

SOME INNOVATIVE TECHNOLOGIES WHICH'RE CONDUCTING WITH GAMES IN TEACHING FOREIGN LANGUAGES

Gapparova Alfiya Narimanovna

Uzbekistan State University of Physical Education and Sports

ABSTRACT

Present article is devoted to gaming educational technologies and their application in foreign language lessons. The functions and value of game forms of education in the educational process in a foreign language are revealed. Particular attention is paid to the classification of language and speech games. Based on the analysis of existing classifications, the authors propose their own classification, focusing on creative and role-playing games in foreign language lessons.

Keywords: gaming technologies; classification of games; didactic games, role-playing games.

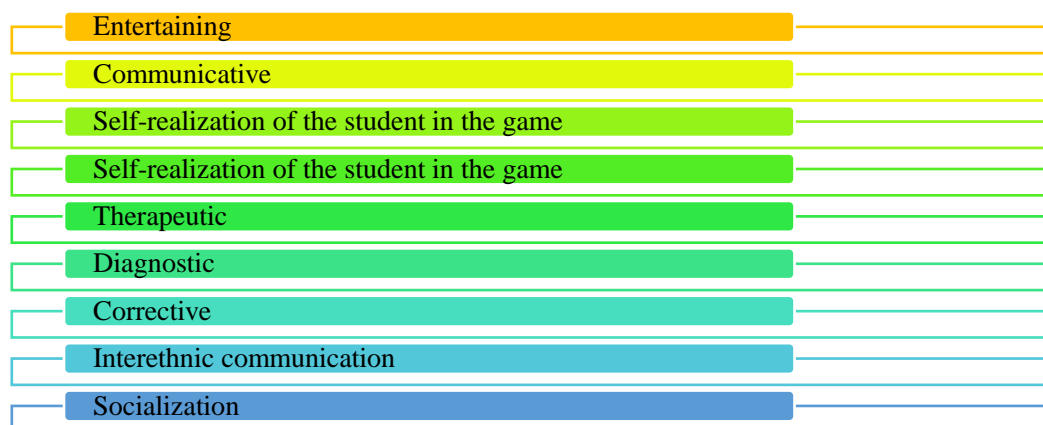
Introduction

As we know the game as a method of teaching, transferring social experience, has been used since antiquity. In a modern school, game activity is used by teachers:

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

The concept of "game pedagogical technologies" includes a rather 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 goal of learning and a pedagogical result corresponding to it, which can be substantiated, explicitly identified and characterized by an educational and cognitive orientation [2, p. 140–146].

Discussion: The place and role of game technology in the educational process, the combination of game and learning elements largely depend on the teacher's understanding of the functions of pedagogical games. Of particular note are the following:



Entertaining: the game is strategically only an organized cultural space for the student's entertainment, in which he goes from entertainment to development.

Communicative: the game is a communicative activity that allows the student to enter the real context of the most complex human communications.

Self-realization of the student in the game: the game allows, on the one hand, to build and test a project for removing specific life difficulties in the student's practice, on the other hand, to identify shortcomings in experience.

Therapeutic: the game is used as a means of overcoming various difficulties that students have in the course of communication or learning.

Diagnostic: the game provides an opportunity for the teacher to diagnose various manifestations of the student (intellectual, creative, emotional, etc.).

Corrective: in the game, the process of making changes in the student's personal structure occurs naturally.

Interethnic communication: the game allows the student to learn universal values, the culture of representatives of different nationalities.

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 student is guided by personal attitudes and motives.

Game technologies contribute to the actualization of various motives of educational activity, and above all, such as:

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

Motivation of gaming activity is provided by its voluntariness, opportunities for choice and elements of

competition, satisfaction of needs, self-affirmation, self-realization.

One of the urgent problems of modern methods of teaching foreign languages is the organization of teaching student of different ages using gaming 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 intensify their activity throughout the lesson. 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 the motivation to learn a foreign language. Involving students in oral communication can be successfully carried out in the process of gaming activities.

We propose to classify games used in foreign language (FL) lessons into two main groups:

Didactic games, which include grammatical, lexical, phonetic and spelling games that contribute to the formation of students' speech skills. Unlike games in general, a didactic game has an essential feature - a clearly defined learning goal and a result corresponding to it, which can be substantiated, explicitly identified and characterized by an educational and cognitive orientation. In the didactic game and through it, the players must learn something. The didactic game is characterized by the following:

- connection with a specific learning goal;
- the ability to repeat, interrupt or start over at any time;
- openness, i.e., the end of the game is not precisely defined;
- following explicit rules that can be changed by players;
- satisfaction from participation, lack of "consequences" for the players (this activity should not be evaluated in any way).

