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METHODS OF USING GAME ACTIVITY IN TEACHING A FOREIGN LANGUAGE IN UZBEK PRIMARY CLASSES

Abstract: This article introduces the study of gaming technology in lessons in Uzbek junior classes. Because one of the main tasks of a teacher at an early stage of teaching children a foreign language is to make this subject more interesting and beloved. Particular attention is paid to the use of game technologies in foreign language lessons, in particular role-playing games, which is an important method for stimulating the motivation of educational and cognitive activity of schoolchildren. The characteristic features of the methodological structure of the role-playing game are highlighted and described.

Key words: role-playing game, game, game as a means of teaching a foreign language, the structure of the role-playing game, the methodology of practical use of the role-playing game.

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Introduction

At an early stage of teaching children, a foreign language, one of the main tasks of a teacher is to make this subject interesting and beloved. At primary school age, children are very emotional and mobile, their attention is characterized by involuntariness and instability. It is important to consider the psychological characteristics of children of this age in the learning process. As a rule, younger students pay attention to what causes their immediate interest. And the game, as you know, is the main activity of a child of preschool and primary school age. It serves as a kind of "common language" for all the guys. Using the game as one of the means of teaching a foreign language greatly facilitates the learning process, makes it closer and more accessible to children.

Gaming technologies are one of the unique forms of learning that allows you to make interesting and exciting not only the work of students at the

creative and search level, but also everyday steps to learn English. The entertainment of the conditional world of the game makes the monotonous activity of memorizing, repeating, consolidating or assimilating information positively emotionally colored, and the emotionality of the game action activates all mental processes and functions of the child. Another positive side of the game is that it promotes the use of knowledge in a new situation, that is, the material assimilated by students goes through a kind of practice, brings variety and interest to the learning process.

For a child, the game provides an opportunity to imagine himself as an adult, copy the actions he has ever seen and thereby acquire certain skills that may be useful to him in the future. Children analyze certain situations in games, draw conclusions, predetermining their actions in similar situations in the future.

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The entire organization of the pedagogical process should fully contribute to improving the effectiveness of learning, the formation and development of the cognitive process (interest) in students, stimulating creative activity and activity in children. It is very important that the child develops both intellectually and emotionally, so that he creatively approaches the performance of a particular task or exercise. How to properly organize the pedagogical learning process in order to fulfill all the listed tasks? How to ensure that the children of junior and middle classes were interesting and exciting in the classroom, so that the program material was absorbed easily and naturally? How to make the lesson fly by unnoticed for both students and teachers? How to ensure that students do not just mechanically memorize words after the teacher, and then immediately forget at home, but consciously memorize words or those other phenomena and then be able to analyze them?

The role of game in foreign language lessons is very important. If children are interested, if they memorize this or that material while playing, if they are involved in gaming activities, and at the same time interest in a foreign language increases, then the teacher's goal can be considered achieved. Thanks to the games, the quality and effectiveness of training increases, the strength and ease of assimilation of educational material. Naturally, it is necessary to take into account the age capabilities of students, their skills and abilities, to approach each student in a differentiated way, to take into account his psychological abilities and characteristics.

The teacher should not only be a sensitive, knowledgeable teacher, endowed with artistic data. Children in the lower grades are very direct. Otherwise, you will be exposed, and you will never be able to become that friend-teacher who is so valued in our time. The creation of a positive, emotional, relaxed atmosphere in the classroom, mutual understanding between the teacher, the creation of an easy game creative mood in a foreign language lesson in junior and middle grades is a guarantee of successful language acquisition.

On the other hand, this does not mean that the whole lesson should obey the game. But game moments, game five minutes should always take place.

The game in the lesson must meet certain requirements:

1. Be sure to be combined with the program material;
2. Solve at least one of three tasks: educational, pedagogical, developmental;
3. Do not distract from the educational process as a whole;
4. Not to be long in time (otherwise the teacher ceases to own the learning process);

5. Be accessible to students (considering their psychological characteristics, age capabilities and their interests);

6. Not to be burdensome for the teacher, not to require special equipment;

7. Activate the learning process;

8. To please students and teachers.

The game, whether it is role-playing, plot-role-playing or some other, with proper and competent use, strengthens the motivation of learning a foreign language, arouses students' interest in the language and the country of the language being studied, improves the quality of language acquisition. It can be said that the game as a technique based on a combination of certain knowledge, skills, skills, types of various activities, is effective in teaching children.

The structure of the game as an individual activity includes the following stages:

- goal;
- planning;
- implementation of the goal;

analysis of the results in which a person fully realizes himself as a subject.

