

THE ROLE OF EDUCATIONAL GAMES IN ENGLISH CLASSES

*Elise Brittan PhD student at Culture,
Literacy, and Language at UTSA
Eshdavlatova Adiba Zafarovna
Teacher of SamSIFL*

Abstract. The article is devoted to the theory of educational games in English classes as educational games that are used by the teacher in English lessons help students to improve the quality of knowledge, consolidate the acquired skills and abilities. The problem under study is one of the most promising from the point of view of the application and use of educational games in English lessons.

Key words: educational game, children, pedagogy, psychology, methods, English classes.

Being the main activity of a child of preschool and primary school age, the game serves as a kind of language for all children. Using the game as one of the methods of teaching a foreign language can facilitate the learning process, make it closer and more accessible to children. An educational game is an unproductive activity that can be carried out not for practical purposes, but serves for entertainment and fun, which brings joy in itself. Play differs from both labor and purely instinctive actions.

Children's play goes through various typical stages, the study of which in child psychology has clarified much of the child's mental life. But even in old age, the game is a source of constant joy and helps to maintain a person's well-being.

The concept of educational games is not new in the pedagogical and psychological literature of our time. Any training is essentially the creation of conditions for personal development, and, accordingly, it is the most important factor. There are many approaches to the definition of educational games that have their own specifics. Every subject has its own specifics. The search for specific qualities of the subject "English" has always been carried out, as a rule, in the field of goal-setting.

The educational process is positively influenced by all types of games: didactic, mobile, creative, etc. Different games perform different functions: some contribute to the accumulation of language material, some – the consolidation of previously acquired knowledge, the formation of certain skills, abilities.

An educational game is an organized activity of a teacher and students, which involves solving methodological problems in the process of learning English. In the course of the educational game, the teacher and students implement various learning tasks that may be of a pronounced nature [4, 59].

The educational game is a means of optimizing the educational process. The game is introduced into the educational process and presents a task for students to be solved immediately, therefore, it provides real conditions for active mental activity, contributing to the formation and development of intellectual skills related to the English language.

Therefore, teachers face the need to search for and use such methods and teaching tools that allow them to solve a set of methodological tasks [3, 145].

In the learning process, using games and creativity, the teacher influences the trainees in order to achieve learning goals and improve their skills. In this case, the teacher acts as the subject of the impact, its initiator and organizer, and the students act as the object of the impact. In the process of learning at the same time, the main and main principle is the activity character, in which conditions are created by which students are given the opportunity to act as subjects of influence.

The experience of various teachers convinces that the game contributes to the development of cognitive activity of students in language learning. It carries a considerable moral principle, because it makes work joyful, creative and collective [5, 236].

Role-playing games-dramatizations help to learn the necessary words and expressions, work out intonation, develop expressive, imaginative speech of the student. Performing various roles, children show imagination, creative abilities, develop as individuals. Playing, they empathize with their heroes, begin to navigate the relationships between people in various communication situations.

Most authors rightly believe that the commonality in the field of goal-setting of academic subjects "English" and "mother tongue" is manifested in their focus on "the formation of a communication system, the development of linguistic means of communication" [2, 50].

The differences are explained by the fact that "one of the main goals in teaching English is the communicative goal that determines the educational process, while in teaching the native language this goal is not the main one [1, 224].

The game creates intransigence to patterns and stereotypes. It develops memory and imagination, influences the development of the emotional and volitional side of the personality, teaches you to manage your emotions, organize your activities. The structure of the game as an activity organically includes goal-setting, planning, goal realization, as well as analysis of results in which a person fully realizes himself as a subject.

The issues of educational game theory and educational game activity are not sufficiently covered. There are no in-depth studies of games as a means of teaching, there are practically no fundamental studies, an integral system of educational games has not yet been proposed that stimulate the development of intellectual activity of

students, all this hinders the effectiveness of its use in the educational process. The use of educational games in the process of teaching English is the basis of the teacher's response, which boils down to the fact that there is a need to present certain material, thanks to which you can learn to attract methodological knowledge and skills and organize them.

The purpose of students' responses can be twofold: in the first case, students are searching for information on the topic being studied, and in the second, they are working to improve knowledge, skills and abilities on the subject, with which students study and comprehend techniques and methods of mastering them. Students' activities related to mastering and learning English, on the other hand, represent a close connection of structural, communicative, functional and practical skills and components.

Knowledge, skills and abilities are the main components and principles of the process of learning English and are also associated with solving practical problems. At the same time, knowledge also determines the content side of learning, and skills – operational. They are mutually dependent and interrelated with each other and complement each other in the process of learning and learning English.

Of course, an English lesson is not just a game. The confidence and ease of communication between the teacher and the students, which arose due to the general game atmosphere and the actual games, have the children to have serious conversations, discuss any real situations.

In conclusion, performing various roles, children show imagination, creative abilities, develop as individuals. Playing, they empathize with their heroes, begin to navigate the relationships between people in various communication situations.

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