



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS
INTEGRATING GAMES INTO ENGLISH LANGUAGE
CLASSROOMS

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Abstract: *This thesis informs about the English language teaching through games. According to the authors, there are a variety of strategies to get kids moving, but playing activities that foster creativity and curiosity is the most successful. These days, playing games is a crucial component of learning English. The fact that every learner works at the same time is one of the games' benefits. Playing the games fosters cooperation, non-aggressive competition, accepting responsibility, and the ability to lose. Children are drawn to a foreign language through the use of different games, which also helps to establish the right environment for language learning success. Additionally, those who are interested in playing will undoubtedly wish to increase their proficiency in a foreign language.*

Keywords: *play, stimulate, English, motivate, effective, creative, cooperative, advantage, at the same time, ability.*

Introduction

The use of clever games in the classroom is becoming more and more common these days. It is acknowledged that the inclusion of an example based on various games ensures that students demonstrate their talents, focus, improve their knowledge and skills, and solidify. The movement that actuates and speeds up the per user is the reason for using game innovation. Clinicians observe that the mental processes of active activity rely on the individual's basic needs to express himself, find a stable place in daily life, exercise self-control, and recognise his abilities.

Any game's means should have the widely accepted educational standards and tactics. It should be assumed that the subjects of instructional games are educational. The understudy works freely and takes a more engaging approach to this movement during the game time than in a typical example. It should be noted that the game is the initial educational technique. Understudies participate in lively lessons with enthusiasm, trying to succeed, and the teacher uses them to train them. The user is interested, acknowledging that I can converse, play an English-language game, listen and understand, and write.

Main part

There are numerous meanings of the term "game" (see, for example, Wright, Betteridge, & Buckby, 2005; Hadfield, 1998; Khan, 1991; Celce-Murcia & McIntosh, 1979). For instance, "an activity with rules, a goal, and an element of fun" is how Hadfield (1998: 4) defines a game. According to the author's description, the game is





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viewed in this study as a purposeful, enjoyable pastime that is subject to rules.

There are various ways to categorise the language games. Hadfield (1998) divides language games into two categories. She separates them into communicative games, which are orientated on effective information exchange, and linguistic games, which primarily concentrate on accuracy. More categories make up Hadfield's second classification, which typically incorporates both linguistic and communicative elements. (Hadfield, 1998, as referenced in Jacobs, n.d. b) These games are as follows:

Sorting, ordering, or arranging games. As an illustration, students sort a deck of cards featuring various products into categories such as department shop and grocery store products.

Information gap games. In these games, one or more players possess knowledge that other players require to finish a task. For example, one person may have a drawing, and their partner must listen to the information provided by the person with the drawing and produce a drawing that is similar.

Guessing games. These are information gap games in a different form. One of the most well-known types of guessing games is 20 Questions, where a player must come up with a well-known person, location, or object. The other participants can guess who or what the person is thinking about by asking 20 yes/no questions.

Search games. Everyone provides and seeks information in these games, which are another variation on two-way information gap games. One famous example is Find Someone Who. A grid is handed to the students. The objective is to enter the name of a classmate who fits into each cell in the grid, such as a vegetarian. In order to finish their own grid and assist their peers in finishing theirs, students move around asking and responding to questions.

Matching games. Participants must match a word, image, or card, as the name suggests. For instance, students arrange 30 word cards—which are made up of 15 pairs—in a random arrangement, face down. Using their memory, each player turns over two cards at a time in an attempt to reveal a matching pair.

Labelling games. These are a form of matching, in that participants match labels and pictures.

Exchanging games. In these games, students barter cards, other objects, or ideas.

Board games. Scrabble is one of the most popular board games that specifically highlights language.

Role play games/dramas. In role-playing, students can pretend to be people they don't actually play, like a dentist, whereas in simulations, they can pretend to be people they already play or might play in the future, such a patron at a restaurant. While preparation is frequently helpful, students create their own language for role plays and simulations, while dramas are typically written presentations.

The game can be introduced by the teacher in order to eliminate misunderstandings in the following way (cf. Wright, Betteridge, & Buckby, 2005):





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- explain the rules of the game to students;
- demonstrate with the help of one or two learners parts of the game;
- write on the board any key language and/or instruction;
- trial the game; and
- play the game.

