

THE SEASONAL EFFECTS OF GAMES IN A FOREIGN LANGUAGE TEACHING PROCESS

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Ingliz tili fani o'qituvchisi

Abstract: The actuality of the article is defining drastically effects of games in teaching foreign languages.

Keywords: games, foreign language, English atmosphere, students, dialogues.

At present, the country is undergoing tremendous changes in education. In particular, the President's resolution "On measures to further improve the system of learning foreign languages" is an integral part of wide-ranging educational reforms in our country and provides a solid basis for the fullest use of foreign information resources by our youth and their further international cooperation. Nowadays teaching of a foreign language on the basis of interactive methods and non-traditional methods is becoming an urgent task. This motivates us as teachers to further explore, learn and apply our knowledge. One of our interactive methods of technology is interactive game play, which involves many processes. There are many types of games that are used in classroom activities. They help to develop reading, listening, writing, writing and speaking skills. The games listed below are focused on developing oral and listening skills, and we will review the explanations and comments in English. Memory is sharpened. Learner - one of the participants starts the exercise with the following statement. I'd like... (Мен хохлардимки...) The other participant can continue the conversation as follows: I'd like a cup of coffee (Мен бир чашка кахва хохлайман...) The third participant: I'd like a cup of coffee and chocolate... (Мен кахва ва шоколад хохлайман...) In this way, all participants add one word to the next. Each participant adding a new word will have to repeat the sentence from the beginning. The exercise ends when the first respondent returns the sentence and the associated words. It is up to the learner's choice of how to begin and add the words, and in this process, the freedom of choice creates the enthusiasm and enthusiasm of the participants. This exercise can be used for student demand inquiries.

We can also use the "Weak the Memory" exercise on many topics, including: sport-(Спорт); Food, fruits - (Сабзавотлар ва мах,сулотлар, мевалар); The historical places in Paris - (Парижнинг тарихий ёдгорликлари); My spare time-(Менинг буш вақтим); Professions/occupations-(Касблар) etc.

For example, касблар мавзусида:

Participant 1: I am a doctor. I work at hospital (Мен шифокорман. Мен шифохонада ишлайман)

Participant 2: I am a teacher. I work at school (Мен укутувчиман. Мен мактабда ишлайман)

Participant 3: I'm a pupil. I study at school. (Мен укувчиман. Менг мактабда таълим оламан)

Fruits and foods-(Сабзавотлар ва мах,сулотлар, мевалар) on the subject:

Participant 1: I go shopping and buy... (Мен бозорга бораман ва сотиб оламан...)

Participant 2: I go shopping and buy a kilos of meat, 2 kilos of tomatoes and 3 kilos of cucumbers... (Мен бозорга бораман ва бир кило гушт, 2 кило помидор, 3 кило бодринг сотиб оламан...)

Participants can sometimes add 1 to 4 new words.

It helps to retain the words learned through listening and understanding, repetition skills, improve memory skills, and improve vocabulary.

This is most effective when you use the "Weigh the Memory" exercise at the end of a lesson or at the beginning of a lesson to complete a homework assignment. 2. In the True and False Exercise, one participant says 3 words, 2 of which must be correct and the other 1 should be correct. The statements are simple. For example:

1) I like ice-cream. (Мен музкаймакни ёктираман)

2) I like laughing (Мен кулишни яхши кураман)

3) I like swimming (Мен сузишни яхши кураман)

Everyone in the group agrees that each statement is true. The complainant counts his left fingers for the wrong words. He counts his right index finger for the correct answers that haven't been found. If he has a lot of right fingers, he is a winner.

This exercise helps group members get to know each other's interests, personal lives, and teamwork. This exercise can be used at the end of a lesson or outside the classroom. During the game, the group members can sit in the form of a crescent, with the main participant appearing.

3. Jacques said in the exercise, participants sit in a circle. One participant

Jaques a dit: "Asseyez-vous!" (Жак деди: "Утиринг!") -, may start. Everyone sits. The queue continues to the next participant: Jack said: Stand up! (Жак деди: "Урнингиздан туринг!") everyone gets up and the word is given to the next participant. If you are a participant Jack said (Жак деди) If he does not begin his speech, then his order will not be followed. Related Examples:

Jack said: "Dance!" (Жак деди: "Раксга тушинг!")

Jack said: "Jump!" (Жак деди: "Сакранг!")

Jack said: "Turn round your head!" (Жак деди: "Бошингизни айлантинг!")

Jack said: "Open your mouth! " (Жак деди: "ОФЗингизни очинг!")

This is a good way to use the Imperative (Teaching Command) exercise to quickly strengthen your understanding and application after explaining the rules in the lesson, as well as improving the learners' enthusiasm during the lesson.

4. My brother's name is Rock. The teacher invites one participant to come out and look at him My brother's name is Rock (Менинг акамнинг исми Рок) and starts the game. Then he asks: Where does he live? (У каерда яшайди?). The participant in question asks the name of a country or city. Next person will ask the following question: What's his wife's name? (Унинг хотинини исми кандай?) the expected response may be as follows: ^er name is Ann (Анна, унинг исми Анна); the answers given are complete. Again What did he say? (У нима ейди?) will continue with such questions. All the answers start with the letter "A". When the first round is over, the teacher selects another player and starts the game with the same words: My brother's name is Bernard (Менинг акамнинг исми Бернард). Of course, Bernard lives in a country or town that starts with the letter "B". This is how the game goes.

During this exercise, the participants will be seated in a semi-circle or "P" shape and will be more comfortable.

Grammatical question words have a positive effect when used in the questionnaire survey.

In this exercise, learners will be able to enhance their grammar skills, increase their verbal skills and vocabulary.

During the exercise, the learners are emotionally and physically diverse: they debate, laugh, and express themselves freely. During the game, the participants mostly share their emotional state. It is well known that from a psychological point of view, a person will remember what he has said or heard in such a situation for better and longer.

Foydalanilgan adabiyotlar:

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