THE ROLE OF TASKS AND GAMES TEACHING FOREIGN LANGUAGES

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Abstract: This article talks about the role of various tasks and games in foreign language teaching, methods and what tips can be recommended for pedagogues.

Keywords: foreign languages, tasks, puzzles, games, teaching methodology, educational games, skills, teacher notes.

Аннотация: В данной статье рассказывается о роли различных заданий и игр в обучении иностранному языку, методах и какие советы можно порекомендовать педагогам.

Ключевые слова: иностранные языки, задания, ребусы, игры, методика обучения, развивающие игры, умения, конспекты учителя.

Teaching and learning foreign languages is becoming very popular today as a source of communication all over the world. Since English has an international standard, it has become the global lingua franca of the world. English is known to affect education among other areas; therefore, throughout history, new methods and approaches to language teaching have been developed or proposed by prominent scholars to better understand how language is used in educational contexts. Some methods were used until new ones appeared; Some of them have been modified by the latter, and some have become popular as a result of their requisites, such as teaching communicative language. Considering these reasons, the use of games for the development of language acquisition in foreign language learning and teaching has been effective. Therefore, many teachers support the use of games in teaching English. However, before delving into the effectiveness of educational games in the classroom, it is helpful to first define the term game. The famous scholar Stevik (1982: 128) says that "games were simply fun activities that I could bring to my students when I saw that they were tired of hard learning and needed a change of pace." As Gibb (1978) in Rixon (1981:3) states, a game is a type of activity conducted by cooperative or decision makers within a set of rules to achieve success in their goals. According to Hadfield (2004:4), play is an activity that includes rules, goals, and fun. Games should be seen as an important part of the language curriculum, not as a fun activity for a Friday afternoon or at the end of term. In some cases, they provide concentrated practice like a traditional class, and more precisely, they provide an opportunity for authentic communication despite overly defined boundaries and therefore build a bridge between

the classroom and the real world. . Jacobs and Kline Liu (1996) argue that several games can be played in small groups and have many advantages. They are as follows:

• The team aspect of many games can inspire cooperation and foster team spirit.

• Although many games involve competition between children, this is not the case.

• In many games, everyone has their own turn, which encourages everyone to take turns rather than letting others do more talking and other actions, and discourages some people from joining others.

Certain types of methods were used by the researcher during the research. They are listed below: - Needs analysis and questionnaires; - notes kept by the researcher. Before beginning the study, the researcher distributed needs analysis questions to 12 young students at the Express Study Learning Center to determine students' general attitudes toward games or activities such as cartoons, songs, and stories. In addition, the investigator decided to keep a diary in order to record the events that occurred during the study. Among other methods, the dairies played an active role in revealing the weaknesses and difficulties of the young learners, in identifying the mistakes made by the researcher in the correct structuring of the lesson, and in providing self-feedback. Results and Discussions Analyzing the collected data and putting them into diagrams, charts and tables was the last step of the research. The collected data is organized as follows:

1. The needs analysis questionnaires were carefully analyzed and summarized.

2. The diary kept by the researcher during the study was carefully analyzed and summarized.

Each collected data is processed in different ways to make a conclusion and make an important decision about the current research paper to realize the main objective of statistical research, which is of great importance to determine the importance of games in teaching speech. young students.

Data collected from young learners using needs analysis questionnaires. At the beginning of the study, the researcher decided to create a needs analysis questionnaire to determine the interests, desires and general attitude of the young student. The solo task was to ask the children about their views and keep in mind the interests and needs of the students. The focus of the needs analysis was to determine whether the games could be used during play, as well as providing a valuable learning experience for children to practice and revise language. Taking this into account, the researcher asked the young students to choose the ones they like from options such as games, cartoons, songs, stories, which will be interesting and enjoyable during reading. In response to this question, 85% of young students said that they like to play different games during the lesson and find them very interesting and exciting. Another aspect is that they prefer to work in groups, in pairs or individually. They stated that 90% of the children showed enthusiasm for playing in groups. The needs assessment carried out showed that a large

number of children are very active and mobile, and also tend to cooperate with the whole group. The needs analysis showed that games, songs and cartoons are very interesting for young students.

Data collected from the diary kept by the researcher In order to keep everything in mind, the researcher kept a diary and corrected it to record the lesson conducted, how well it was received, expected events and incidents. The goal of the diary was to find out what games would be effective and fun for young learners. During the daily lesson conducted by the researcher, the subjects showed great interest in playing various interactive games. Most surprisingly, the children greeted the researcher with a question about how to play. Later, the researcher was convinced that games are a real motivator and facilitator and can help young learners succeed in language acquisition. At first, the teacher was very worried that the subjects would get bored playing games in every lesson. Nevertheless, everything was warmly received by the participants and went well. In fact, the researcher tried to find and even create very meaningful and interesting games that would not be rejected by young students. The children especially liked the games "Blow the Wind", "Toilet Paper", "Teeth", and "Bingo". Children loved the game "The Wind Blows" because this game involves fast movements along with good understanding of English. In addition, the group loved the game "Teeth" because the young students were very interested and amazed. However, there were also some games that did not go well. For example, students found role playing a bit difficult at the beginning. But the direction and suggestions given by the researcher inspired really interesting ideas in the children. Along with the role-playing games, the game of finding a partner with the help of shoes also failed because the rules of the activity were a bit complicated for young students to understand.

CONCLUSION

In conclusion, using games in the classroom can undoubtedly improve young learners' speaking skills. This is reflected in the needs analysis, survey results and teacher notes. The suggestions in this study were for the school, it can encourage the teacher to use games as a useful tool to strengthen speaking skills in the learning process, (2) for teachers, it can increase the percentage of students' acquisition of communicative skills . As 96%. However, there were students who were not successful in honing their oral communication skills. Thus, the teacher is advised to develop the most effective ways to motivate students at each learning stage and introduce games into the language classroom in order to achieve 100% student mastery.

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