



USE OF FUN ACTIVITIES IN TEACHING ENGLISH

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According to little research “game” comes from the Latin word “jocus” which means “badinage, joke” or in more common Latin “amusement, entertainment”. As for the word “ludic”, it is a derivative of the Latin word “ludus” which means relating to play.

The game is defined in the Petit Robert dictionary as much as “purely gratuitous physical or moral activity, generally based on convention or fiction which has, in the consciousness of the person who engages in it, no other end than itself, for no other purpose than the pleasure it provides. The notions of pleasure, freedom and gratuity are the founding words of this definition which seems close to children's play in its most recreational aspect. For Roger Caillois, in his work “Les jeux et les hommes” (1958), the idea of freedom is heavy: “Play leads the child into a reality of his own, where he can build the world, undo it and rebuild it as he wishes, without any constraints other than those he is willing to give himself.” He also adds that playful play is a free activity par excellence.

Play is the fundamental activity of the child, it is his work, his preoccupation; it represents a means of structuring the personality, of learning about life, of development, of discovering others... The Dutch historian, tried to give a definition to the game in his book “Homo Ludens”, the game would be “A voluntary action or activity, accomplished within certain fixed limits of time and place, following a rule freely agreed but completely imperative, provided with an end in itself, accompanied by a feeling of tension or joy and an awareness of being 'otherwise' than in everyday life”

In his work, “pedagogy of the game”, N Grandmont speaks of a progression in the game which goes from the modification of the game to its transformation. The stages through which this progression passes are: playful game, educational game and educational game.

Nicole de Grandmont, specifies in her book “Pedagogy of play” that “The true meaning of play comes from the fact that it is a playful activity characterized by the irreversibility of its action and by the unpredictability of its content”, she underlines also the importance of the notions of pleasure, gratuity and creativity, hence the explanation she offers: “Playful play calls on the imagination, the marvelous and promotes creativity”, she adds that “In the fun game, the rules evolve according to the whims of the player, without limits of time or space.” This definition makes it possible to show that it is the player who decides on the use of the game, which is consistent with the “free” character of the game mentioned by R. Caillois and J. Huizinga.

In fact, playful play represents an essential component of human life. It is a means of exploration which is very important for the development of the individual, it allows, according to Grandmont “to organize, structure and develop the external world”, this comes close to the definition of play, put forward by Jean Châteauneuf who sees in the game a



means of representing the outside world and of understanding reality. A. Rabaly, too, finds that playful activity is the essential territory of child learning and where personal potential for creativity and creation is actualized. Therefore, there is an intrinsic motivation in playful play which consists of carrying out an activity essentially for the pleasure and satisfaction that one derives from it. For N.De.Grandmont Playfulness allows you to experience a degree of creativity always incessant, the source of which is the genetic and social characteristics of the individual. She also specifies that: "The history of the game shows us that, through its playful activity, the game allows any subject to understand and tame the world in which they live, and according to their own perceptions.

Nicol de Grandmont offers a summary table in which she advances the qualities of playful play.

The educational game: When the game is used as a free and free activity with no reason for existence or goal, it decreases as we approach the educational game. It may seem very contradictory if we try to associate it with any learning. "The words game education initially contain a contradiction in terms. Indeed, from the moment it becomes educational, the game, a free activity par excellence, with no other aim than itself and the entertainment it causes, ceases in reality to be a game. (Rabecq - Maillard, 1999)

The educational game is not intrinsically different from the playful game; it only presents some characteristics that N.De.Grandmont qualifies as specific. Firstly, the educational game would represent "The first step towards the structure" (Grandmont), this reflection joins that of Freinet (1960) who described the educational game as an imposed game possessing all the harmful characteristics of compulsory work. The educational game would make it possible to monitor acquired knowledge, evaluate what has been learned and observe the behavior of students (Grandmont). Secondly, it would promote the acquisition of new knowledge (Grandmont, 1997:66). In its educational context, the game will have the role of motivating learners and bringing together the organization and structure specific to the game and the prerequisites. Thus "the educational game is associated with knowledge, behavior and pleasure. It allows you to develop first and foremost new knowledge through games that somewhat demystify the effort of learning, not that the effort is absent, not at all, it is simply less perceived by the learner. "

Thirdly, the educational game should keep its status as a game, obviously keeping its "entertaining" character and without "constraints" because the fundamental role of the game is to "create a climate of pleasure" (Grandmont, 1997:64).