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MOTIVATION PROCESS OF LEARNING IN ENGLISH THROUGH THE GAMES

Abstract: The article is devoted to the study of the motivation features of students studying in institutions, universities, reviewing business and role-playing games to increase motivation and interest in learning the English language. Inspiration is the principle main impetus in human conduct and movement, in the very procedure of molding the future expert; intentions are a portable framework that can be affected.

Key words: motive, motivation, educational motivation, business games, role-playing games.

Language: English

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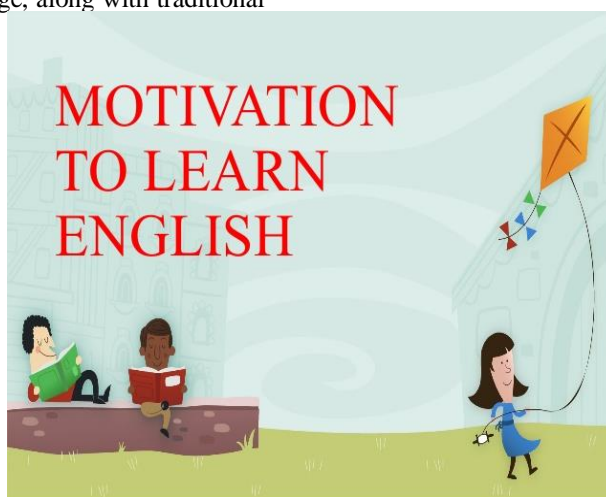
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Introduction

“Motivation is the main driving force in human behavior and activity, in the very process of shaping the future professional; motives are a mobile system that can be influenced” [1].

One of the most effective methods of increasing educational motivation is the introduction of non-traditional technologies in the learning process. Teachers of a foreign language, along with traditional

types of classes, apply gaming technologies everywhere. The use of game forms in foreign language lessons in high school is widely described in the scientific literature. In essence, the students of a secondary vocational educational institution (technical school or college) are the same schoolchildren, at the age of 15-17 they could sit at a school desk if they did not choose the path to obtaining a professional education.



Picture 1.

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At the same time, the ways of motivating school and university students with all their similarities have fundamental differences. At primary and secondary school age, children are easily motivated by a reward and evaluation system, since they are characterized by a desire to please parents, like teachers, and compete with classmates (to be the first). Finally, the upcoming final exams - the Unified State Examination and the Unified State Examination, on which a lot depends on the important role in motivation. Given these behavioral peculiarities of schoolchildren, teachers of a foreign language use game technologies to a greater extent for an unconventional form of presentation of grammatical material than to increase educational motivation. In the game, students learn language material more easily and decide to demonstrate their speech skills. For school children, the use of active outdoor games is offered in foreign language lessons.

I. RESEARCH METHODOLOGY

Students have a completely different picture: they no longer have a desire to please their parents, they are more indifferent to each other's academic successes, they also no longer have a fear of exams, since they have enough of a minimum mark in the Foreign Language discipline. At this age, teens have other interests that are supported in their "micro-society", in their environment. And in the absence of a ubiquitous fashion for learning foreign languages, especially in provincial areas, the most effective ways to increase motivation are interest and confidence that a foreign language will come in handy in the future, at least when traveling. These motivational components are easy to implement in the game. But only the nature of the games should correspond to the age characteristics of students of secondary educational

institutions. Games like "find an object" or "guess an animal" among students will no longer be successful: they are "children's" games, and they are aimed at studying the "boring", in their opinion, grammar. They are more interested in games as an element of entertainment and pleasure. And the task of the teacher is to offer them a game that will be both entertaining and cognitive. "Since the true source of a person's motivation is in himself, it is necessary that he himself wants to do something and do this is. Therefore, the main motive for teaching is the internal motive power. Eastern wisdom says: "And one person can lead a horse to a watering-place, but even a hundred will not be able to make her drink water" ... So the student can be forced to sit in the classroom, but it is impossible to forcibly teach something and develop his abilities. A horse drinks water when he wants to drink, and a student learns when he wants to learn. A student will want and will study himself only when this lesson will be interesting and attractive to him" [3].

Most teachers use games that are educational in nature, their goal is to submit or consolidate language material. Particularly noteworthy are the games used by teachers for current or intermediate control. In such games, there is no pronounced educational sense. The teacher can easily do without them and test the students' knowledge with the help of a test or control, saving his time and effort. But just such games are very attractive from the point of view of increasing educational motivation. After all, not only the level of preparation and knowledge of the language plays a role here, but also ingenuity, speed of thinking, ability to work in a team.

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Picture 2.

