



**THE IMPORTANCE OF USING GAME TECHNOLOGIES IN A FOREIGN LANGUAGE  
CLASS**

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**Abstract**

The article discusses the importance of learning a foreign language for every professional today and the effective play technologies that can be applied to increase the effectiveness of the learning process recommended to teachers in language teaching.

**Keywords:** game component, motivation, digital games, word games, association and introductory games, discussion and decision making games, role and simulation games, interaction and collaboration games, cognitive games,

**INTRODUCTION**

The rapid development of our country requires the deepening and strengthening of the level of knowledge of our future youth. Resolution of December 10, 2012 "On measures to further improve the system of learning foreign languages" [1] and Decree of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan" to improve the quality of education, as well as the training of qualified personnel for the comprehensive formation of a harmoniously developed generation is a key issue of our time [2]. It is clear from these decisions and decrees that foreign language teachers have a responsibility to ensure the education of young people and their professional development. Because the younger generation must master foreign languages in order to become a skilled professional in the future. By mastering a foreign language, every professional can test their knowledge and skills in other developed countries.

Since teaching a foreign language is one of the main problems of our society, organizing practical lessons without the use of interactive games leads to a boring lesson. With the help of didactic games used during the lesson, the student not only learns a foreign language, but also automatically develops social skills (communication, teamwork and decision-making skills) or personal skills (perseverance). With the help of games used during the lesson, the acquired knowledge is not only repeated, but also organized, branched and internalized.



The main goal of foreign language teachers is to provide students with the knowledge they need to learn a foreign language using a variety of methods. In addition to playing games, instructional games also play an important role in the acquisition of certain mental knowledge and skills.

Through the play component, the learning material is presented interactively. Thus, language learners themselves can be active in groups and in the classroom, encouraging students to apply and deepen knowledge with pleasure. In addition, as a result of the use of didactic games, the student demonstrates a sense of confidence in their ability to intervene in new situations and problems.

## MAIN PART

Educational games have various didactic features, the elements of which are active actions, established rules and motivation. The game can be developed as an analog board or card game, digitally as a computer or online game. There are different types of didactic games in the process of teaching a foreign language, and their learning effects include the followings:

**1) Number games** - application of the game of the world of numbers; knowledge of numbers; learning effect: learns mental arithmetic processes, concentration.

**2) Word games** - support in language and reading process; pictorial games of letters and words; Learning result: Vocabulary increases, pronunciation improves.

**3) Association and introductory games** - analysis of the main meaning of the text and the concepts related to it; the result of the study is an attempt to learn the language independently.

**4) Discussion and decision-making games** - knowledge exchange; express and argue their opinions. As a result of learning, it is possible to acquire the skills of arguing, rhetorical thinking.

**5) Role-playing and simulation games** - perform the roles and behaviors of others in a fantastic environment. As a learning effect, personal competence, social authority will be assumed.

**6) Interaction and cooperation games** - learn to work together in a group on the basis of certain rules, and as a result develop social skills, methodological skills.

**7) Knowledge games** - a question or guess game is organized to learn and has the competence to teach.

**8) Forms of presentation and production** - the student creatively prepares educational material, and as a result of the game the student develops didactic competence.

In fact, U. Hoshimov highlights the main purpose of teaching a foreign language as follows (3, p. 12):

**1) Creating a broad theoretical basis from foreign language teaching methods for future professionals;**

**2) Effective creative application of the principles, methods and tools of education in students, the formation of skills;**

Obviously, the teacher chooses the method of teaching a foreign language. With the use of didactic games in the classroom, the content of teaching almost does not change, but the way of conveying it to students changes. In organizing the lesson process, the teacher uses a number of teaching methods such as "Brainstorming", "Networks" (Cluster), "Boomerang", "Scarab", "Wheel", "Resume" and others.



In order for a teacher to choose an appropriate and effective method of teaching, several factors need to be taken into account, such as the number of students in the group, the level of knowledge of a foreign language, the appropriateness of the didactic game method to the given aim, etc.

The game provides educational opportunities as well as personal development opportunities. Therefore, U. Hoshimov divides the game into social and spiritual ties, if the result of the game is successful and each participant can show himself in the game, they will be closer to each other.

Beme, a Methodist who has been involved in games that teach speech for the first time, argues that practical exercise is indistinguishable from play, which focuses on expressing one's opinion through play in the classroom (4). Because games teach concentration of the imagination in listening and speaking, free thinking, submission to the discipline of the game, planning of thoughts, feeling of responsibility.

Didactic games used in language learning can also be used to develop student behavior. Through play, language learners learn to collaborate, learn to understand each other, and when competing with each other in small groups, learn to work together, helping each other, comparing himself to others, - states Kleppin (5).

The importance of the game is that the teacher will have the opportunity to observe while the students are working freely. As a result of observation, it is possible to learn more about students' activity, fantasies, creative abilities, hard work, team behavior.

It should be noted that the teacher should be able to properly allocate time during the lesson, reinforce the topics covered at the beginning of the lesson, apply new methods in each lesson, use appropriate handouts for each lesson.

## CONCLUSION

From observations in the process of education, we can once again be convinced that the ancient Romans did not evaluate in vain that the root of education is bitter. But the skill of an experienced teacher in teaching the bitter roots lies in the advantage of using ways of learning with pleasure and a smile. If we plan the lesson in a purposeful way, we can change the taste of education, which is rated as "bitter-rooted," and even train healthy-thinking personnel.

In short, the use of pedagogical technologies in the process of teaching a foreign language provides practical assistance to students in developing oral, listening comprehension, writing, reading skills and free communication.

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