Motivation of gaming activity is provided by its voluntary nature, choice opportunities and elements of competition, satisfaction of needs, self-affirmation, self-realization.

The structure of the game as a process includes:

- the roles assumed by the players;
- game actions as a means of implementing these roles;
- the real relationship between the players;
- the plot (content) is an area of reality that is conditionally reproduced in the game.

A game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior develops and improves.

Most games are distinguished by the following features:

free developmental activity undertaken only at the request of the child, for the pleasure of the activity process itself, and not only from the result (procedural pleasure);

emotional elation of activity, rivalry, competitiveness, competition ("emotional tension");

the presence of direct or indirect rules reflecting the content of the game, the logical and temporal sequence of its development.

It is quite difficult to determine the main function of the game. According to most researchers, games perform a training function in ontogenesis (in the same way as a safe way to master an action through playing among animals).

Researchers of childhood – M. Mead, de Moz note that the games of children of primitive cultures, as a rule, are an imitation of professional actions of adults.

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A. N. Leontiev also adheres to this opinion. He notes that in the course of a child's activity there is a contradiction between the rapid development of his need to act with objects, on the one hand, and the development of operations that carry out this action, on the other. The child wants to drive a car himself, row a boat, but cannot carry out this action because he does not own and cannot master those operations that are required by the real subject conditions of this action, and this contradiction can be resolved in a child only in a single type of activity - in a game [13, 23].

L. S. Vygotsky in the twenties of the last century drew attention to the change in the content and dynamics of children's play. He stressed that the game is a reasonable and expedient, planned, socially coordinated, subordinated to known rules system of behavior or expenditure of energy. By this, she discovers her complete analogy with the labor expenditure of energy by an adult, the signs of which completely coincide with the signs of the game, with the exception of only the results. Thus, with all the objective difference that exists between game and work, which even allowed them to be considered polar opposites to each other, their psychological nature is completely the same. This indicates that game is a natural form of child labor, an inherent form of activity, preparation for a future life. The child is always playing, he is a creature playing, but his game makes a lot of sense. It exactly corresponds to his age and interests and includes such elements that lead to the development of the necessary skills and abilities [4, 38].

Polish researcher Stefan Schuman notes that game is a characteristic and peculiar form of activity of a child, thanks to which he learns and acquires experience. Schumann pointed to the fact that the game encourages the highest emotional experiences in the child and activates him in the deepest way. According to Schumann, the game can be perceived as a development process aimed in a peculiar way at the formation of observation, imagination, concepts and skills.

The game is so multifunctional, original, unique, its borders are so vast and transparent that it is probably simply impossible to give it any clear, concise definition. Many explanations of the game that science has at its disposal are inaccurate, incomplete, and sometimes simply incorrect.

Here are only some opinions of scientists on this problem. All points of view are diverse and contradictory. However, most researchers agree that in people's lives, the game performs the following important functions, the classification of which was given by A. S. Shmakov:

- the function of socialization;
- the function of interethnic communication;
- the function of the child's self-realization in the game as a "polygon of human practice";

the communicative function of the game vividly illustrates the fact that the game is a communicative activity that allows the child to enter into the real context of the most complex human communications; diagnostic; therapeutic; correction function; entertainment.

The game by its nature is very close to real life situations, and sometimes it is inseparable from them. Thanks to the dichotomy – a fictional problem and real efforts to solve it – the game allows you to model the socio-cultural context, play different behaviors, correct and then play again. What is difficult or absolutely impossible to fix in life (cross-cultural conflict or cross-cultural shock) can be lost again and again in the game, developing strategies necessary to avoid this conflict.

The game is focused on group activity, which fully meets the requirements of modern methodology. It is also easily transformed into various forms of individual activity, giving each student the opportunity to try himself in a particular role and show individual abilities.

Due to its iconic nature, the game provides an almost unlimited opportunity to create fictional situations, problems, incidents, conflicts - everything that requires verbal and nonverbal activity and that is absolutely necessary for the development of intercultural communication skills.

The communicative nature of the game also provides opportunities for the development of communication skills. The need to comment on one's own and others' actions, interact within the group, object, agree, express one's opinion serves as a basis for the development of speech skills and communication strategies, which is necessary for the initiation and maintenance of intercultural dialogue [13, 47].

The use of the game contributes to the communicative and active nature of learning, the psychological orientation of lessons on the development of students' speech-thinking activity by means of the studied language, the optimization of students' intellectual activity in the educational process, the complexity of learning, its intensification and the development of group forms of work. It is obvious that the formation of speech skills and abilities should take place in conditions as close as possible to those that can occur in natural communication, and the learning process itself should be based on solving a system of communicative tasks through language material. The means of pedagogical management of educational activities are communicative tasks, with the help of which the teacher invites and engages students in creative activity [11, 56].

