TEACHING TECHNOLOGY IN TECHNOLOGY. Scientific progress, 2(8), 911-913.

6. Minamatov, Y. E. O. G. L., & Nasirdinova, M. H. Q. (2022). APPLICATION OF ICT IN EDUCATION AND TEACHING TECHNOLOGIES. Scientific progress, 3(4), 738-740.

7. Minamatov, Y. E. O. G. L., & Yusupova, N. M. (2022). SMART TEXNOLOGIYALARDA TA'LIM JARAYONI. Central Asian Academic Journal of Scientific Research, 2(6), 441-445.

8. Avazjon o'g'li, V. D., & Esonali o'g'li, M. Y. (2022). Use and Importance of Three-Dimensional Images in Fields. Journal of Ethics and Diversity in International Communication, 2(2), 1-4.

9. Avazjon o'g'li, V. D., & Esonali o'g'li, M. Y. (2022). Prospects for the Development of the 3D Modeling Process. Texas Journal of Engineering and Technology, 7, 78-79.

10. Горовик, А. А., & Халилов, З. Ш. (2021). ОСНОВЫ ФУНКЦИОНИРОВАНИЯ И РАЗВИТИЯ ЭЛЕКТРОННОГО ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ УЗБЕКИСТАН. Universum: технические науки, (12-1 (93)), 54-56.

11. Norbutaev, M. A. (2022). Create Computer Learning Games Taking Into Account the Psychophysiological Characteristics of the User. International Journal of Development and Public Policy, 2(6), 113-116.