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USE OF GAMES IN LEARNING FOREIGN LANGUAGE AT THE UNIVERSITY

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ABSTRACT

The article discusses the possibilities of using word games in the process of teaching a foreign language at a university. The main classifications of games are given, with the main focus on games of a lexical nature. The article substantiates the conditions allowing to use word games as efficiently as possible in foreign language classes, as well as examples of games at different stages of work with students.

KEYWORDS: *Teaching A Foreign Language, Game Technique Of Teaching A Foreign Language, Language Games, Lexical Games, Teaching Adults.*

INTRODUCTION

Mastering a foreign language at a university implies the formation of a number of competencies among students. In particular, graduates should be able to communicate verbally and in writing in a foreign language and solve the problems of interpersonal and intercultural interaction. Consequently, students must have certain knowledge (for example, knowledge of linguistic means) and mentality (use the formulas of verbal communication, formulating their point of view, etc.), and also be able to correlate language means with specific situations of intercultural speech communication.

The solution to this complex, "global" problem occurs during the entire period of teaching a foreign language at the university and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this context, it is customary to talk about the use of new information and communication technologies, active teaching methods, and a differentiated approach. However, the "basic element" is the methods and techniques of teaching a foreign language, which the teacher uses in the classroom, directly working with students.

Students' knowledge and possession of linguistic means, their use in communication depends on how effectively this material was presented, consolidated, worked out.

A method that allows: a) to motivate students to study the subject, b) promotes the development of language and speech competence, c) promotes faster and more durable assimilation of the material, is a game. Is the use of games in a student audience justified? And if so, which games will best promote language development?

In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults. It would be appropriate to give classifications of games, which will allow you to navigate which games can contribute to the development of certain language skills.

So, M.F.Stronin distinguishes the following types of games: 1. Lexical. 2. Grammar. 3. Phonetic. 4. Spelling. 5. Creative [5. 81p.].

The first four can be attributed to the so-called linguistic, the purpose of which is the formation of relevant skills. Creative games are complex in nature, imply the creative application of the acquired knowledge and skills in a game situation.

There are other classifications of games. A. V. Konyshева divides games according to their goals into linguistic and speech (communicative) games. E.V. Dushina talks about linguistic games and divides them into non-communicative, pre-communicative and communicative, depending on the competencies being formed [2.56p.]. Obviously, in all classifications we are talking about 1) games, in the process of which there is the assimilation of material (new lexical units, grammatical structures), the development of individual language skills (phonetic, grammatical) and 2) games aimed at transferring the studied material and worked skills in non-standard situations, in communication within the game. At the same time, it is important to take into account the principle of didactic sequence: first, tasks are performed for memorization, for reproduction (including according to the model), and then for the creative application of the studied material.

For the games, which will be discussed in the article, we suggest the name "word games" - they are all associated with a word, its spelling, meaning, compatibility with other words (in Stronin's terminology, both lexical and spelling games can be referred to here). Word games allow learners to:

- expand vocabulary by getting to know new lexical units;
- To assimilate familiar lexical units more firmly;
- practice the spelling of words;
- To intensify speech-thinking activity;
- gets acquainted with the compatibility of lexical units, set expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crosswords

3. Search for words among alphabetic chaos (Wordsearch)
4. Hangman
5. "Missing letters" (guess the word only by vowels / consonants).
6. "Words" (composing shorter words from one long one, often for a while).
7. "Unscramble" (composing a word from an existing set of letters).
8. Wordchain (compiling a list of words by replacing one letter in each subsequent word, possibly based on definitions).
9. Constructor (composing words from morphemes presented on separate cards).
10. "One letter - many words" (students name words they know by a certain letter of the alphabet).
11. "Last letter" (name a word starting with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable -e at the end of a word, it may be suggested to start a word with the last sound of the previous one).
13. Hot Chair (guess the word by its definition, synonyms, antonyms, etc.) and others.

