

## USE OF PREPARATORY GAMES IN A FOREIGN LANGUAGE LESSON

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### ANNOTATION

The article analyzes the use of preparatory games in a foreign language lesson. Preparatory games are games aimed at developing language skills and abilities. They are grammatical, lexical, phonetic, spelling. Each group of games is considered in detail.

**Keywords:** grammatical games, materials, active speech, structure, uniformity, results, communication, approach.

### INTRODUCTION

Grammar games. Grammar games play an important role in teaching students, since mastering grammatical material creates an opportunity for the transition to active speech of students. It is known that training students in the use of grammatical structures, which requires repeated repetition, tires children with its monotony, and the effort expended does not bring quick results. Games will help make boring work more interesting and fun.

Grammar skills are the foundation without which the entire fragile building of communication can easily collapse. The mechanical approach to the assimilation of grammatical constructions (in other words, simple memorization of the paradigm of conjugation of a particular verb, isolated from the context or speech situation) has a number of disadvantages [6, p. 67].

We are talking about the lack of the skill to construct sentences on their own, grammatically correct. Reasonable use of grammar games as a reliable means of developing grammatical skills is implemented by English teachers in practice.

Objectives of the grammatical game:

- Teach students to use speech patterns containing
- Certain grammatical difficulties.
- Create a natural situation for the use of this speech pattern.
- To develop the speech creative activity of students.

Basically, learning games are not purely lexical or purely grammatical. Vocabulary games can become grammatical, spelling, etc. whatever direction the games have, they reflect the perception of the world by children: curiosity, love for animals, fairy tales and characters, competitions, riddles [2, p. 91].

Lexical games. These games, following the grammar games, continue to build the foundation of speech, because mastering lexical and grammatical material creates an opportunity for the transition to active speech of students.

They pursue the following goals:

- Train students in the use of vocabulary in situations close to the natural setting;
- To intensify students' speech-thinking activity;
- Develop the speech reaction of students;

- To acquaint students with word collocation.

Words are stored in our memory by associative-thematic groups. Therefore, forming a basic vocabulary for students, that is, a stock of "bricks" from which they will build phrases, we need to introduce new lexical units by thematic groups. In this regard, the educational material is united around the main lexical topics: family, appearance, clothing, home, school, food, pets, animals, color and others. In order for words and expressions to be remembered firmly, they must be repeated many times. And so that the repetition does not bore students, when teaching vocabulary, it is advisable to use games on cards, pictures or cubes [4, p. 91] ..

Phonetic games. These games are designed to correct pronunciation at the stage of developing speech skills and abilities. The phonetic side of students' speaking and reading, as a rule, lags significantly behind the norm. Perhaps because not enough time is allocated for teaching phonetics in the course of classes.

With all the tension, versatility and multi-object nature of the process of teaching English, the role and importance of phonetic skills should not be underestimated. From the correct pronunciation of just one sound in a word, it loses or completely changes its meaning [3, p. 19]. Phonetic skills are among the most "fragile", they are more susceptible to de-automation than others, ie. destruction due to insufficient or unsystematic reinforcement (training). The systematic use of special phonetic imitation exercises, phonetically directed game tasks contributes to the formation of the foundations of phonetic skills.

Among the phonetic games used at the initial stage of training, one can distinguish games-riddles, games-imitations, games-competitions, games with objects, games for attention, games-lotto with sounds.

In the process of phonetic development of new lexical units and model phrases, English teachers use game exercises, the tasks of which are:

- Train students in the pronunciation of English sounds;
- Teach students to read poems loudly and clearly;
- Formation of phonetic hearing skills.

Spelling games. To some extent, these games contribute to the formation and development of lexical and pronunciation skills. Their goal is exercises in writing English words [1, p. 45].

