

GAME FORM IN TEACHING A FOREIGN LANGUAGE

Annotation: There is a wide range of ways to develop communicative and linguistic-cultural competence in foreign language teaching methods. The purpose of teaching a foreign language is not its language system, but communication in the language being studied.

Key words: game, education, innovation, foreign language.

Gaming technologies help solve these problems. The definition of "game pedagogical technologies" includes a set of techniques and methods for organizing the educational process in the form of games. Scientists have long emphasized the importance of the game for the development of intelligence. Thus, Plato claimed that play is one of the most useful activities, and Aristotle considered it a source of mental balance, harmony of soul and body.

Game technologies are considered to be one of the most innovative educational technologies today. The question of using game technologies in the pedagogical process in the teaching method is not new. The role of games in a foreign language lesson is huge, as the game allows you to make the educational process more interesting and attractive for each pupil. Using game technologies in foreign language classes, you should observe a number of conditions:

- the game must meet the educational, educational and developmental goals of the lesson;
 - the form of the game must be chosen in accordance with the age of the audience;
 - when using games in the classroom, you must observe moderation.
- Coordination of learning goals and communication needs of pupils is of particular importance for the formation of speech competence. In the methodology of

teaching a foreign language, game methods are considered as a special learning system that differs from traditional ones in the following parameters:

- maximum activation of pupils in the lesson;
- mobilization of hidden internal reserves of the pupil's personality.

"Activation of training, which contributes to its intensification, is provided by a special organization of educational material." The game as a form of organizing a foreign language lesson not only stimulates the communication process, but also brings it closer to natural communication. Games must meet the level of training of pupils and are indispensable for the introduction and consolidation of a particular lexical and grammatical material. With the help of the game, it is advisable to work out phonetic skills, activate grammatical and lexical material, develop listening and speaking skills.

Game technologies develop organizational skills, self-discipline skills, and create a positive environment in the classroom. The goals of game training of schoolchildren are:

- development of thinking by language means of the language being studied;
- increasing motivation to learn a foreign language;
- ensuring personal growth of each participant in the game;

- formation and improvement of skills to enter into interpersonal communication. Game technologies give pupils the opportunity to act in simulated educational and professional situations. The formation of communication skills occurs through the use of games that promote psychological readiness for speech communication in a foreign language, as well as satisfy the natural need for repeated repetition of language and speech material. Using game situations at the initial stage of learning a foreign language provides an opportunity to form pupils' interest in a foreign language, as well as to purposefully implement a personal-oriented approach to learning, in addition, they create a positive attitude to language learning, and stimulate independent speech activity of pupils.

However, the game as a form of foreign language teaching is appropriate not only at the initial stage, but also at the subsequent stages of learning. Game

technologies provide an opportunity to introduce new lexical material in a communication situation, thereby increasing motivation to learn a foreign language. The game activates thought processes, and increases motivation to learn a foreign language. The motivation of pupils and their interest are the main factor in learning a foreign language. The game method has a huge educational and psychotherapeutic potential, as the game creates mental stress, without which it is impossible to activate the learning process in high school.

Typologies of games are based on their goals and objectives, forms of their conduct, degree of complexity, methods of organization, and the number of participants. According to the goals and objectives of training, educational games that are most often used in foreign language lessons are usually divided into aspect and communicative. Aspect games, in turn, are divided into phonetic, lexical, grammatical, syntactic, and stylistic games. Language games help to activate the activity of pupils in the classroom, as well as develop speech initiative. Communication games are aimed at developing competencies in all types of speech activity.

According to the form of conducting, it is customary to distinguish subject games, mobile games with a verbal component, plot or situational games, role-playing games, competition games, intellectual games, etc. By way of organizing games are computer and non-computer, written and oral, with supports and without supports, modelling, creative, etc.

Educational games perform a number of functions:

- educational, as they contribute to the acquisition and formation of competencies within one or more educational topics;
- motivational: stimulate educational activities through a positive impact on the pupil's personality-expanding horizons, developing thinking, etc.;
- orienting, since games teach to find solutions in a specific situation and independently select adequate verbal and non-verbal means of communication;
- compensatory, because games bring educational activities closer to the conditions of using language in real life, thereby compensating for the lack or lack

of speech practice. Play activity has a constant technological scheme: preparation Phase, which includes script development, scheduling of games and feature roles; the Stage of explaining the game - its the game mode, problem, as well as familiarity with handouts; the stage of game; a stage of reflection: evaluation and self-analysis, conclusions and recommendations.

Educational games undoubtedly help to overcome the language and psychological barrier. Their use allows you to focus on mastering speech skills in the process of natural communication situations. The role of the game during the lesson and its duration depends on several factors that must be taken into account when planning the lesson. These factors include the level of training of pupils, the level of their active work, the degree of complexity of the studied or controlled material, as well as the goals and objectives of a particular lesson.

The experience of using educational games demonstrates their positive impact on the educational process. Each type of game performs a specific function and contributes to the accumulation of language experience in the child, the consolidation of previously acquired skills, the formation of speech skills. In our opinion, games activate the need for communication, form conditions for equal speech partnership, and eliminate the psychological barrier between the teacher and the pupil. The game as a pedagogical technology contributes to the development of pupils' intellectual abilities, fixing language images in memory, and provides an opportunity to use previously acquired communication skills in different speech situations. The use of games in teaching a foreign language greatly facilitates the educational process, making it easier to understand. The game makes the activity more diverse and exciting. In addition, game technologies significantly increase the effectiveness of the lesson, attracting pupils to active communication activities. Game forms of teaching a foreign language ensure the achievement of the most important educational goals:

- increase motivation;
- activation of previously acquired knowledge in another form;
- development of analysis, critical thinking, decision-making, communication;

- self-development or development through other participants.

As practice shows, games help not only to improve the quality of academic performance and expand the vocabulary of pupils, but also contribute to the development of personal and creative potential, develop independence. Educational games develop thinking, memory, imagination, and stimulate creativity. The use of games in lessons and extracurricular activities undoubtedly has a positive impact on the quality of learning, increasing its effectiveness.

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