

GAMES AS A SOURCE OF MOTIVATION IN TEACHING FOREIGN LANGUAGES

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Abstract: *the following article is about one of the most beneficial way of learning foreign languages and getting knowledge as well. Here the author maintain the criteria that game and their usage in the classroom makes the teaching process alive and can easily appeal the learners' attention. Furthermore, learners along with active participation in these games, they preserve the knowledge for a long period of time in their memory. The author also mentioned about the communicative significance of the games.*

Keywords: *game, language, cognitive activity, play, goals and objectives.*

ИГРА КАК ИСТОЧНИК МОТИВАЦИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация: *следующая статья посвящена одному из самых полезных способов изучения иностранных языков и получения знаний. Здесь автор придерживается критериев, согласно которым игра и ее использование в классе делают процесс обучения живым, и могут легко привлечь внимание учащихся. Кроме того, учащиеся наряду с активным участием в этих играх, сохраняют знания в течение длительного периода времени в своей памяти. Автор также упомянул о коммуникативной значимости игр.*

Ключевые слова: *игра, язык, познавательная деятельность, игра, цели и задачи.*

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In recent years, interest in the English language has increased significantly. It is recognized as the language of professional communication in various fields of activity. And the most important task of the teacher is to increase the motivation to learn English.

Activation of the educational process, stimulation of cognitive activity contributes to the introduction into the learning process, along with traditional activities, games and gaming moments. Playing the same activity, being one of the methods that stimulate learning and cognitive activity, allows you to use all levels of learning. Consequently, it is not accidental that interest in the use of games in foreign language lessons on the part of researchers of various specialties, in particular, psychologists, teachers and methodologists [1].

We know all about learning opportunities of the games. Many outstanding teachers paid right attention to the effectiveness of the use of games in the learning process. In the game, the abilities of a person, a child in particular, appear fully and sometimes unexpectedly. The game is a specially organized occupation, requiring the tension of emotional and mental forces. The game always involves making a decision - what to do, what to say, how to win? The desire to solve these issues sharpens the mental activity of the players. For children, the game is primarily an exciting activity. In the game, everyone is equal. Moreover, a student who is weak in language learning can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject. The atmosphere of enthusiasm and joy, a sense of the feasibility of the tasks - all this makes it possible for the children to overcome their shyness, which prevents them from using the words of the foreign language in their speech, and has a beneficial effect on learning outcomes. The language material is also assimilated imperceptibly.

The game has such feature as versatility where the use of gaming techniques can be adapted to different goals and objectives. Gaming techniques perform many functions in the process of child development, facilitate the learning process, help to master the material that is increasing with each passing year and unobtrusively develop the necessary competencies. Take, for example, social competence. All games are divided into 2 groups - competitive, cooperative. If in competitive games the participants strive to achieve the goal first, then in the joint all the players work together to get the result. In any case, the child learns to act in a team, to be able to find approaches to other people. In tasks with a competitive moment, children inevitably enter into conflicts, but this is a good experience in overcoming them. The greatest work on the socialization of the child occurs during the

role-playing game, because its content is the relationship between people and people with different organizations.

A foreign language lesson is seen as a social phenomenon, where a classroom is a certain social environment in which the teacher and students enter into certain social relations with each other, where the learning process is the interaction of all those present. At the same time, success in learning is the result of the collective use of all opportunities for learning. Those to enhance the use of role play games. It is known that the role-playing game is a conditional reproduction of its participants in the real practical activity of people, creating the environment for real communication. The effectiveness of learning here is the moment with a burst of motivation, increased interest to the subject. Role play teaches to be sensitive to the social use of a foreign language. A good interlocutor is often not the one who best uses the structures, but the one who can most clearly recognize the situation in which the partners are located, take into account the information that is already known, and choose the linguistic means that will be most effective for communication.

Sometimes they cannot be distinguished, because in practice, the purpose of the linguistic game for the student will be the implementation of communication. So, any game like *Guessing game*, in which different types of questions are worked out, is aimed at the fact that the players talk and come to a common opinion or *Lip Reading* is used to set up an articulation base, but the player's goal is to convey the meaning of the word to others. The game helps to teach both oral and written speech. Preparing cards with tasks, invitations or composing a menu help children at an early age to develop communicative competence.

Variants of linguistic and cultural games can be divided into 3 large groups:

- *games that introduce students to cultural products;*
- *games aimed at studying the behavior of native speakers and their traditions;*
- *games that reveal the cultural values of different nations.*

Via playing these games, the child acquires such competence as tolerance, learns to look critically at another culture, to compare it with its own. A new approach to teaching culture has changed the attitude towards the language itself. It is considered as a means of implementing the dialogue of equal cultures, and not propaganda of one of them. In connection with the changed approach to teaching culture through language and attempts to create a bridge between ours and a new culture, the priorities of the forms of work in the English class are changing. Communicative games are a type of cooperative games, because competitive elements or games that emphasize speed of execution violate the correct use of the language. Communicative games should be distinguished from linguistic games. The main goal of communicative games is not to solve linguistic problems, but to organize unprepared communication. Successful completion of a communicative game is to perform a specific task (plotting a route on a map, filling in a diagram, finding two matching pictures) rather than building the structure of the sentence correctly. The main focus of the communicative game is on successful communication, and not on the right speech. There we can see various technologies at the core of the games, such as filling the gaps, guessing, searching, matching the same pair, sharing, accumulating or collecting, combinations or card games, problems and riddles, role-playing and reproduction.

Based on this, we can say that the technology of game teaching methods is aimed at teaching students to be aware of the motives of their learning, their behavior in the world and in life, that is, to form the goals and programs of their own independent activities and to anticipate its immediate results. Depending on the conditions, goals and objectives set by the teacher of a foreign language, the game should alternate with other types of work. At the same time it is important to teach children to distinguish between play and learning.

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