Play, along with work and learning, is one of the activities not only of a child, but also of an adult. The game recreates the conditions of situations, some kind of activity, social experience, and as a result, self-management of one's behavior is formed and improved. In a modern university, which relies on the activation and intensification of the educational process, play activity is used in the following cases:

- As an independent technology;
- As an element of pedagogical technology;
- As a form of a lesson or part of it;
- His extracurricular activities.

The place and role of game technology, its elements in the educational process largely depend on the teacher's understanding of the function of the game. The effectiveness of didactic games depends, firstly, on their systematic use, and secondly, on the purposeful construction of their programs, their combination with ordinary didactic exercises. Play activities include games and

exercises that form the ability to highlight the main characteristic features of objects, compare, contrast them; games that develop the ability to distinguish real from unreal phenomena, educate the ability to own a special, quick reaction, ear for music, ingenuity, etc. [5, p. 169].

Business games came to the university from the life of adults. They are used to solve complex problems of mastering new material, developing creative abilities, and forming general educational skills. The game allows students to understand and study the teaching material from different perspectives. Such games are subdivided into simulation, operational, role-playing, etc.

In imitations, the activities of any organization, enterprise or its subdivision are imitated. Events, specific activities of people (business meeting, discussion of a plan, conducting a conversation, etc.) can be imitated [7, p. 31].

The game is useful if it is as close as possible to real life situations. Therefore, it needs to be integrated into the educational process. Game technologies are used independently and as an element of a more general, traditional teaching methodology. They help children to more easily master the topics of academic disciplines, and it is easier for a teacher or teacher in extracurricular work to control the process and guide it.

However, you need to be able to use the method of play in order for it to have an effect. Applying such technologies in action, it is necessary:

- Draw up plans, goals in advance and carefully develop the components of the game - images, conditions, processes, plot, communication between the participants;
- Set a didactic goal for the participants, but reproduce the rules only in a playful way;
- Use educational material as a means of play;
- Associate the result of the game with the completion of the educational task - for example, you can win by solving the exercise qualitatively or memorizing a poem;
- Build a lesson according to the rules of the game - the work and behavior of students should depend on them;
- To introduce a competitive element into the educational process - it helps to translate a didactic task into a game one.

When using gaming technologies, it is important to decide whether they are relevant to a specific topic, subject of study and to keep an eye on the balance between the entertainment component and the actual study.

Each gaming technology consists of separate techniques - that is, games. There are a lot of them, which allows you to flexibly choose teaching tools, combine them with didactic methods for a deeper immersion in the topic. Games are classified according to several criteria:

- According to the students' "resources" involved in it - games can be physical, mental, emotional-psychological, or combined;
- By the type of pedagogical process - educational, communicative, cognitive, reproductive;
- By type and method of organizing the process - questioning and testing, competition and competition, theatrical performance and dramatization game, holiday, training;
- According to the level of severity of the rules - with a predetermined framework, with conditions determined in the course of the game and improvisational;
- On the construction of the process - plot, role, subject, imitation, business.

Games can use sports equipment, objects, computer equipment or virtual space. Most often, strict rules are set for physical and intellectual forms. The free course of the process is inherent in creative types - musical, theatrical, festive. The teacher determines the specifics and additional conditions of the game, focusing on the characteristics of the students (pupils) and the material being studied.

Operating rooms help to practice the implementation of specific specific operations, for example, the skill of public speaking, writing an essay, solving problems, conducting propaganda and agitation. These games simulate the corresponding workflow. They are carried out in conditions that mimic real ones.

In role-playing, tactics of behavior, actions, performance of functions and duties of a particular person are worked out. For such games, a scenario of the situation is developed, the roles of the characters are distributed among the students.

Game technologies. Unlike games in general, pedagogical play has an essential feature - a clearly defined goal of teaching and a corresponding pedagogical result. The functions of the game in the educational process are to provide an emotionally uplifted environment for the reproduction of knowledge, which facilitates the assimilation of the material. In the learning process, the game simulates life situations or conditional interactions of people, things, phenomena - in mathematics lessons, dramatized relationships of the characters - in reading and history lessons. For example, when studying the topic "Clothes at different times", children receive homework on history: dress paper dolls in clothes of different eras, cut out of paper, paint, come up with dialogues for conversation [8, p. 54].

