



## MODERN GAME TECHNOLOGY IN ENGLISH LESSONS

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### Annotation

The reason for the growing interest in different types of games nowadays is, first of all, the abandonment of traditional forms and methods of teaching. It should also be noted that when a sufficiently high motivation is maintained, a decrease in cognitive interest is observed to learn a foreign language. This phenomenon occurs because students face some challenges that seem insurmountable to them. Play activities are one of the ways to stimulate learning and cognitive activity, allowing the use of all levels of knowledge acquisition. So it's no coincidence that they are interested in using game technology in foreign language classes.

**Keywords:** modern games; game technology; improvisation; motivation; intensive study.

### Introduction

In recent years, interest in the English language has grown significantly. It is recognized as a language of professional communication in various fields of activity. The most important task of a teacher is to increase motivation to learn English. Today, teachers are rethinking their arsenal of influencing the minds, wills, and emotions of students in order to introduce them to the rich world of culture and traditions of the country where the language is being studied. Ways and means of shaping all types of speech activities are considered: reading, speaking, listening, writing. Activation of the learning process, stimulation of cognitive activity helps the learning process through the introduction of traditional lessons as well as game technologies.

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The problem of encouraging and motivating the learning of a foreign language using entertaining materials and game teaching methods has been studied by many local scholars (I.L.Bim, S.T.Zanko, S.S.Polat, E.I. Passov, V.M. Filatov and others) in scientific research. In the practice of teaching foreign languages, many textbooks, methodological developments, materials for conducting various games using foreign language material are used.

Game technology as a condition for creating a motivational basis for foreign language teaching

One of the most important issues of didactics is to increase the motivation of students to study. The real way to maintain cognitive motivation is to “incorporate foreign language learning activities into activities that have a specific personal meaning for students (play, communication, work, knowledge)”.

Motivation determines the importance of what is learned and mastered by students, their attitude to learning activities, and its outcomes.

The uniqueness of a foreign language as a subject is that learning activities include speaking activities in a foreign language, that is, communication activities, in which, in addition to knowledge, speech skills in a foreign language are formed.

The cognitive motivations of the students present in the learning activity itself give this activity a personal meaning. The source of cognitive motives is the conscious cognitive need of students. The real needs of foreign language learners are related to the desire to communicate, express themselves, use the language orally and in writing, and master it. The latter leads to the need to carefully choose the means and methods of teaching speech activities in a foreign language in order to maintain motivation. In this context, the use of game methods in teaching communication in a foreign language is of particular importance.

Involvement of the game as a method of learning is an effective tool for managing learning activities (activities to master communication in a foreign language), activating the mental activity of students, making the learning process exciting and fun.

Elkonin D.B. In his book *Game Psychology*, he gives the following description of play: “Play is an objective elementary school, a visible disorder that allows the child to become acquainted with the behavioral traditions of the people around him. ”

The most acceptable definition for us is the one given by A. A. Derkach, in which the learning game is called a game, which is used as a task involving learning (problem,





problematic situation) in the learning process doing so ensures the achievement of a specific learning goal. the goal.

A number of general rules can be distinguished from the disclosure of the concept of the game:

1. Play works as an independent type of developmental activity for children of different ages.
2. Play for children - this is the freest form of their activities, learning, the world, personal creativity, self-knowledge activities, open up a wide range of opportunities for self-expression.
3. Play is the first stage of a child's activity, the original school of his behavior, the normative and equal activity of primary school students, adolescents, youth, as students change their goals as they grow older .
4. Game is a developmental practice. Kids play because they play and develop.
5. Play is the freedom of self-disclosure, unconscious, self-development based on intellect and creativity.
6. Play is the main area of communication for children; it solves interpersonal problems, gaining experience in interpersonal relationships.

The game is a powerful incentive to learn a foreign language and an effective technique in the arsenal of a foreign language teacher. The ability to use play and create speaking situations makes students ready to play and communicate.

And so. We can conclude that there is no single clear definition of the game. Different scholars describe it differently. But. as can be seen, any game involves a specific goal, knowledge of the rules, as well as an element of enjoyment.