Some of the games involve group work, team competition (for example, Hot Chair, Constructor, etc.),

Some work in pairs; games such as "Hangman", "Anagrams", "Wordchain" are appropriate to carry out frontally, presenting the material on the board.

In general, students find the use of games in English classes "an interesting, effective method to help them remember the material better."

Of course, word play in English classes at a university should not be an end in itself, although in some cases it can serve as a kind of "relaxation" after hard work. By organizing a game in a lesson on

foreign language at the university, the teacher should take into account the general methodological principles, as well as the principles of pedagogy of teaching adults (after all, the student audience often claims to be "adult", and at the same time equally willingly responds to the techniques and methods used with children):

- Adults need to know why they are learning this or that material. Therefore, the teacher should be ready to explain how the game will help students in learning a foreign language;

- Adults see learning as a solution to problems, they learn from their own experience, "in practice", and

The use of word games can provide more opportunities for this than simply doing the exercises from the textbook;

- The game should be well thought out, have clear rules and simple conditions, be supervised by a teacher;

- The game should be conducted in a friendly atmosphere, providing the student with opportunities for self-expression, self-development;
- The game should contain an element of competition (under the initial condition of equality of participants / teams), which can activate the mental activity of students, encourage their active participation.

Here are examples of the use of various games at different stages of organizing a foreign language lesson. At the warm-up stage, when the teacher's task is to update the students' knowledge, experience on a particular topic, "attunement" to work, students can be invited to play "Missing Letters", "Unscramble", "Constructor".

In this case, the word must either be already familiar to most students, or it can be predicted based on the topic. For example, the word "adventure" in the game "Missing Letters" might appear on the board as ". d v. n t. r. " as part of the discussion of the general topic "adventure holidays".

Games like Word search, crosswords, unscramble are often used when practicing vocabulary on a specific topic. In school and foreign textbooks / workbooks, such a task is not uncommon, however, textbooks for higher education, especially professional ones, do not often offer students such an exercise-game. A rather effective technique is when, as a creative task, students themselves create a "letter chaos" / crossword puzzle and offer it in class for work in small groups.

The team game Hot Chair can be offered to students at the completion of work on a topic, when lexical units / phrases have already been repeatedly presented to students in texts and exercises. The essence of the game is as follows:

the team representative needs to guess the word written on the board, which may be suggested by the teacher or another team, according to the prompts and explanations of their team. The student sits with his back to the blackboard and does not see the word. Associations and ways to explain a word that come to mind of modern students sometimes amaze with originality and creativity, showing that students are trying to actualize and transfer knowledge from other subject areas in a foreign language. It is necessary to encourage students to express ideas in a foreign language, thus they are involved in communication, practice the skills of constructing sentences, certain speech formulas. At the same stage, you can play the "gallows"; usually students are actively thinking, suggesting options, not wanting the game to end in a loss.

Word Chain can be played with entry-level students as it often contains short, simple words of 3-4 letters. However, if definitions of mutable words are used, the task becomes more difficult for students. Some games can be used to introduce new words by focusing on their spelling.

In conclusion I can say that the task of the teacher is to find the maximum of pedagogical situations in which the student's desire for active cognitive activity can be realized. The game helps communication, it can contribute to the acquisition of new knowledge, the correct assessment of actions, the development of a person's skills, perception, memory, thinking, imagination, emotions, such traits as collectivism, activity, discipline, observation, attentiveness. The game is simple and a way of knowing the surrounding reality for a person close to him should be the most natural way available to mastering certain knowledge, skills, and abilities. It

is, of course, not the only one, but one of the most important teaching assistants, designed to awaken students' interest in the material being studied and to keep this interest throughout the entire study.

The teacher can be advised not to "take the full blow" in composing the game on himself, but to delegate part of the work to students - for example, on the choice of lexical units in the game within the framework of the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, the use of the game in a foreign language lesson actually becomes an effective technique.

Thus, the use of the game in a foreign language lesson makes the educational process of higher quality, more successful, since the game involves all students in cognitive activity and stimulates students to learn a foreign language.

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