

GAME-BASED LEARNING: A PEDAGOGICAL APPROACH TO ORGANIZING THE EDUCATIONAL PROCESS

Dilbar Rustamovna Boyliyeva

Abstract: *The thesis explores the pivotal role of imagination in children's learning processes during games, emphasizing its impact on their understanding of the environment and adaptation to social reality. It highlights how elementary school-aged children employ imagination in creating diverse scenarios, fostering a unique worldview. The focus on didactic games, intentionally designed by educators for teaching purposes, is examined as a powerful method for acquiring, consolidating, and generalizing new knowledge. These games serve as a multifaceted phenomenon, not only facilitating knowledge acquisition but also skill formation and the development of various cognitive processes in children. The abstract underscores the significance of didactic games in education, offering a structured approach to learning through a combination of teaching and entertaining elements.*

Keywords: *didactic games, learning process, social adaptation, cognitive development, knowledge acquisition, teaching methods, language competence*

Due to the wide recognition of the role of the game in teaching and learning, a number of game technologies have been created by the present time, which help to pass social experience to the next generation, develop abstract thinking, creative thinking, and communicative skills. Also, it is the basis for the formation of mental actions and competencies that cause it to emerge.

Games can produce many benefits in your language class.

- Learners can practice and internalize vocabulary, speaking, and many other English language skills through playing games.
- Motivation can also be increased by using games and competition.
- In many games learner's attention is focused on the message, thus they acquire language forms unconsciously. Games can be presented with relatively little preparation and can be used for the review and practice of various language points.[1]

In the lesson we are dealing with educational games, which, unlike entertaining ones, have a methodological goal. The very fact that the game awakens the interest and activity of children, gives them the opportunity to express themselves in activities that are interesting to them, and contributes to faster and more reliable memorization of foreign words and sentences. At the initial stage of learning, games for simple perception and reproduction of material deserve special attention. A carefully thought-out and executed game facilitates the learning and consolidation of language material (phonetics, vocabulary, grammar) and contributes to the formation of relevant skills.

The game is an effective teaching method that covers different types of language activities (listening, reading, speaking, writing), it helps in mastering a foreign language, and in addition, students feel emotional pleasure both during the game and when achieving results. Conducting foreign language lessons using game material activates schoolchildren, contributes to achieving high levels of knowledge and fosters a love for a foreign language.

Functions of gaming activities:

- educational (development of memory, attention, perception of information, development of general educational skills, development of foreign language skills)
- educational (cultivating such qualities as an attentive, humane attitude towards a playing partner; a sense of mutual assistance and mutual support also develops)
- communicative (creating an atmosphere of foreign language communication, uniting a team of students, establishing new emotional and communicative relationships based on interaction in a foreign language)
- psychological (formation of skills to prepare one's physiological state for more effective activities, as well as restructuring the psyche to assimilate large amounts of information)
- relaxation (relief of emotional stress caused by the load on the nervous system during intensive learning of a foreign language)
- developmental (harmonious development of personal qualities to activate the reserve capabilities of the individual) [2]

Baranauskas, Neto and Borges [3] state that there is challenge and risk in gaming, and Shameem and Tickoo [4] explain that there is competition in many games and also that many games challenge students to complete a task in a limited time. With the instructor's guidance, such competition and challenges can have a stimulating effect on students' learning. Nation and Thomas [5] concur that learning can be very effective when there are challenges involved. Through positive and healthy competitive learning environments, students gain not only academic but also social knowledge. Students are encouraged by the teacher and classmates during games, and they can build confidence in themselves. Even the students who lose are not looked down upon because students understand that the game is not a real world situation, but only a game. Where there is competition, there is excitement, and this in turn helps both students and teachers to be more motivated and optimistic, and can make a significant difference in their lessons.

During the game, thinking along with the senses is realized, a certain worldview is reflected. Consciously understanding these new ideas is also a unique discovery for the child. Imagination plays an important role here. A child of elementary school age can imagine different situations in his mind. Certain requirements are placed on a child's imagination in the conditions of studying at school. By creating different

stories, inventing fairy tales, expressing the situations of various characters, children unknowingly use familiar subjects and graphic images. But in most cases, the child uses this information and combines them to create new images - new aspects of his heroes. The continuous activity of imagination during the game is an important direction in the child's understanding of the environment and adaptation to social reality. With the help of the game, children get a lot of information. This information enters the child's mind voluntarily, without coercion. Therefore, he can make the uninterested one active, the ignorant one knowledgeable, and the clumsy dexterous.

The game form of teaching is the main means of mastering lessons for students of junior school age. The possibilities of the game in the teaching-learning process led to the special study of didactic games by scientists. A didactic game is a type of game that helps to acquire, generalize, consolidate new knowledge, activate the cognitive process, and accustom young children to educational activities. Didactic game is a complex, multifaceted phenomenon. In didactic games, not only knowledge is acquired, skills are formed, but also all mental processes of children develop.

Didactic games are a type of games based on rules, specially created by pedagogues for the purpose of teaching and educating children. Generalized methods of mental activity are embodied in didactic games, all cognitive processes are directed to the intellect, and internal action plans begin to form. One of the main features of didactic games is the existence of a clear goal and corresponding pedagogical effect. A didactic game is a special game designed for learning and teaching; is a competition between players with a specific goal (achievement, prize) limited by certain rules (conditions). Didactic game as a form of teaching consists of learning and playing (entertaining). The teacher teaches, and the students master the lesson through the game and develop their language competence through the knowledge they learn.

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