

HOW TO TEACH LEARNERS THROUGH DIDACTIC GAMES

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ABSTRACT

It's important to define what you mean by "games" and "activities" before introducing them as a means of introducing the English language to students. Children's play is the primary means by which their unique interests and needs can be met. It's something you do on the fly and entirely of your own volition because you enjoy doing it. Play is an activity that provides an outlet for the energy expended in the creative process, as well as the ability to use one's imagination to create new worlds and experiences.

Key words: plays, games, interaction, interests, children.

INTRODUCTION

As a result, the creative potential latent in every person can be seen in their play. Thematic games, construction games, movement games, and educational games are the most prevalent subcategories. The focus of my work, however, will be on educational games [3].

METHOD

A game is played in accordance with predetermined guidelines. Play and game may seem similar at first glance, but games are based on predetermined or imposed rules while plays develop organically. In addition, games always involve either success or failure because of the inherent elements of competition and cooperation.

To be sure, the educational game is a part of the category of pedagogical tools. It serves as a teaching aid because it is subservient to that goal. Students "create" their own solutions to theoretical and practical problems, rather than relying on the information provided by the instructor or the text. As an added bonus, education is secondary to the game's primary purpose.

The last category is language games, which demand proficiency in a foreign language. The games may resemble thematic games, or they may have elements of movement or construction games. A fun, welcoming environment and the opportunity to play again and again give them an edge. There is a clear divide between games that aim to teach a language and those that aim to improve players' ability to communicate. The first ones are put to use in valid argument construction, for which credit is awarded to the students. On the other hand, the second emphasised how efficiently information could be shared or obtained.

Understanding the role of pedagogical games and activities

Educational games are a great way to help students learn a new language. As well as being used to introduce or review previously covered material, they also serve as a "break" in the classroom to help keep students focused and on task. Children's learning in the preschool years is grounded in play. English courses offered by them are engaging and varied. This explains why they are so effective as teaching tools.

Plays, in general, meet the needs of children, who are naturally curious, open to new experiences, and eager to alter their perceptions of the world through imaginative play. It's the ideal method of education because it fosters growth in both a kid's emotional and mental faculties. Insight, creativity, focus, and problem-solving skills all benefit from this. As a result, complexes and shyness can be overcome, and one's creative potential can be unlocked. However, in a more casual setting, people are more likely to open up about their emotions.

Educator's function and responsibility in the context of games that teach

It is the primary responsibility of the educator to determine the nature and level of challenge of any given pedagogical game. The best educational outcomes for students, taking into account their individual circumstances and abilities, should serve as a compass. The role of the teacher shifts from game to game.

RESULTS

He or she plays a pivotal role as the group's prime mover and shaker. He or she sets the pace of the game and decides how long it will last. He or she briefs students on the plan of action and the rules of the game, and may even set up teams and appoint captains. It is crucial that orders be communicated clearly and precisely so as to avoid creating unnecessary chaos and uncertainty.

Teacher responsibility includes motivating students to take an active role in all classroom activities. Therefore, he or she should serve the role of inspiration. Motivate your kids to take on new challenges, think outside the box, and find original answers. A great educator is one who encourages student agency, has faith in their abilities, and fosters an environment conducive to growth.

CONCLUSION

The instructor needs to talk about the positive outcomes that can result from the lesson. Students have a similar interest in the outcomes of linguistic games. They are faced with a formidable obstacle because of it. When the game is over, the instructor should provide a brief summary of the findings, detailing how the students fared and any mistakes they made. He or she can offer alternative approaches to issues, or inspire students to come up with their own. Child's effort and dedication should be commended, and they should be rewarded for their cooperation.

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