Experience has shown that players in any game, regardless of their age or skill level, eventually become wanton. In this way, it is crucial to address the related educational mental concerns before using the game in instructional practice. Each understudy should be aware of the following when preparing for the game:

1. the objective of the game;
2. the capability of the game;
3. what topic The Game worries in the arrangement;
4. the capacity to apply the abilities and abilities shaped in past games in later games too.

We understand that the understudy should be a subject in the continuing instructional design. As a result, focussing on more intuitive techniques increases the viability of instruction. The ability to demonstrate independent thought is one of the primary requirements for English illustrations. Depending on their experience, English teachers in the United States today employ the following creative strategies:

The" issue circumstance arrangement (Innovative critical thinking) utilizes this technique to utilize the start of the story to peruse How to end per users, regarding the judgment of understudies;

"Happy conundrums" (Joyful questions) showing understudies enigmas is significant in showing English, they learn words that are new to them and find a composing reply;

Fast responses (speedy responses) assists with working on the viability of the illustration referenced;

"Tickle expressed" (Warm-up works out) involving various games in the homeroom to keep understudies inspired by the illustration;

"Emulate" (Emulate) this strategy can be utilized in an illustration where extremely challenging themes should be made sense of, or when composed practices are performed and understudies are drained;

The story chain" (a chain story) strategy assists with expanding understudy verbal discourse and fortify memory;

"Pretending games" (Acting characters) this strategy can be utilized in a wide range of classes. To show the specialty, individuals in callings, for example, "Mediator", "Interpreter", "Essayist", "Writer" can partake in the illustration and converse with understudies. For instance, masterminds who meet with poets, essayists, A. Navoi, and U. Shakespeare can be "welcome." Utilising the clever words they used in the illustration at this time will help teach children to be wonderful people; the "when they give pictures" (when pictures talk) strategy is much more beneficial and will help demonstrate English,





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improve understudy oral discourse, and more, for which using pictures on the subject is crucial;

"Test Cards" are managed cards in light of the quantity of understudies, and permit all understudies to take part in the class simultaneously saving time.

The motive behind these simple games, the teacher-student relationship, the understudy's dynamic growth throughout the instructional cycle, and—above all—the ability to control the illustration in an engaging way and retain it in the reader's mind. The following tactics are recommended by methodologists to elementary school English teachers. While playing various games for communication, they have:

- to change the games and games every 5-10 minutes.
- to vary the pace during the lesson, mixing up energetic games with quiet ones.
- to use short games to review vocabulary and phrases they have already taught.
- to make lessons playful and full of physical movement.
- to teach in a relaxed and friendly atmosphere with plenty of encouragement.
- to encourage and support young learners.
- to focus on listening and understanding, building vocabulary and the acquisition of short phrases.
- to concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions.
- to avoid abstract concepts and focus on concrete items that children understand and relate to.
- to involve shy children - help them to express themselves.

A few crucial aspects of the games should receive more attention from the teachers:

First and foremost, games should be engaging. They should be basic and clear enough for kids to grasp what they are supposed to accomplish, and they should incorporate images, materials, noises, and mime.

Second, games ought to be created with the goal of getting kids as actively interested as possible. It's common knowledge that when an activity requires children to be physically involved, they learn more quickly and easily.

The following communicative games are mostly used in primary language classes: Find someone who, Information Gap games, Puzzle-solving, Miming, Bingo, Listen and do, Guessing, Matching, Board games, Role plays and etc.

Conclusion

In summary, foreign languages as a general education subject can and ought to support students' growth in their creative capacities. Possessing a vast educational and creative potential, a foreign language can only be realised through practical learning objectives. This means that a student can only develop his thinking, memory, feelings, and emotions while engaging in foreign-language communication and cognitive activities (listening, speaking, reading, and writing). Many kids find learning a foreign language in school enjoyable. However, students eventually come to understand that it is not at all simple,





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and the foreign language quickly emerges as one of the most challenging disciplines. The difficulty of learning grammar is one of the factors that contribute to this outcome. Conventional teaching and explaining techniques don't produce the intended outcome. Students that actively participate in the learning process learn more effectively.

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