

## USING GAMES IN TEACHING INTEGRATED SKILLS TO PRIMARY SCHOOL STUDENTS

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**Abstract:** *Educational games in the classroom can transform traditional lesson plans into an engaging learning experience. In a classroom, games might be typically used during independent work time, during indoor recess, and even to review for the next day's test. However, they're not often thought of as purposefully instructional activities. Using educational games for learning is a great way to start small when bringing technology into the classroom to keep students engaged while also interacting with their peers. Games are student-focused activities requiring active involvement of learners. In this article, we learn some effective methods of using games to primary school children.*

**Key words:** *using games, increasing motivation, decision-making, effectiveness, educational games, learning with group, learning independently.*

**INTRODUCTION:**

Children, with their distinguished characteristics as natural language acquirers, cannot be exposed to serious learning all the time; thus, teachers need to keep modifying their lessons to fit this type of learners. While games are thought to be fun and benefit learners in various ways, games have become the most suitable activities for children. However, since teachers are solely responsible in making decisions on what to teach in class, it is best to explore the teachers' points of view on games as learning activities. Therefore, the research objectives of this study focus on teachers' primary purpose of using games, their perception on the effectiveness of games as teaching tools, and the criteria considered by teachers when choosing games to use in young children classes. Nowadays, foreign languages are rapidly developing in our country. The demand for highly qualified specialists is increasing. That's why it's young generation from preschool to higher education great attention is paid to teaching languages. In order to improve students' foreign language speaking skills and effectiveness, it is appropriate to use educational games. It is known from experience that the game is new expands the imagination in learning the language, makes it possible to think and speak in this language. Game with the help of which you can restore forgotten words in memory. Divide into small groups or from games played as a team during the lesson in a class or in a circle can be used in training. This will not fail to bear fruit in its turn of course. The student feels real joy when he finds a solution to a problem while playing alone is hungry. Team games teach success and free speech. All games or exercises in a foreign language opens the way to the magical world of words. That is why he is a real foreign language teacher I think that every person who wants to be should be a creator, that is, always the same adapting to the students' knowledge without using games, and matching their words every time changing, choosing the appropriate one, creating new ones and generally using these games to teach the lesson can be made more interesting and enjoyable.

**MAIN BODY:**

This further emphasizes that when games are being used in class, they do not only help students to learn more effectively but also to have fun at the same time. Consequently, language instructors, specifically teachers, have started to acknowledge that, in terms of teaching techniques, games will serve not only as an ‘amusing activity’, but also as a technique to carry out tasks to learners in an amusing kind of way as well. However, even many language instructors seems to be immensely enthusiastic in using games as educational tools, they normally still consider games as mere time-fillers—a break from the monotony drilling—or frivolous activities (S.M. Silvers as cited in Uberman, 1998). The reason behind this, according to Silvers, should be the perception of those teachers who overlook the fact that within a relaxed atmosphere, real learning does take place; thus, students tend to use the language they have been given an instruction to and have practised earlier. In spite of all the facts, in the interest of revealing the benefits of using games for language learning, Chen (as cited in Petrovic, 2014) reported the nine main beneficial aspects including:

1. Games are learner-centered (the student is always in focus).
2. Games promote communicative competence.
3. Games create meaningful context for language use.
4. Games increase learning motivation.
5. Games reduce learning anxiety.
6. Games integrate linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative usage of the language.
9. Games foster participatory attitudes of the students.

It is an undeniable fact that teaching foreign language (English language) to children can be indubitably daunting and tiring, especially for teachers who have never had any experiences with this certain group of learners. As it has already been mentioned, as learners, children naturally have shorter attention spans than adult learners; however, if foreign language teachers are well aware of characteristics of their learners in the classroom, they will eventually find that teaching those learners is extremely worthwhile. Using games for teaching helps students learn additional skills beyond the academic concept that is being taught. They will also build 21st-century social skills, problem-solving skills, and build community all while learning core subject material.

Use gamified learning consistently to increase students’ skills

In the classroom, an educator hopes to teach the math, reading, writing, or science skills a student will need to succeed in the world. However, students need more skill sets beyond academics. They need to have social and emotional learning skills such as problem-solving, collaboration, behavior management, responsibility, social skills, and more to excel in the real world. These life skills get carried beyond the classroom into everyday life and can be used in nearly every setting. When teachers bring gamification into the classroom, they provide students with the opportunity to practice these life skills as well as to see them in action from their peers. Whether students are narrowing down answer choices on a question, using logic to select the correct answer, or practicing decision-making opportunities, they’re working on those 21st-century skills. This gamified quiz helps increase memory and allows students to become responsible for their own learning while developing social skills along the way. With the ability to select

multiple correct answers and use images or text, teachers can customize a gamified quiz for their needs.

#### Create engaging learning experiences

Educational games in the classroom can bring high levels of engagement to students during the learning process. When students engage in a game, their motivation increases, leading to better participation and the ability to form connections and positive memories of learning. Student outcomes and achievement increase when students are engaged and motivated to learn. On Time to Climb, students can select their own characters and compete with them. The competitive nature and playful themes bring even more excitement and engagement to your classroom. Teachers can also select themes such as a beach, carnival, underwater, space, or mountain.

#### CONCLUSION:

When asked to provide in details regarding the purposes of using games in the English classes of young children, many specific purposes were addressed. The most distinguished purposes can be found in the following statements:

-There are quite many reasons why I've decided to use this kind of activity in my children and young

learner classes. First is that, it makes learning enjoyable for them and it's also interesting because as

you know, children have a rather shorter attention span than adult learners, so you need something to

engage them, you need something fun so that they can learn and experience new things, and understand a new lesson in a fun way, in a way that makes them more interested in learning.

-I think that those games that I've used give students a break like after a long period of learning. They can have fun and they can enjoy playing with their friends.

-I used the games to test the students' understanding of the lesson.

-There are three purposes which I have tried to mention here: one because of the boring lessons, two to encourage a sense of accomplishment, and three to encourage motivation.

-I used games to build a good rapport between the students and teacher.

In conclusion, it can be said that in order to create a spirit of competition in the classroom if the teacher announces the results of the games once a month and holds the final competition will be suitable for the purpose. But it should not be forgotten that in all games the most the important thing is not victory, but participation.

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