



THE ROLE OF INTELLECTUAL GAMES IN ACTIVATING AND ACCELERATING THE PROCESS OF TEACHING ENGLISH

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Annotation

This article provides the importance of innovative methods and games that develop thinking in English classes.

Key words: "Mixed sentence" method, positive aspects, grammatically, interrogative form

Introduction

Learning a foreign language is an interesting process, but at the same time it is a difficult process. The main reason for this is that students do not have a sufficient language environment, lack of vocabulary and do not fully know the grammatical rules of the Uzbek language. In such cases, students make grammatical mistakes in the process of composing sentences.

Main Part

What should be done for the teacher and student to reduce and prevent grammatical errors in language learning?

Many foreign experts have worked to overcome this problem, for example, American scientist Jenny Dooley wrote the following "Fix it b yourself!" recommended using the method:

I. "Fix it by yourself!" method

Step 1: The teacher writes two sentences on the board: one is grammatically correct and the other is grammatically incorrect.

For example: I football play every day.

I play football every day.

Students are instructed to find the correct sentence from these sentences. The student writes down the sentences in his notebook, and marks " " for correctly formed sentences and "x" for incorrect sentences.

For example: I football play every day "X"

I play football every day

Correct answer: the second sentence is a correctly constructed sentence.

Stage 2: At this stage, the teacher explains what rules make a grammatically correct sentence correct.

Stage 3: The teacher instructs the students to make additional sentences based on the knowledge they have acquired so far and practice more.

Step 4: Students are given homework to memorize these repeated grammar rules and correct sentences. In this way, grammatical errors in language learning can be reduced and avoided. The advantages of this method are as follows:



- The student can develop accuracy and concentration in language learning;
- Can see and correct each other's mistakes and shortcomings;
- Students participate in this process themselves and develop the skills of activity, the ability to think independently and freely grows;
- The student's confidence in his knowledge increases.

In addition, according to the linguist Virginia Evans, he showed how to work on students' grammatical errors through the "Mixed sentence" method.

II. The "Mixed sentence" method

According to this method, the words in one sentence are divided and written on handouts:

For example: have,I,mother,a.

The teacher divides the students into groups and the students type the words in grammatically correct order. After that, group participants check their corrected sentences based on their abilities and knowledge.

In the presence of the teacher, students take turns presenting their corrected sentences based on correct grammatical rules. Pupils acting as speakers take part in it and make oral presentations. After the presentation, the teacher evaluates the pupils and encourages them for correct answers, incorrectly formed sentences will be fined. In this process, the teacher identifies and encourages the winning group.

The positive aspects of this method are as follows:

- Students will have the opportunity to develop logical thinking when correcting sentences;
- Students can work freely and friendly in a group;
- Can check each other during work and fill in the answers;
- In this type, the students are at the center of the lesson, which creates an opportunity for students to participate more and exchange ideas.

III. "Grammar Corner" method

The teacher creates a "Grammar Corner" next to the blackboard according to the age of the students. Every day, the teacher writes down and explains grammatical rules and sentences based on the subject of the lesson during the lesson. Of course, in this corner, students will explain the grammatical rules with examples, and thus they will be able to improve their oral speech.

The advantage is that this grammar corner is engaged in at the end of the textbook section, at the end of the quarters and at the end of the academic year, making it easier for students to improve their knowledge of a foreign language and increase their knowledge of this subject.

IV) "Verb is king" method

Without verbs and actions, we cannot make any sentences or stories. It is known from linguistics that the main meaning in the sentence is given by the verb.

The teacher distributes the same text to the students. Students get to know the text and underline the verb group.

For example: This is my family. I have a father, a mother and two sisters. My father is a doctor and my mother is a teacher. My sisters are pupils. I like my family. After that, the students read this text and they list the verbs.



For example: is, have, is, are, like

In addition, students make their own sentences for these verbs as reinforcement.

For example: My family is small. I have an apple. My books are interesting.

Through this, students repeat verbs such as "to be", "to have", "to do". The teacher asks the students to repeat these verbs and make sentences, "Chain exercise" is conducted and they strengthen their knowledge. At the next stage, the teacher asks the students to create a story based on the given text using such verbs, and in this way, the students will increase their knowledge of grammar. At the last stage, the teacher him/herself first teaches how to turn the sentences composed by the students into a question form.

Teacher: I live in Uzbekistan. I live in Uzbekistan.

Do you live in Uzbekistan? (interrogative sentence)

The auxiliary verb "do" is at the beginning of the sentence to form the interrogative form of the sentence come and say "is that so?" It is explained by emphasizing that it means.

When expressing the 3rd person, he mentions that it is grammatically appropriate to use the "does" form, and the teacher says:

Does your friend live in Tashkent?

Yes, she does.

No, she doesn't.

Students make sentences based on the example and turn them into questions, the teacher checks their answers, and at the end of the process, the teacher distributes a list of different verbs as homework, and the students memorize the verbs. based on the rules

they practice at home.

In the next session, the students will be determined to what extent they have mastered the task given by the completed exercise in the notebook and by asking quick questions.

CONCLUSION

These exercises are appropriate if they are used as repetitive exercises during the academic year.

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