

**THE ROLE OF GAMES IN TEACHING A FOREIGN LANGUAGE IN THE
EDUCATIONAL PROCESS.****Rajabov Akham Uktamovich,***Researcher of Tashkent Institute of Irrigation and Agricultural Mechanization Engineers**Bukhara branch, Bukhara, Uzbekistan**e-mail: axtamr@inbox.ru*

Annotation: The given article deals with ways of implementing games, role-playing activities in foreign language teaching. The types of games to develop speaking skills are studied.

Key words: games, role-playing, motivation, advantages, creativity, interactive, authentic.

Introduction

“In game, a person experiences the same pleasure from the free discovery of his abilities that an artist experiences during creativity.” (F. Schiller).

One of the urgent problems of modern methodology of teaching foreign languages is the organization of teaching children of different ages with the help of games. The learning capabilities of games have been known for a long time. Many outstanding teachers directly drew attention to the effectiveness of using games in the learning process. Currently, the issue of using a speech game in foreign language teaching is widely covered in domestic and foreign methodological literature. The urgency of this problem is caused by a number of factors. First, the intensification of the educational process poses the task of finding means of maintaining students' interest in the material being studied and motivating their activities throughout the entire lesson. Educational games are an effective means of solving this problem. Secondly, one of the most important problems of teaching a foreign language is the teaching of oral speech, which creates conditions for the disclosure of the communicative function of the language and allows you to bring the learning process closer to the conditions of real learning, which increases the motivation for learning a foreign language. The involvement of students in oral communication can be successfully carried out in the process of game-activities.

Famous methodologists, such as E.I. Passov (Passov, 1989), indicate the purpose of role-playing activity in teaching a foreign language. “It is important to be aware”, - points out M.N. Skatkin (1986 Skatkin), “which didactic tasks should be facilitated by this game, the development of which didactic tasks this game should contribute, for the development of what mental processes it is designed”. “Role-play(game) is just a shell, a form, the content of which should be teaching, mastering the types of speech activity”(Passov, 1989). [1.25]

E.I. Passov notes the following features of role-play activity as a means of teaching: motivation, lack of coercion: training and education in a team and through a team: development of mental functions and abilities: learning with enthusiasm (Passov, 1989). American psychologist D. Mead has found in the game a generalized model of the formation of what psychologists call “independence” - a person - collecting his “I”.

Role-play (game) is a sphere of self-expression, self-determination, self-examination, self-realization. There is a branch of medicine and psychology - game therapy. Game can be diagnosed to cognize the child, it can encourage the child. With the help of the game, you can correct, improve and develop important psychological properties in children. Thus, we consider the game as a situational-variable exercise, where an opportunity for multiple repetition of a speech image in conditions that are as close as possible to real-speech communication with its inherent features - emotionality, purposefulness, speech impact is created. Games contribute to the implementation of the following methodological tasks: - creation of psychological readiness of students for verbal

communication; - ensuring the natural need for repeated repetition of language material; - training students in choosing the desired speech option.

Main part

The place of games in the lesson and the time allotted to the game depends on a number of factors: in the preparation of students, the material studied, the goals and conditions of the lesson, etc. For example, if the game is used as a training exercise for the initial reinforcement, then it should take 20-25 minutes of the lesson. In the future, the same game can be carried out by repeating the material already passed. The same game can be used at different stages of the lesson.

It should be remembered that for all the attractiveness and effectiveness of games, it is necessary to observe a sense of proportion; otherwise they will tire students and lose the freshness of the emotional impact. As you know, the driving force of speaking as a type of speech activity is the motive. Creating a motive for speaking is the most important component of a teacher's activity when organizing role-playing games. In the collection "Questions of methods of teaching foreign languages abroad" the German methodologist Fr. Leisinger shows great communicative and, therefore, teaching possibilities of games for the development of oral speech. Role-playing, in his opinion, most accurately recreates the atmosphere of communication. A certain character is assigned to its participants (students), they are in certain relationships within the framework of a particular situation, which presupposes a variety of speech reactions, including emotional ones. Students have a need to express joy or sadness, delight or resentment, and they must find a way to express their emotions.

The following types of educational speech games can be distinguished: phonetic, for working with the alphabet, spelling, lexical, grammatical, for teaching reading, for teaching listening, for teaching monologue speech, for teaching dialogical speech, outdoor games. For example, an educational business game is a practical exercise that simulates various aspects of the professional activity of trainees.

It creates conditions for the comprehensive use of the knowledge of the subject of professional activity that students have, as well as contributes to a more complete mastery of a foreign language. As N. I. Torunova notes, "the introduction of a business game into the university pedagogical process contributes to the formation of the professional development of a specialist's personality" (Torunova, Koktasheva, 2000) [2.14]

The analysis performed allows us to draw the following conclusions: the game should be included in one form or another in each lesson in a foreign language; - the use of games in the classroom is a mandatory means of creating a communication situation for the effectiveness of the educational process; - the effectiveness of the game depends on its correct organization; - conducting games in the classroom in a foreign language allows you to realize the educational goals of education.

Conclusion

The task of the teacher is to teach the culture of game and the culture of behavior in general; - the development of the introduction of games in the learning process contributes to a more successful solution of the main tasks of teaching oral speech at different stages of foreign language teaching.

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