

GAMIFICATION IS AN EFFECTIVE METHOD TO TEACH THE ENGLISH LANGUAGE

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ABSTRACT

This paper purposes to explore educational gaming technologies and effective utilizing in foreign language lessons as a second language. Also, the functions and value of game forms of learning in the learning and teaching period in a foreign language are represented by giving various types of game activities. Special attention is paid to the classification of language and speech games.

Keywords: Game, activity, classification of games; didactic games, foreign language, lessons

INTRODUCTION

The game as a method of learning, the transfer of social experience, has been used since ancient times. In a modern school, play activities are used by teachers:

- as an independent technology for mastering the concept, topic and even a section of an academic subject;
- as an element of a more general technology;
- as a lesson or part of it (introduction, control);
- as a technology of extracurricular work.

MATERIALS AND METHODS

G.K. Selevko gives the following definition of game technology – "this is a type of activity in situations aimed at recreating and assimilating social experience in which self-management by behavior develops and improves". The concept of "game pedagogical technologies" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. Unlike games in general, a pedagogical game has an essential feature – a clearly defined learning goal and a corresponding pedagogical result. They can be justified, highlighted explicitly and characterized by an educational and cognitive orientation. The place and role of game technology in the educational process, the combination of elements of play and learning largely depend on the teacher's understanding of the

functions of pedagogical games. Special mention should be made of such as:

1. Entertaining: the game is strategically – only an organized cultural space of the child's entertainment, in which he goes from entertainment to development.
2. Communicative: the game is a communicative activity that allows the child to enter the real context of the most complex human communications.
3. Self-realization of the child in the game: the game allows, with one on the one hand, to build and test a project to remove specific life difficulties in the child's practice, on the other – to identify shortcomings of experience.
4. Therapeutic: the game is used as a means of overcoming various difficulties encountered by students during communication or learning.
5. Diagnostic: the game provides an opportunity for the teacher to diagnose various manifestations of the student (intellectual, creative, emotional, etc.).
6. Correctional: in the game, the process of making changes to the student's personal structure occurs naturally.
7. Interethnic communication: the game allows the student to assimilate universal values, culture of representatives of different nationalities.
8. Socialization: the game is one of the best inclusion of the student in the system of social relations.

The pedagogical value of the game, in our opinion, lies in the fact that it is the strongest motivational factor, since the child is guided by personal attitudes and motives. Game technologies contribute to the actualization of various motives of educational activity and, above all, such as:

- motives of communication;
- moral motives;
- cognitive motives.

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

One of the urgent problems of modern methods of teaching foreign languages is the organization of teaching children of different ages with the help of game technologies. The urgency of this problem is caused by a number of factors. Firstly, the intensification of the educational process sets the task of finding means to maintain students' interest in the material being studied and to activate their activities throughout the whole class. Educational games are an effective means of solving this problem. Secondly, one of the most important problems of teaching a foreign language is the teaching of oral speech, which creates conditions for the disclosure of the communicative

function of the language and allows you to bring the learning process closer to the conditions of real learning, which increases motivation to learn a foreign language. The involvement of students in oral communication can be successfully carried out in the process of play activities.

It is proposed to classify the games used on foreign language lessons(s), into two main groups:

1. Didactic games, which should include grammatical, lexical, phonetic and spelling games that contribute to the formation of students' speech skills. Unlike games in general, the didactic game has an essential feature – a clearly defined learning goal and the corresponding result, which can be justified, highlighted explicitly and characterized by an educational and cognitive orientation. In and through a didactic game, players must learn something.

The following is characteristic of the didactic game

- communication with a specific educational goal;
- ability to repeat, interrupt or start again at any time;
- openness, i.e. the end of the game is not defined exactly;
- following explicit rules that can be changed by players;
- satisfaction from participation, absence of "consequences" for the players (one should not evaluate this activity in any way).

In the opinion, the fundamental difference between didactic games and exercises and tasks is that: Firstly, there is no set pattern of behavior in the game, and the participant chooses a possible variant of speech interaction and evaluates the result of its implementation. The only constraint on the content and form of the game is the educational material (lesson topic, goal, planned results). Secondly, the game, as a rule, is competitive, competitive in nature. The student, entering into relationships with partners in the game, evaluates his strength not only in comparison with other players. The game allows him to objectively assess his capabilities. Thirdly, in the game students learn interpersonal and group communication, learn to choose the optimal means of solving (linguistic and non-linguistic) conflict situations. In the game, the ability to correlate their actions with the actions of other players is formed, i.e. to cooperate. Didactic games used in foreign language classes G.Heyd divides into two large groups: 1) "games with language material" and 2) "language games" . The first correspond to classes aimed at systematization of the language material. At the same time, much attention is paid to the knowledge of grammatical rules. Therefore, such games are well suited for classes at the initial stage, but also for training individual structures at an advanced stage. Games with language material can be fully

programmed, and therefore controlled. Wagner calls such games "transformed"-non-games" that do not have a game character, but only because of the presence of a competitive element are transformed into games.

The author notes, "the closeness of games, the leading role of the teacher become the reason for the unsuitability of games of this kind for conversational practice lessons" . But this does not mean that they cannot be successfully used for certain purposes.

RESULTS AND DISCUSSION

Games with language material are introduced formally for educational purposes and serve both to consolidate structures and grammatical rules, and to automate certain speech skills. The goal of the game and its course can be easily planned in advance and definitely explain. They are suitable for educational purposes in traditional classes. Games of this kind contribute to the systematization of foreign language material in a simple game scheme: bingo-lotto, games in pairs, board games, crosswords, etc. Most often, these games are introduced to train spelling or systematize vocabulary. Didactic games "on the tongue" are used primarily to consolidate the skills of listening, reading, speaking and writing. Didactic communicative game involves such an organization of joint communicative activity teachers and students, during which the peculiarities of the speech behavior of schoolchildren are simultaneously manifested and foreign language communication skills are formed.