Here the spirit of useful rivalry and competition is successfully included, students forget that the teacher is testing their knowledge. And subconsciously, the whole period until the next game, they will be interested in foreign language lessons, of course, with the correct setting of goals and objectives by the teacher. To control the assimilation of language material, elements of business games are used to immerse students in a specially created situation and the need to implement language communication skills. For example, self-creation of dialogue between groups or teams of students on various topics: "In a restaurant", "On an airplane", "Acquaintance" etc. The conducted studies of ways and means of increasing educational motivation show that students encourage the holding of games in the classroom on the subject of "Foreign Language", are active and initiative. "Students see the most attractive side of the group form of training in the possibility of joint activities and communication in the classroom. This allows you to establish business and personal contacts, to ensure a certain group status. However, it is possible to become a desirable partner in joint activities only with a responsible attitude to learning. Thus, the desire to realize the motives of communication puts them before they need to engage in educational work. This, in turn, leads to the formation of educational motives, which in

the future can occupy a dominant position in the motivational sphere of the individual" [2]. Activities such as business games implement the concept of learning in collaboration and are based on "modeling social interaction in the study group during classes or outside school hours. Students distribute their responsibilities for the implementation of the project and, in the process of solving real problem tasks, form interaction skills, learn to work in a team" [4].

II. ANALYTICAL RESULTS & DISCUSSIONS

I wanted to draw attention to games not of educational or control nature, but to games aimed at bringing the teacher and students closer, to establish contact, so necessary for the successful process of learning a foreign language. The teacher must understand that his students no longer consider themselves children, they have entered adulthood, they are already acquiring a profession for this adult life. In addition, students at this age are very sensitive to manifestations of a personal attitude towards them on the part of adults, especially teachers. They consider themselves formed personalities (which they have every right to) and want to see respect for their personality. Therefore, the teacher's step towards students, made in order to find out the circle of their

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interests and preferences, will be a very important step in establishing contact between him and students and will guarantee the high efficiency of his work.

An example of such a game is the variation of one of the popular television programs among young people - the game "Where is the logic?" Several teams of students of 2-4 people take part in the game. The presenter calls on stage two teams that sit on the stage at a common table against each other. The facilitator sits at the same table in the middle (if possible, you can put separate tables for each team, and the facilitator is between the teams' tables, moving to each of the teams when announcing the question and listening to the answer). One team plays against another.

Throughout the game, teams perform various tasks and earn points. For each completed task, the team receives one point. The team that earns more

points wins. The first one to answer is the team whose player presses the button the fastest. If the teams get into difficulty, they will be able to use the help promptly by contacting the host. The role of the leader is played by the teacher, in order to always be able to control the course of the game and help students out of difficult situations. After the game is completed by all teams, the total number of points is calculated and the results of the competition are announced.

Examples of tours and tasks for the game:

Step 1 "Find the general." Students are shown several pictures and teams will need to understand what unites them.

Job Option:



Answer: *The USA*

Picture 3.

Step 2 "Formula of everything". Students see two pictures with a sign of addition between them. The team must understand ideas of two pictures and give

an associative result that it turns out as a result of their addition.

Job Option:



Answer: *London eye*

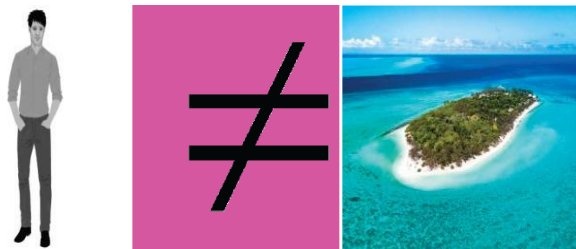
Picture 4.

Step 3 "Guess the proverb." Students are shown several pictures and the teams will need to understand what a famous British proverb is encrypted in them.

Job Option:

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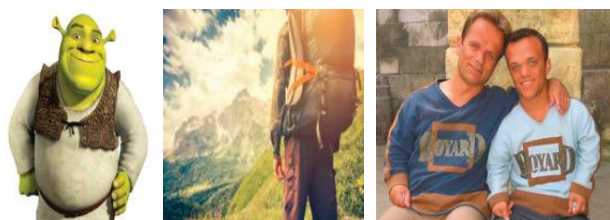


Answer: «No man is an island»

Picture 5.

Step 4 "Guess the name of a literary work." At this stage, team members see the names of literary books of famous English writers encrypted in pictures.

Job Option:



Answer: *Gulliver's Travels*

Picture 6.

The team that guessed the name gets 1 point. The team that names the author of the work receives an additional 1 point. In the process of such a game, the teacher will not only establish contact with students, but will also be able to find out the level of their activity, the circle of their interests, arouse interest in classes in them.

ACKNOWLEDGMENT

In my teaching practice, this game helped me figure out the following:

1) students are interested in the theme of travel: they enthusiastically guessed tasks in which geographical names or famous sights were encrypted, while sharing their impressions or funny situations associated with these places (fortunately, the format of the game allows this, I only welcomed it);

2) students know the literary works of famous British writers, but do not know who their author is;

3) students are unacceptably little familiar with the features of British culture.

As a result of the analysis of the course of the game were formulated following conclusions:

1) Students during the game showed a noticeable revival and showed interest in future events, which means that the main goal of this event (establishing contact and increasing interest in learning a foreign language) was achieved.

2) In subsequent classes, students should be involved in tasks with elements of regional geography in order to maximize the students' interest in learning purposes.

The research was conducted under the supervision of: Makhmanova Khosiyat Normuminovna, Ph.D. Associate Professor at the Karshi State University. Karshi, Uzbekistan

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