The superiority of the game over other means of learning is revealed in the fact that it is able to provide

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not only individual, but also paired, group and collective forms of work in the classroom, which allows each student to make the most effective use of study time.

The game gives you the ability to navigate in real life situations, playing them repeatedly in your fictional world. Gives psychological stability. Relieves the level of anxiety. Develops an active attitude to life and purposefulness in fulfilling the set goal.

Based on this, we can say that the technology of game teaching methods is aimed at teaching students to be aware of the motives of their teaching, their behavior in the world and in life, that is, to form goals and programs of their own independent activity and to anticipate its immediate results.

The communicative approach to teaching foreign languages requires differentiation of knowledge of various language rules and the ability to effectively apply these rules in the communication process. The main concepts of this approach are represented by the following paradigm:

the main focus is on communicative competence;

the curriculum considers the interests of students;

responsibility for the learning process is assigned to both teachers and students;

authenticity of materials and solved problems of the real world;

eye contact during communication;

independence and cooperation in training;

setting for success.

As a result of the implementation of this approach, students' motivation and self-confidence are growing.

Activity tasks for communication-oriented teaching of foreign languages are based on game, imitation and free communication.

The following types of tasks are highlighted:

- communication games;
- communicative simulations in role-plays and problem-solving;

- free communication (socialisation).

The game is a communicative activity, although it is specific according to purely game rules. It introduces the child into the real context of the most complex human relationships. Children absolutely need a common dream, a common desire to be together, and the experience of collective experiences. Any gaming society is a collective that acts in relation to each player as an organizing and communicative principle, having a huge number of communicative connections. Children in the game converge quickly, and any participant integrates the experience gained from other players. By joining the team's game, the child assumes a number of moral obligations to partners. Communication should also be considered as the main energy source of the game. In joint

communicative games, there is an active increase in vital energy as a result of game interaction, empathy, competition. Many children's games are distinguished, first of all, by their collective nature; they carry a charge of communicative activity, communication that transmit collective social experience, traditions, values and ideals from generation to generation. In the game activity of children, there are absolutely real social relations that develop between players [9, 32].

There are 2 main types of games:

competitive – games in which players or teams compete, compete to be the first to reach the goal;

cooperative – games in which players and teams go together to a common goal.

The communicative game should be used on the language material that has been worked out in advance and brought to automatism. At an early stage of learning a foreign language, this condition is mandatory, otherwise the communicative game will be unbearable, and as a result, meaningless. Based on this, the three-part form of performing communicative-oriented tasks (three-phase framework) is now becoming increasingly widespread. Almost any task can be performed in three stages:

preparatory (pre-activity);

executive (while-activity);

final (post-activity) [11, 72].

The game is a diagnostic tool for the teacher, allowing him to determine the most difficult moments, the degree of assimilation of the material, and, therefore, take all measures to eliminate them.

At the initial stage of language learning, students work with great interest. This is due to the fact that when students start learning a language, they imagine that they will immediately speak it. But oral forms of work and a strenuous pace for 45 minutes tire students, their attention weakens, and by the end of the lesson (especially if this is the last lesson) they stop working, which leads to poor memorization of the language material studied in the lesson. In this case, games and various rhymes come to the rescue [2, 54].

The games have extensive learning capabilities. Many outstanding teachers rightly drew attention to the effectiveness of the use of games in the learning process, since the game manifests especially fully and sometimes unexpectedly the abilities of a person, and a child in particular.

Conclusion

As a result of the study, we come to the conclusion that:

- the use of game technologies in foreign language lessons, in particular role-playing games, is an important method for stimulating the motivation of educational and cognitive activity of schoolchildren;

- in this work, we have experimentally (based on the results of pedagogical practice) proved the methodological value of using role-playing games in

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foreign language lessons, which consists in the fact that participation in the game forms a number of mental neoplasms in a child.

This is imagination and consciousness, which allow him to transfer the properties of some things to others; the formation of the nature of human relations, which attach a certain importance to this or that action of an individual. It has a meaningful orientation in his own experiences, the child seeks to generalize them. On the basis of all this, he can develop skills of

cultural behavior, which allows him to be effectively involved in collective and individual activities.;

- methodological and methodological conclusions were confirmed in practical classes during the period of pedagogical practice. Thus, we have proved in practice the effectiveness of the use of gaming technologies in foreign language classes to stimulate the motivation of educational and cognitive activity of schoolchildren.

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