

GAMES IN TEACHING A FOREIGN LANGUAGE TO NON-PHILOLOGISTS  
LEARNERS

**Abduraxmonov A. X**

*Qarshi muhandislik-iqtisodiyot instituti, Filologiya fanlari bo'yicha falsafa doktori*

**Annotatsiya:** *O'yin bolalarning o'z atrofidagi dunyoni tushunishlari uchun qiziqarli vositadir. Shuning uchun, chet tilini o'yinlar orqali o'rganish, talabalrga oson va ularning zerikmasligining oldini oladi. Ushbu maqolaning maqsadi o'yinlarga tavsif berish, uning ingliz tilini o'qitishdagi zarurati va imkoniyatlarini ochib berish. Bundan tashqari, amaliy mashg'ulotlarni o'yin orqali amalga oshirish uchun vaqtni to'g'ri taqsimlash ko'rib chiqildi.*

**Kalit so'zlar:** *o'yinlar, almashib, rag'batlantirish, tamoyil, chet tili, qoida, saralash.*

**Аннотация:** *Игра является интересным инструментом для детей, позволяющим познавать окружающий мир. Поэтому изучение иностранного языка посредством игр легко дается ученикам и не дает им скучать. Цель данной статьи – описать игру, раскрыть ее необходимость и возможности в обучении английскому языку. Кроме того, рассматривалось правильное распределение времени на реализацию практических занятий через игру.*

**Ключевые слова:** *игры, обмен, стимул, принцип, иностранный язык, правило, сортировка.*

**Abstract:** *The game is an interesting tool for children to understand the world around them. Therefore, learning a foreign language through games is easy for students and prevents them from getting bored. The purpose of this article is to describe the games, to reveal its necessity and possibilities in teaching English. In addition, the correct distribution of time for the implementation of practical training through the game was considered*

**Key words:** *games, exchange, incentive, principle, foreign language, rule, sorting*

Learning a language is very difficult, but very interesting activity. In fact, a sense of fun makes language stronger. Language and play complement and enrich each other. The combination of the two produces language games. Play is a natural fun way for children to understand the world around them.

Therefore, it should be part of their learning, including learning foreign languages. The use of games in children's learning is not a recent idea. In our opinion, the teacher should go from easy examples to the most difficult in his teaching.

For example, Hadfield has a number of definitions of the term play, defining play as "an activity with rules, a purpose, and an element of fun." In this article, play is considered as a meaningful fun activity governed by rules. Language games can be divided according to different principles. We offer two classifications of language games. He divides them into linguistic (mainly focused on accuracy) and communicative games (which are based on the successful exchange of information). In

our opinion, the second classification is preferable and usually includes linguistic and communicative aspects. They include:

\* Sort, order or arrange games. For example, students have a set of cards with different products, and they divide the cards into products found in the grocery store and products found in the supermarket.

\* Information gap games. In such games, one or more people have information that other people need to complete a task.

\* Search games. These games are two-sided variants of information gap games, where everyone gives information and is sought.

\* Matching games. As the name suggests, participants have to find something that matches the word, picture or card

\* Marking games. These are a form of matching game where participants match words and pictures.

\* Share games. In these games, students exchange cards, other objects, or ideas.

\* Role playing games/dramas. Role-playing can involve students playing roles that they do not play in real life, such as a waiter, while simulations can involve students playing roles that they have played or might play in real life, such as a customer in a restaurant. can contain z. groups work on a meaningful task in a way they like; students follow clear rules and have the opportunity to practice all language skills; the teacher is the organizer and facilitator. The reasons for this statement are as follows:

-games attract students to learning; they encourage them;

- games encourage creative and appropriate use of language

- games cause changes in formal educational situations;

- games create a pleasant, stress-free and relaxing atmosphere in language classes;

- games directly develop and practice four basic language skills: listening, reading, speaking and writing;

- games help the teacher to create useful and meaningful contexts in the language.

Language teachers must carefully consider when to use games, which games to use, and how to use them appropriately, purposefully, and effectively to meet both student needs and lesson objectives. should see, because games are traditionally used to make language lessons interesting and qualitative. Games are occasionally used in class for motivation at the beginning of a lesson, to fill in extra time near the end of a lesson, to reinforce a topic, or to provide variety. However, if games are seen as meaningful language practice, they can be used as an extension of the learning material presented to practice and reinforce the required skills or knowledge; or to review and refine skills or knowledge already acquired; Wright, Betteridge, and Buckby see games as a central game in the language teacher's repertoire, rather than just a way to pass the time. We believe that the rules of the language game should be clear, the end goal clearly defined, and the game should be interesting.

However, in order for the game to be successful, students must know the rules and time to complete the game. Then, through the game, they will have a level of knowledge of the language and develop skills to use it. In addition, the teacher should consider the students' learning styles, willingness to cooperate and their mental state at the time, because it is better not to play language games unless they are tired and in the mood to play any kind of game. . Organizing any game-like activity makes great demands on the teacher. He should prepare the content of the game, the materials needed to complete it, clearly explain the rules of the game to the students and set the time. The game can be introduced by the teacher to eliminate misunderstandings in the following way:

- \* explaining the rules of the game to students;
- \* demonstration with one or two learners of the game;
- \* write any keywords and/or instructions on the board;
- \* try the game first;
- \* and play the game.

As stated by Uberman, "games stimulate, entertain, teach and develop fluency and communication skills. If not for any of these reasons, then students should not be taught the difficult task of a foreign language, but the beauty of it. should be used only as a visual aid.

#### **USED LITERATURES:**

- 1.Indstromberg, S. (Ed.) (1997). The standby book. Activities for the language classroom. Cambridge: CUP
- 2.Marsland, B. (1998). Lessons from nothing. Cambridge: CUP.
- 3.Rooyackers, P. (2002). 101 language games for children: Fun and learning with words, stories and poems.  
USA, CA: Hunter House Inc.