2. Creative, role-playing games are one of the ways to learn foreign languages. Concepts such as role-playing, simulation, drama and play are often used interchangeably, but in fact they have different meanings. The difference between role-playing games and simulations is the authenticity of the roles performed by students. When simulating, students play their natural role, in other words, the role in which they play in real life (for example, the role of a buyer or booking tickets for transport). In a role-playing game, students play a role that they do not play in real life (for example, the prime minister or a rock star). A role-playing game can be considered as one of the components or an element of simulation.

Thus, in a role-playing game, participants assign roles, which they play out within the framework of the script. In the simulation, attention is focused on the interaction of one role with other roles, and not on playing individual roles. Anyway, role-playing prepares students for social interaction in a different social and cultural context. Thus, role-playing is a very flexible learning activity that has a wide range of opportunities for

diversity and imagination. Various communicative techniques are widely used in role-playing games, thereby developing fluency in language, interaction in the classroom and increasing motivation. Role-playing improves the conversational skills of students in any situation, because almost all the academic time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener, is as active as possible, since he must understand and remember the partner's remark, correlate it with the game situation, determine how relevant it is to the situation and the task of communication and respond to it correctly.

As for shy students, role-playing helps by providing a mask with which students with communication difficulties are released. Also, it's fun, and most students will agree that fun leads to better learning. In turn, role - playing games can be classified as follows:

1. Short-term role-playing game, which is the simplest and fastest type of game lasting from 10 to 30 minutes. It can be built on the basis of text or dialogue. An example of this game can be presented in the form of an interview. Students are divided into pairs, after which they are given pictures depicting various problematic situations (environmental pollution, deforestation, lack of food in zoos). One of the students takes the role of the interviewer, the other the role of the respondent. The task is to describe the problem and propose its solution. The game component is that experts are also appointed among the students, whose task is to draw up a criterion for evaluation and subsequently evaluate all speakers and point out the mistakes made. During this game, there is a high motivation and desire of students to show themselves, because one of the evaluation criteria may be artistry.

2. A full-fledged role-playing game in which students are given a description of the situation and their roles. The duration of this type of games takes an average of one or two lessons. As an example, consider verbal role-playing games. This the archetype of games occurs through the verbal interaction of participants describing the actions of their game characters, and a mentor, in whose role a teacher can act, describing the realities of the game world. One of the most famous word board games is Mafia. The Mafia role-playing game is very popular all over the world, and allows you to play it, both in class and in extracurricular activities using the Internet. Students, paying attention to the course of the game, begin to speak spontaneously. Their goal is to convince the other players that this or that participant is a mafia/doctor/sheriff. The use of this game in the framework of the lesson helps students to develop their communicative competence, teaches them to defend their point of view, convince and encourages them to take the initiative.

3. Long-term role-playing games, is a more complex type of games that take place over the duration of a series of classes or more.

When preparing long-term role-playing games, the teacher must provide students with a handout, familiarize students with the game setting by Case Study and provide students have a clear definition of the game situation. In this archetype of games, students are given the opportunity to create their own game character. Students can choose gender, race, age, profession depending on the proposed game. An example of these games is the Dungeons and Dragons series, a tabletop role-playing game. In D&D, students try on the role of fantastic heroes with their own skills and characteristics. The teacher assumes the role of a mentor who creates and describes an adventure in which the students' heroes take part, setting goals for them to complete and giving rewards for motivation. The goal of this game is to make students act together, solving problems and puzzles that the teacher puts in front of them in the process of exploring the world of the game. Thus, allowing you to achieve the main goal – the development of communicative competence.

The characters created by the students during this game can also be used in subsequent lessons, giving students the opportunity to be whoever they wish, thereby turning monotonous stories about themselves into fascinating stories.

4. Computer role-playing games. Nowadays it is difficult to imagine a person unfamiliar with computer role-playing games. Moreover, in the XXI century, the child spends most of his free time at the computer. It is computer games that can serve as motivation for a student learning a foreign language and play a huge role in his self-development. For those teachers whose students have free internet access, computer role-playing games can be a good choice. These games give interested students the opportunity to establish direct contacts with people from all over the world who have common interests, but who must use English to communicate, thus emphasizing the value of language learning in addition to school grades. Most computer role-playing games have the opportunity to train both listening and reading skills. The games have a lot of stories, dialogues, screensavers presented in a foreign language. Of course, it is difficult to use a computer role-playing game to study grammar, but an experienced teacher is quite capable of creating an algorithm for training exercises. An example of a computer role - playing game can serve as Minecraft. This game is made in the style of a sandbox, the participants of which can build and survive by cooperating with other players

CONCLUSION

Thus, gaming technologies occupy an important place in the educational process. A wide selection of role-playing games allows you to use them in any part of the curriculum. At the same time, they are a very useful tool that makes learning a foreign language interesting and memorable. Role-playing games provide a positive emotional state of students and a communicative orientation of the lesson. Gaming activity is the most attractive for schoolchildren, which affects the effectiveness of teaching a foreign language. Games have a positive effect on the formation of cognitive interests of students, contribute to the conscious development of a foreign language. They contribute to the development of such qualities as independence, initiative, and ability to work in a team. Students actively, enthusiastically work, help each other, listen attentively to their comrades, and the teacher only manages their educational activities.

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