

THE USE OF GAMES IN TEACHING A FOREIGN LANGUAGE VOCABULARY

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Abstract:The article illustrates the role of games and their advantages in enhancing pedagogical objectives by consolidating material, intensifying classroom activity, and reducing stress. They help students relax, improve attention, and enhance memory. However, competition can create psychological pressure and remove shy students. The article presents the necessary solutions to such kinds of problems.

Key words:Phonetic game, spelling game, lexical game, enhance memory, pronunciation, vocabulary and grammar skills.

Annotatsiya:Maqolada o'yinlarning ahamiyati va ularning afzalliklari, sinfda o'rganuvchilarning o'yinlar orqali faolliklarini oshirish va stressni kamaytirish uchun qo'llanadigan turli pedagogik maqsadlar haqida ma'lumotlar yoritilgan. Ular o'quvchilarni dam olishga, e'tiborni va xotirani yaxshilashga yordam beradi. Biroq, raqobat tarzida tashkil etilgan o'yinlar psixologik bosimni keltirib chiqarishi va uyatchan talabalarni ham faolligini yanada susaytirishi mumkin. Maqolada shunday muammolarga kerakli yechimlar berilgan.

Kalit so'zlar:Fonetik o'yin; imlo o'yini; so'z o'yini; xotirani, talaffuzni, lug'at va grammatika ko'nikmalarini rivojlantirish.

Аннотация:Статья информирует значение игр и их польза, приведены сведения о различных педагогических целях, используемых для повышения активности учащихся посредством игр и снижения стресса на уроке. Они помогают ученикам расслабиться, улучшить внимание и память. Однако соревновательные игры могут вызвать психологическое давление и сделать менее активными даже застенчивых учеников. В статье представлены необходимые решения подобных проблем.

Ключевые слова:фонетическая игра; орфографическая игра; игра в слова; развивать память, произношение, словарный запас и грамматические навыки.

Introduction:What place lexical games take on English lesson? The necessity of the question about the place of games in the learning process is very high.

K.D Ushinsky advised from the beginning of learning to separate the activity from the game and considered the implementation of educational tasks serious responsibility of the student. He also offered to do a serious lesson for the learning entertaining.

Games have a special place in the classroom of a foreign language. There are many different game tasks, the use of which helps to diversify and expand the scope of content and teaching techniques.

Let us dwell on the species of game tasks. Games are:

- Phonetic,
- Spelling,
- Game to work with the alphabet,
- Lexical.

The game introduced in the educational process in the foreign language classroom, as one of the methods of learning should be interesting, simple and lively, contribute to the accumulation of new language material and consolidate previously acquired knowledge. Language games are

intended for forming of pronunciation, vocabulary and grammar skills and training of the use of linguistic phenomena. Based on the research topic, we are interested in vocabulary games.

Methods: Lexical games have the following objectives:

- Training students in the use of language in situations close to the natural environment;
- Activation mental activities of students,
- Development of the verbal response of students,
- Acquaintance of students with the combinability of words - with collocation.

Psychologists has been proven that the game is "justified" the transition to a new language. It is both interesting and kind of work for the student and the analogue language exercises for teachers, to help develop the skills of all kinds of speech activity. The game has such a feature as versatility: using lexical games can be adapted to different goals and objectives. Lexical games perform many functions in the development process of learning, facilitate the learning process, helping to assimilate increasing every year material and unobtrusively develop the necessary competence.

What pedagogical objectives are achieved during the game? Games can be used at the stage of initial consolidation of the material immediately after the introduction of new vocabulary. In subsequent lessons, the game becomes a way to repeat previously covered. The game - a good way to intensify the activity of children in the classroom. After a difficult exercise, the game - it is a way to relax and relieve stress. Games help to relieve stiffness, especially if we exclude them an element of competition or reduce it to a minimum. Shy and weak student will feel more confident and will actively participate in the game, if the goal of the game - just to have fun, but do not count points and win. Although the element of competition often adds excitement and increases the activity, that it creates a great psychological pressure on students, they are afraid of not cope with the task, which removes from the game shy and backward.

Spontaneous game improves attention, revitalizes, and improves perception. The game allows the teacher to the student to correct mistakes quickly, along the way, giving them a foothold in the memory of students. Games help to memorize the material deeply and for a long time, because there is an influence on the involuntary memory of children. Games make difficult and tedious learning process more fun for the children, which increase the motivation for learning.

The greatest work of student socialization occurs during role-playing game, as its content is the relationship between people and people with a variety of organizations.

Games are divided as to communication and language. Sometimes it is impossible to differentiate, since in practice the purpose of language learning games will be the implementation of communication. The game helps to train and types of oral and written speech. Cooking cards with tasks, invitation or making menu children at an early age develop communicative competence.

Education nonverbal means of communication belongs to the other sphere – lingvo-cultural studies teaching material, the introduction of which in the primary school curriculum is dictated by life itself. Options lingvo cultural studies games can be divided into 3 major groups: games, acquainting students with culture products; games aimed at studying the behavior of native speakers, their traditions; games, revealing the cultural values of different peoples. Playing these games, the student acquires competence as such tolerance, learning to look at another culture critically, comparing it with her. A new approach to the teaching of the culture has changed the attitude to the language itself. It is considered as a means of achieving equal dialogue of cultures, rather than promoting one of them. Accordingly modified criteria for selection of educational material, there is a tendency not to lock in the English-speaking culture, and carry out cultural parallels.

Discussion and results: Due to the changed approach to teaching culture through language and attempts to create a bridge between our culture and the new priorities and changing forms of work in

the classroom of English. In particular, it has become increasingly popular projects - a special kind of organization of the games. In them the student gets the opportunity to talk about their habits, favorite things in comparison with the same phenomena in the English-speaking countries. In addition, projects that create a motive to learn a language and culture, they take into account the main features of the students of secondary school age, they also teach students to learn to perform various kinds of work - to gather information, organize text, interview and make audio recordings and the like. The student learns to work independently, using different sources of information and new technologies.

Possible applications in the study of lexical vocabulary games involving textbooks materials are sufficiently large. The first is the use of visualization, or layouts, for input and repetition of vocabulary. There are also a variety of game tasks creative nature, for example, comes up with a non-existent character and a fabulous house, a palace or a castle for him. This specifies that the character lives in England. At the presentation of their work, the children talk about their works in English, using the active vocabulary topics.

In addition, you can use and role-playing games, such as mock display of his house guests and various other scenes that use active vocabulary topics.

Very good reception is the use of funny poems on topics studied. Verses easily and with interest memorized children, they can stage, play, talk heart in the form of competition, and even writing. "Lexical games and creative activities allow presenting all the exercises of poetry as communication, as students acquire language through imitation, unconsciously."

However, with poems in English lessons, as well as other gaming techniques, you must comply with the measure; game in the classroom should not be an end in itself, but should only organically weave into the overall system of methods, techniques used in the classroom. This rule must be observed when using lexical games of any group of the classifications given above.

Conclusion: Thus, the inclusion in the training activities of the game component, in particular, in the training of learners considered thematic vocabulary is a very important tool which contributes to the level of mastering of lexical material.

Games aid in reducing stress, consolidating materials, and boosting classroom engagement. They can boost confidence in students without competition, but psychological pressure can make them hesitant. The goal is to win without tracking points, promoting enjoyment and enjoyment without focusing on points.

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