In our 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 himself chooses a possible variant of speech interaction and evaluates the result of its implementation. The only limiter of the content and form of the game is the educational material (lesson topic, goal, planned results).

Secondly, the game, as a rule, is of a competitive, competitive 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 best means of solving (linguistic and non-linguistic) conflict situations. In the game, abilities are formed to correlate their actions with the actions of other players, that is, to cooperate.

Games with language material are introduced formally for educational purposes and serve both to reinforce 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 clearly explained. They are suitable for teaching 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, crossword puzzles, etc. Most often, these games are introduced to practice spelling or systematize vocabulary.

Didactic games "in the language" are used primarily to consolidate the skills of listening, reading, speaking and writing. A didactic communicative game involves such an organization of the joint communicative activity of the teacher and students, during which the peculiarities of the speech behavior of schoolstudentren are simultaneously manifested and foreign language communicative skills are formed.

Creative, role-playing games are one of the ways of teaching foreign languages. Terms like role play, simulation, drama, and play are often used interchangeably, but they actually have different meanings. The difference between role plays and simulations lies in the authenticity of the roles played by the students. In simulation, students play their natural role, in other words, the role they play in real life (for example, the role of a buyer or booking transport tickets). In a role-playing game, students play a role that they do not play in real life (for example, a prime minister or a rock star). The role-playing game can be considered as one of the components or element of the simulation. Thus, in a role-playing game, the participants assign roles that they act out within the scenario. In simulation, attention is focused on the interaction of one role with other roles, and not on playing individual roles. In one way or another, role play prepares students for social interaction in a different social and cultural context.

Thus, role play is a very flexible learning activity, with a wide range of possibilities for variety and imagination. Role-playing games make extensive use of various communication techniques, thereby developing fluency in the language, interaction in the classroom and increasing motivation. A role-playing game improves students'

conversational skills in any situation, because almost all study time in a 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 correctly to it. For shy students, role play helps by providing a mask with which students with communication difficulties are released. Plus, it's fun, and most students would agree that having fun leads to better learning.

In turn, role-playing games can be classified as follows:

Short-term role-playing game, which is the simplest and fastest type of game play lasting from 10 to 30 minutes. It can be based on 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 a solution. The game component consists in the fact that experts are also appointed among the students, whose task is to draw up a criterion for evaluation and subsequently evaluate all the speakers and point out the mistakes made. During this game, there is a high motivation and desire of students to show themselves, because artistry can be one of the evaluation criteria.

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 on average one or two lessons. As an example, consider verbal role-playing games. This archetype of games occurs through the verbal interaction of participants describing the actions of their game characters, and a mentor, who can be a teacher describing the realities of the game world. One of the most famous board word games is Mafia. The role-playing game "Mafia" is very popular all over the world, and allows you to play it both in class and in extracurricular activities using the Internet. Pupils, paying attention to the course of the game, begin to speak spontaneously. Their goal is to convince other players that this or that participant is a mafia / doctor / sheriff. The use of this game within the lesson helps students develop their communicative competence, teaches them to defend their point of view, convince and encourage them to take the initiative.

Long role-playing games are a more complex type of games that last from a series of lessons or more. When preparing long role-plays, the teacher should provide students with handouts, familiarize students with the game setting through a Case Study, and provide

students with 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 take on the role of fantasy characters with their own skills and abilities. The teacher takes on the role of a mentor who creates and describes the adventure in which the characters of the students take part, setting goals for them to complete and giving rewards to motivate them. The purpose of this game is to get students to work 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 to achieve the main goal - the development of communicative competence.

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

Computer role games. In our time it is difficult to imagine a person unfamiliar with computer role-playing games. Moreover, in the XXI century, the student spends most of his free time at the computer. It is computer games that can serve as a motivation for a student studying a foreign language and play a huge role in his self-development. For those teachers whose students have free access to the Internet, computer role-playing games can be a good choice. These games give interested students the opportunity to make direct contact with people from all over the world who have common interests but who must use English to communicate, thus highlighting the value of language learning beyond school grades. Most computer role-playing games have the opportunity to practice both listening and reading skills. The games have many 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 is Minecraft. This game is made in the style of a sandbox, where participants can build and survive by cooperating with other players. Computer role-playing games, with the right approach, can help students learn not only a foreign language, but also history, geography and other subjects, and also contribute to the formation of a student's meta-subject skills.

However, when using computer games, it is important to follow the rules that help preserve the health and vision of

students, and also not to let a good hobby distract them from reality.

In conclusion gaming technologies occupy an important place in the educational process. A wide range 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 focus of the lesson. Game activity is the most attractive for students 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 the ability to work in a team. Students actively, enthusiastically work, help each other, listen carefully to their comrades, and the teacher only manages their learning activities.

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