A learning game is a specially organized task that requires emotional and mental strength. It is positive that a student knows a foreign language, so the way of playing is full of wonderful things. For students, play is, first of all, an exciting activity.

Game play in the classroom helps to perform important methodological tasks:

- Creating psychological readiness of students for oral communication;
- Satisfying the natural need for them to repeat the language material;
- Teach students to choose the right speech option;

Everyone is equal in the game. This is possible for almost every student, even those who do not have a strong enough knowledge of the language. In addition, language preparation may be the first in a weak student game: here ingenuity and ingenuity are more important than knowledge in science. A sense of equality, an atmosphere of passion and joy, a sense of purposefulness of assignments - all this allows the student to overcome shyness, which prevents the free use of foreign words in speech, reduces the fear of mistakes and contributes to learning outcomes. shows the mystery.





Everything in the game is “as if” you can hide behind someone else’s mask, that is. get rid of responsibility for mistakes made and present the situation in terms of “I am the hero I describe, not me”. In this case, part of the psychological stress during communication is removed. The language material is absorbed imperceptibly and at the same time a sense of satisfaction emerges.

In the learning process, play activities perform the following functions:

1. Educational function - development of memory, attention, information perception, extracurricular skills and abilities.
2. The function of education is to cultivate such qualities as attentiveness to the partner in the game, humane attitude; Students are introduced to phrases to improvise verbal communication with each other in a foreign language - clichés of speech etiquette, which helps to develop qualities such as politeness.
3. The entertaining task is to create a comfortable atmosphere in the lesson, to turn the lesson into an interesting and unusual event, an exciting adventure, and the prophet into a world of fairy tales.
4. The communicative function is to create an environment of communication in a foreign language, to unite the student body, to establish new emotional-communicative relations based on interaction in a foreign language.
5. Relaxation function is the removal of emotional stress caused by stress on the nervous system during intensive foreign language learning.
6. Psychological function is the formation of skills to prepare a person's physiological state for more. effective performance.
7. Activation of personal qualities aimed at the harmonious development of the developmental function is the activation of the reserve capacity of the individual.

The teacher himself is important in organizing the game in any class. It is important to be 100% sure of its usefulness, you need to think about all the necessary details of its preparation, as well as manage it reliably. The simplicity and complexity of organizing and conducting a game depends on the type of game and the audience, the nature of the relationship between the student and the teacher, i.e. from many factors. At the same time, it is clear that the games in the lesson are able to mimic real speech communication, which is very important for communicative methodology.

Games in a foreign language class can be very useful, but they must take into account a number of requirements:

Aimed at saving time and solving certain educational problems;

- "Management"; not to violate the established rhythm of educational work in the classroom and not to allow the game to get out of control and disrupt the whole lesson;
- Eliminate stress in the classroom and encourage student activity;







- Leave the learning effect in the second, often unconscious plane, and always perform the game moment in the first, visible place;
- Do not leave any student passive or indifferent;

The game requires each student to be active, to engage in collaborative activities. Participants should be satisfied with their knowledge of how to communicate in a foreign language. At the same time, the game will be necessary and effective if it is expected as a holiday and entertainment against the background of hard and sometimes hard work. Therefore, in terms of time, it should not occupy much of the lesson.

The problem is that the game often suffers from fragility. Clarity and not economical. Convenience and improvisation throughout the game are the result of careful preparation. In order for a teacher to be able to manage a game effectively, he or she must know and articulate the desired outcome.

Conclusion. Undoubtedly, one of the important problems in the methodology of teaching foreign languages is the problem of organizing lessons using this game methodology. Using games in foreign language classes is important for learning new ideas or developing new skills and competencies. Play is of great importance for the development of the student's motivational-needs area. Thus, the pedagogical potential of any game is to arouse interest in school students, to stimulate mental and speech activities aimed at combining new lexical units, to create an environment of competition and collaboration in the performance of a particular exercise. The use of different play methods in the lesson helps to form a friendly team in the classroom, as each student in the game has the opportunity to look at themselves and their peers from the outside.

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