The technology of all business games consists of several stages.

1. Preparatory. Includes scenario development - conditional display of a situation and an object. The scenario includes: the educational goal of the lesson, the description of the problem, the rationale for the task, the plan of the business game, a description of the procedure, situations, characteristics of the characters.

2. Putting into the game. The participants, the conditions of the game, experts, the main goal are announced, the statement of the problem and the choice of the situation are justified. Packages of materials, instructions, rules, installations are issued.

3. The process of the game. With its beginning, no one has the right to interfere and change the course. Only the leader can correct the actions of the participants if they move away from the main goal of the game.

4. Analysis and evaluation of the results of the game. Speeches by experts, exchange of views, students' defense of their decisions and conclusions. In conclusion, the teacher states the results achieved, notes the mistakes made, formulates the final result of the lesson.

Problem-based learning technologies. Such training is based on students gaining new knowledge when solving theoretical and practical problems in the problem situations that arise for this. In each of them, students are forced to look for a solution on their own, and the teacher only helps the student, explains the problem, formulates it and solves it. Such problems include, for example, the independent derivation of the law of physics, spelling rules, mathematical formula, method of proving a geometric theorem, etc. Problem-based learning includes the following stages: awareness of the general problem situation; its analysis, the formulation of a

specific problem; decision (putting forward, justifying hypotheses, consistently testing them); checking the correctness of the solution.

The "unit" of the educational process is a problem - a latent or explicit contradiction inherent in things, phenomena of the material and ideal world. Of course, not every question to which the student does not know the answer creates a genuine problem situation. Questions like: "What is the number of residents in Moscow?" or "When was the Battle of Poltava?" are not considered problems from a psychological and didactic point of view, since the answer can be obtained from a reference book, an encyclopedia without any thought process. It is not a problem, an easy task for the student (for example, to calculate the area of a triangle, if he knows how to do it).

There are such rules for creating problem situations.

1. Students are given a practical or theoretical task, the implementation of which will require the discovery of knowledge and mastering new skills.
2. The task must correspond to the intellectual abilities of the student.
3. The problematic task is given before the explanation of the new material.
4. Such tasks can be: assimilation, question formulation, practical actions.

The same problematic situation can be caused by different types of jobs.

There are four levels of problematic learning.

1. The teacher himself poses a problem (task) and solves it himself with active attention and discussion by students (traditional system).
2. The teacher poses a problem, students independently or under his guidance find a solution; he also directs independent searches for solutions (partial search method).
3. The student poses a problem, the teacher helps to solve it. The student develops the ability to independently formulate a problem (research method).
4. The student himself poses the problem and solves it himself (research method).

In problem learning, the main thing is the research method - such an organization of educational work, in which students get acquainted with scientific methods of obtaining knowledge, master the elements of scientific methods, master the ability to independently obtain new knowledge, plan a search and discover a new dependence or pattern for themselves. In the process of such training, students learn to think logically, scientifically, dialectically, creatively; the knowledge they have acquired turns into beliefs; they feel a sense of deep satisfaction, confidence in their capabilities and strengths; self-acquired knowledge is more solid.

However, problem learning is always associated with difficulties for the student; it takes much more time to comprehend and search for solutions than in traditional teaching. High pedagogical skills are required from the teacher. Apparently, it is precisely these circumstances that do not allow the widespread use of such training [9, p. 61].

## CONCLUSION

we can say that preparatory games are games aimed at developing language skills and abilities. The purpose of the preparatory games is to prepare students to accept the learning material. Preparatory games include grammar, vocabulary, and spelling games. Each block of games is

characterized by its own characteristics, has its own goals and implements its tasks. As a result of achieving our goals, we can count on one or another positive result.

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