

USING GAMES IN THE LESSONS OF ENGLISH AS A FOREIGN LANGUAGE

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Abstract: *The article discusses the use of educational and methodological recommendations for lessons of English as a foreign language in the educational process. English language lessons, in particular, about the use of game methods for effectiveness in learning the English language. It describes in detail the types of games, as well as their use at various stages of the lesson. The game allows you to evaluate yourself against the background of others and creates an atmosphere of healthy competition, which mobilizes the creative potential of students.*

Keywords: *English language, game, methods, Verbal role.*

Educational and methodological manuals are intended for foreign persons to learn English using the game. Teaching English as a foreign language refers to the technologies of implementing humanistic pedagogy in the educational process, as well as ways to interest and motivate students to study subjects. For students to realize and learn this language, it is necessary to easily accept this method.

The game allows students to evaluate themselves against the background of others and creates an atmosphere of healthy competition, which mobilizes the creative potential of students.

The game form itself increases the effectiveness of the educational process. The game is a whole world that we have associated with positive emotions since childhood. In games, winning sharpens attention and memory, and losing is perceived as the result of bad luck. All the games presented in the RCT manuals are divided into groups: verbal games, verbal role-playing games, and linguistic games.

Word games are a means for learning, entertainment, and stress relief. The verbal game is aimed not only at the development of language flair but also at the development of attention and memory.

For example, the Word game “Taboo”

When my teacher needs to talk to listeners/students or students, bring them to the topic of the lesson, or repeat previously studied material, the teacher uses a verbal game “TABOO”. Rules: the student receives a card on which the word is written. And under this word, which cannot be used in the explanation. Other students have to guess this word.

Verbal role—playing is a kind of role-playing game with a complete absence of a material component. The game takes place exclusively through the verbal interaction of players describing the actions of their characters. One of these games

is "Why do I love ...". It is necessary to answer the question: "Why do you love engineering troops?". In this game, you have to imagine that the student is a member of the admissions committee of the military engineering university, he arrived at the school for advertising for the recruitment of applicants. The student's task: to advertise engineering troops so that students want to enroll in a military university.

A linguistic game is a language game associated with language learning and speech enrichment, with the development of logical thinking. Various linguistic games are a means of intensive learning in the lessons of the English language, foreign language, and literature. The linguistic game "Nonsense" can contribute to the activation of the mental activity of listeners. Having chosen the interpretation of two or three rare words, immersed in the "linguistic material", students tune in to the perception of the theoretical foundations of the course and the performance of practical tasks. The purpose of this linguistic game is to develop and test spelling literacy.

A communicative game is a joint activity of English language learners, a way of self-expression, where partners are in a position "on equal terms", trying to take into account each other's interests.

1. "Colorful fish"

The group is divided into teams, each of which receives a sheet of paper with a drawn silhouette of a fish and a written grammatical or syntactic form. The student's task is to "dress" the fish in scales according to the fish fashion: the more scales, the better. Each scale can be drawn only if the students have come up with their shape according to a given pattern. In the figure, the scales are numbered, and the corresponding phrase is written on the bottom of the sheet under each number. The team who has more scales in the fish wins.

2. "Autumn forest"

For the game, an artistic text is taken, divided into words, and, if necessary, according to the level of knowledge, phrases that are written on paper "autumn leaves"; will then be attached to dry branches. Students are invited to unravel the message of the autumn forest, which should be a beautiful gift for them, but since the forest can only give it to the most hardworking and quick-witted, he sent it in a "disassembled state" on the leaves that he had. Then the students collect the text from the leaves, hanging them on the branches in a certain order. Similarly, you can collect not a text, but a sentence or a word.

The goal of the communicative game is to develop communication skills.

A pre-communicative game is a variety of pre-communicative game forms.

1. "Karaoke"

Karaoke contest with the awarding of small prizes to those students who chose the most lexically and syntactically rich lyrics and performed them to the soundtrack, articulating well. Preparation for the game consists in compiling a list of participants and selecting phonograms that students can bring on their own. Those

who, due to shyness, refuse to sing, can be seated in the front rows so that, clearly distinguishing the text, they translate it by ear. You can also divide students into groups, singing and listening. Thus, speaking and listening are combined, which makes it easier to adapt to a foreign language environment.

2. "Mirror"

The participants of the game are divided into pairs. One in a pair is looking in a mirror, the other is a mirror, and he must accurately copy the gestures of the first, who, moreover, comments on his actions in his native language. The second, reproducing the movements should call them in a foreign language: "I show my tongue" — says the viewer, "Men tilimni kursatyapman" — the mirror answers him. The purpose of pre—communicative games is to form and develop speech skills and abilities.

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