

CULTURAL, SOCIAL AND PERSONAL PRINCIPLES OF THE GAME

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**ABSTRACT**

The point of the article is to look at how game elements can be used in an English class. Consideration is given to the things that need to happen before a game can be used as a way to teach. It was looked at how games can be used to teach a foreign language and how they can be used to motivate students. The main rules about how games can be used as a way to teach in higher education are put forward.

**Key words:** English game methods, play, motivating games, foreign language communication,

**INTRODUCTION**

We live in a time when people are always looking for new ways to teach English. These methods not only improve students' ability to speak English, but also help them grow as people. In order to find the effective methods that modern ways of teaching English in universities require of us, we turn to educational psychology, which looks at games as a good way to teach and carry out both educational and cognitive tasks. The game is a complicated social and cultural phenomenon that is looked at from many different philosophical, cultural, psychological, and methodological points of view. When making the learning part of a game, many well-known educators pay attention to how easy it is to use. It's clear that game-based work helps create a good mood in the classroom and gets students more involved. In the game, people's abilities come out in a very clear and sometimes surprising way. A.E. Brambalov can be used to explain why our article is important. "The game is a specially planned activity that requires emotional and mental strength [1]. Every time you play, you have to decide what to do, what to say, and how to win. Students' minds get smarter because they want to figure out how to answer these questions.

**METHODS**

Consideration must be given to the fact that gaming strategies must be based on already-familiar speech and grammatical content, hence eliminating the use of reams of instructions. Before incorporating game components into your lesson plan, you must consider the following. What is the game's objective, and what should the learner learn from it? What speech action should he perform: one of how many acts with a word or

the generation of an utterance - and, based on what model, which one? Does the learner understand how to compose such a statement, and are there any extra challenges or “traps”? After answering these questions, you must put yourself in the shoes of a learner and consider how an intriguing situation with a model statement can develop. In addition, this circumstance should be presented such that it is straightforward and comprises a suitable number of logical problems, attention tasks, or verbal guessing activities. When incorporating gaming components into a class, it is essential to keep in mind that their objective is always to integrate content into speech, enhance speaking abilities, and not just to increase interest and alter activities.

The game should not be lengthy; it should go just as long as all pupils are able to play as enthusiastically as feasible. Due to the rigorous scheduling of time for students’ interpersonal interactions in a foreign language, the value of the game task in the development of communicative competence rises [2].

Even though game methods are obviously fun, they are not used enough in foreign language classes and are not yet full-fledged teaching tools. In real life, games are often used as a way to have fun in the classroom or to help people relax. Because of this, the development of this topic has become scientifically new and requires a careful look at the facts of how they can be used in foreign language classes. The goal of this article is to look at the different ways that games are used in foreign language classes and analyse them critically. Natural play is a spontaneous activity that helps a person get oriented. It’s a way for a person to learn new ways to act in a familiar but strange environment through the natural processes of self-learning.

## **RESULTS**

Your pupils are going to have a lot of fun while they are learning thanks to these activities! Keep in mind that these are only 10 of the hundreds of various games that you may play with your students while teaching them English as a foreign language. You will be able to start putting your own twist on games as you gain more self-assurance in the classroom, and eventually you will be able to make up your own games entirely. Playing English as a Foreign Language (EFL) games in the classroom is sure to be a hit with your pupils, no matter what age they are [3]. These activities are likely to get you started in the right path toward creating a fun, energetic, and demanding environment in your English as a Foreign Language classroom.

## **CONCLUSIONS**

Long-term, we want to investigate how different types of games influence the level of motivation displayed by students, how students’ language abilities develop while working in groups, and how particular personality traits are expressed in the classroom setting.

For instance, what kinds of game strategies have to be used in order to have an effect on the growth of impromptu communication skills in a group that already

possesses an adequate level of experience in the grammatical content of the language? Or, to consolidate knowledge of the principles of grammar through communicative practise, such as in a group with a low level of understanding of grammar, but at the expense of students who are suitably proficient in the lexical material and ready to converse. Because instruction in foreign languages is not typically housed in philological departments and is not a specialised training discipline, we are working to highlight the various factors that can influence the growth of students' linguistic abilities in order to offer guidance on how to select the most effective pedagogical approach. To put it another way, since instruction in foreign languages is not typically housed in philological departments, we are working to highlight the various factors that can influence the growth of students' linguistic abilities.

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