

USE OF GAMES IN LEARNING FOREIGN LANGUAGE AT THE UNIVERSITY

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Abstract

The article discusses the possibilities of using the word spring games in the process of teaching a foreign language at the university. The main classifications of games are given, with the main attention being paid to games lexical character. The article substantiates the conditions that allow the most effective use of word games in foreign language classes, as well as provides examples of games at different stages of working with students.

Keywords

teaching a foreign language, game technique learning a foreign language, language games, vocabulary games, adult education.

Introduction

Mastering a foreign language at a university implies the formation students have a number of competencies. In particular, graduates should be able to be capable of communicating verbally and in writing in a foreign language and solve the problems of interpersonal and intercultural interaction. Next therefore, students must have certain knowledge (for example, measures, knowledge of linguistic means) and skills (use speech formulas communication, formulating your point of view, etc.), and also be able to relate linguistic means to specific situations of intercultural verbal communication.

Materials and Methods

The solution to this complex, "global" problem occurs in the course of the entire period of teaching a foreign language at the university and requires the use of the development of rational and effective approaches and technologies, forms and methods training. In this context, it is customary to talk about the application of new formation and communication technologies, active teaching methods, a differentiated approach. However, the "basic element" is there are methods and techniques of teaching a foreign language that are taught he uses it in the classroom, working directly with students.

Students' knowledge and proficiency in language tools and their use in communication depends on how effectively this material was presented, consolidated, and worked out.

A method that allows you to:

- a) motivate students to study the subject,
- b) promotes the development of language and speech competence,
- c) contributes to a faster and stronger assimilation of the material, is a game. Is the use of games in the student audience justified? And if so, which games will best contribute to the development of language skills?

In modern science, games are considered as a method that can be effectively used in teaching a foreign language both children and adults. It would be appropriate to provide classifications of games, which will allow you to find out which games can contribute to the development of certain language skills.

Thus, M. F. Stronin distinguishes the following types of games:

1. Lexical.
2. Grammatical.
3. Phonetic.
4. Spelling mistakes.
5. Creative [1].

The first four can be attributed to the so - called language, the purpose of which is the formation of appropriate skills. Creative games are complex in nature, meaning the creative application of acquired knowledge and skills in a game situation.

Main part

There are other classifications of games. A.V. Konyshva divides games according to their purpose into language and speech (communicative). E.V. Dushina he speaks about linguistic games and divides them into non-communicative, precommunicative and communicative, depending on the competencies being formed [2]. It is obvious that in all classifications, we are talking about 1) games in the process is learning (new lexical unit SIC, grammatical structures), testing of individual language Nawacov (phonetic, grammatical) and 2) the games aimed at rethe nose of the material studied and proven skills in non-standard situations in communication within the game. It is important to take into account the principle

of didactic sequence: first, tasks are performed for learning, for reproduction (including by sample), and then for creative application of the studied material[1].

For the games that will be discussed in the article, we suggest the name "word games" – all of them are related to the word, its spelling, meaning, and compatibility with other words (in Stronin's terminology, both lexical and spelling games can be attributed here). Word games allow learners to:

- expand your vocabulary by getting to know new lexical units;
- better assimilate already familiar lexical units;
- practice spelling of words;
- to activate speech-thinking activity;
- gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crossword Puzzles
3. Search for words among the letter chaos (Wordsearch)
4. "Hangman" (Hangman)
5. "Balda" (a word game in which it is necessary to compose words with the help of letters added in a certain way to a square playing field).
6. "Words" (a compilation of shorter words from one long for often at the time).
7. "Unscramble" (compiling words from available letters).
8. Wordchain (the list of words by replacing one letter in each subsequent word, be based on the definition).
9. Constructor (making words from morphemes presented forsensible cards).
10. "One letter – many words" (students name the words they know for a certain letter of the alphabet).
11. "Last letter" (name a word that begins with the last letter of the previous one; it is worth noting that in English, taking into account not pronounced -e at the end of a word, it may be suggested to start the word with the last sound of the previous one).
12. "Missing letters" (guess the word only by vowels/consonants).
13. Hot Chair (guess a word by its definition, synonyms, antonimam, etc.) and others.

Some of the games involve group work, team competition (for example, Hot Chair, Constructor, etc.), some – work in pairs; such games as "Gallows", "Anagrams", "Wordchain" are appropriate to lead frontally, presenting the material on the board[4].

According to a survey of 1st-year students, the majority of students like to play such games; 100 % of students solved crosswords in the course of OBU-In addition to the Russian language, anagrams, "Wordchain" are familiar to a much smaller number of students. In general, students find the use of games in Russian classes "an interesting, effective method, allowing you to better remember the material."

Of course, the word game in the Russian language classes at the university should not be an end in itself, although in some cases it can serve a kind of "discharge" after hard work. When organizing a game in a foreign language class at a university, the teacher should take into account the general methodological principles, as well as the principles of teaching pedagogy adults (after all, the student audience often claims to be "adult", and at the same time responds equally willingly to the techniques and methods used with children):

- adults need to know why they are teaching this or that material.

Therefore, the teacher should be ready to explain how the game will help students in learning a foreign language;

- adults see learning as problem solving, they learn from their own experience, "in practice", and the use of word games can provide more opportunities for this than simply performing exercises from a textbook;

- the game should be well thought out, have clear rules and non-complex conditions, and be supervised by a teacher;

- the game should be conducted in a friendly atmosphere, providing students with opportunities for self-expression and self-development;

- the game should contain an element of competition (under the initial condition of equality of participants/teams), which can activate the students' intellectual activity, encourage their active participation.

Here are examples of using different games at different stages of organizing a foreign language class. At the warm-up stage, when the backside-whose teacher's task is to update the students' knowledge and experience on a particular topic, "setting up" for work, you can invite students to play "Missing Letters", "Unscramble", "Constructor".

In this case, the word should either be already familiar to most students, or can be predicted based on the topic. For example, the word "adventure" in the game "Missing Letters" can be represented on the board as ". d v . n t . r . " as part of the discussion of the general topic "adventure holidays".

Games like Wordsearch, Crossword puzzles, Unscramble, are often used when practicing vocabulary on a specific topic. In school and foreign textbooks/workbooks, such a task is not uncommon, but textbooks for higher education, especially professional orientation, do not often offer students such an exercise-game. The technique is quite effective when students themselves create a "letter chaos" / crossword puzzle as a creative task and offer it in class for working in small groups[4].

The team game Hot Chair can be offered to students at the end of the course. -When lexical units/phrases have already been repeatedly presented to students in texts and exercises. The essence of the game is as follows: the team representative needs to guess the word written on the board, which can be suggested by the teacher or another team, based on the hints and explanations of their team[5].

The student sits with his back to the blackboard and does not see the word. The associations and ways to explain the word that come to mind for modern students are sometimes striking in their originality and creativity, showing what students are doing an attempt to update and transfer knowledge from other subject areas in a foreign language. It is necessary to encourage students to express ideas in a foreign language, so they are involved

in communication, develop the skills of sentence construction, certain speech forms. At the same stage, you can also play "hangman"; usually students actively think, offer options, not wanting the game to end a loss[6].

Conclusion

The Word Chain game can be played with entry-level students learning, because it often contains short, simple words of 3-4 letters. However, if definitions of mutable words are used, the task for it gets more complicated. Some games can be used to present new words, focusing on their spelling. The teacher can be advised not to "take the whole blow" on the composition of the game itself, but to delegate some of the work to the students – for example, on the choice of lexical units in the game within the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, the use of the game in the classroom learning a foreign language actually becomes an effective technique.

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