TECHNOLOGY OF ORGANIZING ENGLISH LESSONS THROUGH GRAMMAR GAMES

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Announcement

This article is a grammar game, a type of non-standard learning tasks that serve to activate students' learning activities in English lessons. This type of assignment requires research, knowledge, assignment and speed from the student. The assignments provide an interesting English lesson.

Keywords: Goals, objectives, upbringing, education, skills, methodology, games.

Relevance of the Topic

An important part of the important task of educating students is done in English classes. In the course of speech development lessons, students are given certain knowledge on the basis of the topics identified in the program. Along with the improvement of reading skills, the task of educating students in the spirit of a spiritually mature person will be in the center of attention[5].

According to the goals and objectives of the reading and speech development program, English lessons teach students to read correctly, consciously, fluently, quickly and expressively. The quality and effectiveness of this process depends on the effective use of technology in the organization of primary school English lessons.

In the methodological literature, games are considered mainly as a method of education. We consider games as an integral part of the content of education, a method of teaching. First of all, given the fact that the games contain the content of information that students need to learn, it seems appropriate to look at it as an important part of the content of education. They can be considered as a method of teaching, given that the task is aimed at education. It requires the teacher to influence and the student to act[15]. The students act as the executors of the task, and the teacher acts as the judge of the game.

Subject News

Problems in the methodology of teaching the Uzbek language, games and methods of their use are insufficiently developed. We do not find such assignments in textbooks or in the work of teachers. Undoubtedly, fully equipping teachers with this type of

non-standard tasks will have an effective impact on improving the quality of education, increasing the interest of students and developing their activity[1].

English language games, like other games, are based on language materials. These tasks include the performance of logical-linguistic operations by students. The peculiarity of the game is that it is organized in the form of a competition. The result is completed and the students or the whole group are assessed. This, of course, increases the desire to complete the task[2].

Tasks can be divided into three groups depending on the level of complexity:

1. Remembrance games.

2. Partially exploratory games.

3. Creative games.

Each of these games has a number of opportunities to activate the activities of students.

There are many different ways to play grammar games, which should be mastered by school teachers and taught to students. Grammar games help to overcome difficulties in teaching language materials. These games are made taking into account the age characteristics of children[14].

The game is something that everyone enjoys. Therefore, as long as it is free, not only the child, but also the adults will play. The child is a child's name. It is inseparable from the game when you play it. He also plays while working. So shouldn't we be able to influence children through play? Of course, it is possible not only to clean up the work, but also to play games that are played in the classroom and in extracurricular activities. You can group:

A) games directly related to a particular topic;

B) games that are not directly related to a particular topic, but are played interchangeably:

Group games can be linked to almost any topic, many teachers give it their own name and strengthen a certain rule, preventing boredom of children.

In the previous game called "letter relay" (also known as "relay" - "chain"), which can be held at any time, with the aim to increase the vocabulary of the student, to increase the literacy. However, it is necessary to use the themes "Horse", "Famous and related horses", "Quality", "Verb".

This game can be played in many variants. The younger the age of the students, the narrower the field of knowledge, the wider the subject, the older the age, the deeper the knowledge, the narrower the subject [3]. The main condition of this game is that the next student should start a new word with the last letter of the word said by the previous student: mashin-anor-rom;

Princess-honey-mud-wool. If the student does not say a word, he loses the grade, the grade is taken into account, and the student who loses the most grades plays, recites a poem out of curiosity.

In the lower grades, in the above order, without a subject; in higher grades the topic is specified. When it comes to "farming": grapes-raspberries-pomegranates-radishes-figs [13].

From this point of view, this is the analysis of speech, but children like it because of the problem.

These two games can be used in almost all types of analysis. The lines include "moving words", "word structure", "compound sentences", "cohesive sentences", "motivation", "introductory words", "exclamation words", " separate parts », « word combination »and other topics [4].

Envelope can be used in any class to develop thinking, teach children to search, remember past topics, and strengthen memory. When playing this game, the class is stratified and envelopes are prepared according to the children's knowledge [7].

Involve the most professional people in the "Reportage", "Interview", "Meeting" games to make the work interesting, to make the sentences shorter so as not to bore the students, to mix humor and to show the main features of the profession. it is necessary to act [6].

A characteristic feature of repetitive games is that the teacher tries to cover more rules. For this purpose, you can use the game "This word is ours."

"That's our word." In this game, the teacher uses a portable board or overhead projector to suggest to the students a few words related to the word family. Students compete to write abstract horses from these words and separate real horses in a separate column. The following words may be given: throne, book, happiness, liberty, peace, feeling, sumalak, joy, spring, wheat, mill, love, picture, beauty, value, devotion, water, courage, earth, spring. Whichever student or group of students completes the task quickly and correctly will be the winner of the game and will be named the "most resourceful" [12]. Or you can use tasks or games on famous and related horses, such as finding a missing suffix that represents abstraction, composing a continuation of a sentence with a horse, dividing horses into primitive and artificial. All independent word groups are simple, compound, and even [10].

Just as every human being, every living thing, and everything in life is with its mate, so are independent phrases "living in harmony" with their mate.

Assignments, in particular, serve as an important tool for activating students in the prevention and elimination of errors. The student composes a dictionary dictation based on typos that are difficult to write or typically made in the students' written

work, pre-records it on a magnetic tape, and asks both groups to record the words being dictated on a tape recorder during the lesson [8].

He carefully observes the students' work and determines the number of students who wrote the words from the groups without mistakes. Depending on the smallness of the error, the position of the groups is determined.

"Who holds the bow for a long time?" The game can also be used effectively. The teacher writes the wrong word on the board. Students should correct this error, explain the reason, and find similar examples. Based on the draw, the chalk is first divided into a certain group [9]. The student on the board performs the task in the following order:

Conclusion

The student corrects the misspelled word and phrase, shows the rules and letters associated with it: finds similar examples. A student who makes a mistake has to pass the ball to another student. The second group will continue the game. The group in which the chalk is stored for a long time is the winner[11].

Students are also interested in working with different dictionaries in English lessons. Teacher's "Spelling dictionary" of the Uzbek language, Uzbek-Russian translation dictionaries, morpheme dictionary, explanatory dictionaries of synonyms and antonyms, dictionary of paronyms-can organize assignments. For example, "Who finds it fast?" The game develops students' skills in working with vocabulary. The teacher writes 3-4 words on the board that are difficult to spell.

When students are asked grammar puzzles in class, they find the answer and write it in their notebooks. The child who completes this task, that is, finds the correct answer, will be assessed.

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