

TEACHING ENGLISH THROUGH GAMES

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Abstract: *the article under discussion deals with the English language teaching through games. The authors believe that there are different ways to encourage children to be active, but the most effective are playing games which develop creativity and curiosity. Nowadays, games are an integral part of English language learning. One of the advantages of the games is that all students work simultaneously. Participation in the games develops the ability to cooperate, to compete without aggression, to be able to lose, to take responsibility. The use of various games helps to attract children to a foreign language, creates conditions for success in language learning. And students who want to play, will certainly want to improve their knowledge of a foreign language.*

Keywords: *play, stimulate, English, motivate, effective, creative, cooperative, advantage, at the same time, ability.*

Foreign language as a general educational subject can and should contribute to the development of creative abilities of students. Possessing a huge educational and developing potential of creative abilities of students, a foreign language can realize it only in the course of practical learning purpose, i.e. only if a student in the process of foreign-language communication and cognitive activity (listening, speaking, reading, using writing) will expand his general educational horizons, develop his thinking, memory, feelings and emotions. Many children starting to learn a foreign language at school think it is fun. But after a while they begin to realize that it is not easy at all, and soon the foreign language becomes one of the difficult subjects. One of the reasons that leads to this result is the difficulty in learning grammar [1]. Traditional methods of explanation and teaching do not lead to the desired result. Learning is more effective if students are actively involved in the process. There are various ways to encourage children to be active, but the most effective ones are playing games which develop creativity and curiosity. Nowadays, games are an integral part of English language teaching. A Belgian businessman who watched the children studying grammar while playing, said: "It isn't silly at all", thus expressing surprise that a game can be fun and serious at the same time. Games contribute to intensive language practice. They can be used at the beginning of a lesson or at the end to stimulate, reduce tension after a test, to change activities in a lesson. It is important that the games bring joy and help to train language phenomena. One of the advantages of games is that all students work at the same time. Participation in games develops the ability to cooperate, to compete without aggression, to be able to lose, to take responsibility. Games known to learners from their life experience in their native language acquire special significance. The application of games is an effective way of repeating linguistic phenomena. In general,

students love games that have an element of luck, because it adds passion for the game. Games with an element of luck include guessing games, games with dice and cards [2]. Most games are competitive in nature, and the winner can be one person or team. Using team and group games helps to reduce the pressure of the competition on one person. With these principles in mind - luck and skill, competition and cooperation, and surprise - which are the basis of all games - a teacher can turn an exercise from a textbook into a game. The use of different games helps to entice children to a foreign language, creates conditions for success in language learning. And students who want to play are sure to want to improve their foreign language skills. The game always involves making decisions - how to act, what to say, how to win. The desire to solve these issues speeds up the thinking activity of those who play. However equal in, for learners, game is primarily a fascinating activity. The sense of equality, the atmosphere of passion and joy, a sense of power of tasks - all this allows children to overcome the shyness that prevents the free use of speech words of another language and has a beneficial effect on learning outcomes. Unobtrusively 81 absorbed language material, and at the same time there is a feeling of satisfaction - it turns out that I can speak on an equal footing with everyone. The games contribute to the following methodological tasks: creation of children's psychological readiness for speech communication;• ensuring the natural need for them to repeat the language material many times;• training students in choosing the right speech variant.• The place of games in a lesson and the time allocated to a game depend on a number of factors of students' preparation, the material being studied, the goals and conditions of the lesson, etc. For example, if a game is used as a training exercise in the initial fixation, it can be given 20-25 minutes of the lesson. In the future, the same game can be played by repeating the material already passed. The same game can be used at different stages of the lesson. It is necessary to remember that at all attractiveness and efficiency of games it is necessary to observe sense of proportion, otherwise they will tire students and will lose freshness of emotional influence. It is possible to carry out text listening games without pictures, drawings, pre-arranged questions, text items, etc., these are games for the development of auditory memory. The teacher reads the text at a normal pace and those playing listen. After listening to the text, the teacher suggests writing down words that each participant in the game has remembered. The teacher then reads the text again and gives the task to write down groups of words and memorized phrases. Team games have a great effect in learning to listen to the text, in which after listening to the text team members make and then ask questions to opponents about the content of the text. The team that answers the questions more accurately wins. Of particular interest are games in which, after listening to the text (preferably with a large number of characters) to play a scene on the content of the text. In these games, children demonstrate not only their ability to listen to the text, but also their artistic skills. Training in listening is appropriate to conduct a variety of interesting games. In them, the child can prove himself as a person, as well as a

member of the team. There are no universal games for learning to listen, but you can turn any exercise, any text into a game. To do this, you need to prepare the necessary accessories, create a competitive atmosphere, make the task to the texts of a variety, but at the same time accessible and interesting. Texts can be used from textbooks, additional English books. The main thing, in our opinion, is to turn an elementary text into an interesting game that attracts learners [4]. Students should not be interrupted during the game, as this disrupts the atmosphere of communication. V. Rivers writes in this regard: "Very often in society, people prefer to remain silent if they know that their speech will cause a negative reaction from the interlocutor. Similarly, a student whose every mistake is corrected by the teacher not only loses the basic idea of the statement, but also loses the desire to continue the conversation" [3]. Corrections should be made quietly, without interrupting the students' speech, or at the end of the lesson. Y. Bennett generally believes that some mistakes the teacher has the right to ignore so as not to suppress students' verbal activity. Games are best used in the middle or at the end of the lesson to relieve tension. It is important to work with games to bring positive emotions and benefits, and also to serve as an effective incentive when learners' interest or motivation in learning a foreign language starts to diminish. The use of games in foreign language lessons helps the teacher to deepen the personal potential of each student, his positive personal qualities (diligence, activity, independence, initiative, ability to work in collaboration, etc.), to preserve and strengthen learning motivation [5].

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