



DOI: [10.5958/2249-7137.2021.02058.9](https://doi.org/10.5958/2249-7137.2021.02058.9)

THE ROLE OF GAMING TECHNOLOGIES IN TEACHING STUDENTS AT THE MIDDLE STAGE

Rizayeva Zarnigor Ikramovna*

*Teacher of “Spanish and Italian languages” department,
Samarkand State Institute of Foreign Languages,
UZBEKISTAN

ABSTRACT

The modern education system provides teachers with many opportunities and resources to improve the effectiveness of the educational process. One of the more effective methods is gaming activity. In turn, it is also relevant in teaching students of higher educational institutions. Games stimulate interaction and successful communication of students and provide consistency to continue learning efforts, create conditions for meaningful use of language, reduce anxiety and allow students to study in a relaxed and pleasant atmosphere. Another advantage of using games in the process of learning a foreign language is the clarification of stressful moments.

KEYWORDS: *Gaming Activity, Gaming Technology, Business Game, Didactic Games, Role-Playing Game, Cognitive, Social And Creative Function Of The Game.*

INTRODUCTION

A stress-free environment should be provided in the atmosphere of language learning. At this stage, the games are very useful, because students do not feel any anxiety, their positive emotions are enhanced, and their self-confidence increases, because they are not afraid of punishment or criticism when they practice the language fluently. In many games, students have to cooperate to achieve a goal, and most students enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. No matter how differently games are described, one should not underestimate their pedagogical value both in teaching and in learning a foreign language.

In the game, a person completely immerses himself in the role assigned to him and reveals all his possibilities. Therefore, gaming activity is given great importance in the system of teaching students. Game activity is recreated in the classroom with the help of game methods and

conditions, which are called game technologies and are aimed at organizing the activities of students. Game technology is a set of psychological and pedagogical methods, methods of teaching techniques, educational tools. The development of game technologies by a teacher is of great importance. Traditional education, first of all, concentrates on the transfer of knowledge of a basic theoretical nature and pays much less attention to applied ones. Students may have difficulties in social adaptation, delays in social development, perception of future social roles due to lack of knowledge and skills of applied and practical level. Unlike other technologies, it gives the student the right to be personally involved in the functioning of the phenomenon being studied, as well as the opportunity to live for some time in real life circumstances [1, 13-16].

However, in order to introduce game technology into the educational process, it is necessary to find out the following: what competencies need to be formed, what educational material it is desirable to study using game technology, how to connect the game with other methods of education and training, what game technology needs to be chosen for a specific topic of the lesson and how to find time in the curriculum for its implementation and implementation.

The educational process based on the game must be organized correctly. To do this, you need to know the following:

- The model of the learning process based on the game is the inclusion of students in the game modeling of the studied phenomena, their living a new experience in the game;
- game-based learning provides an opportunity for students to make decisions independently, involves students in modeling complex situations, makes learning very interesting, intense, sometimes even stressful;
- Students have role-playing activities;
- a game situation is introduced and a problem situation is created through it, which is lived by student participants in the form of a game, the basis of their activities is game modeling, part of the students' activities takes place in a conditional game plan;
- teach students act according to the rules of the game;
- The teacher performs several roles: organizer, assistant and partner in the overall process of the game;
- The game has two levels: substantive and socio-psychological.

Game technology is a holistic education that covers a certain part of the learning process and is united by a common content, plot, characters. Each teacher, in order to build an educational process based on a game, can make up various game technologies from individual games and elements. The implementation of gaming technology solves an important task: everyone who takes part in it must find a way to self-expression, get to know themselves, as well as other participants, so that everyone in the game is easy and comfortable. Not every teacher is a master at creating games. Naturally, there are teachers who use game teaching techniques, and often make mistakes and blunders in this. In order to apply various game technologies in their activities, the teacher must know the general techniques for organizing work with the group, the methodology of the game library, understand the importance of presentation, communication skills, dynamics in the game. The ability to build this game is also important. The teacher

himself should be ready to play, involve, participate, help all other participants. There are an unimaginable number of different types of games. The business game is widely known to everyone as a kind of role-playing game. A business game is a joint activity of a group of students and a teacher under his control.

This type of game makes it possible to evaluate the ability to analyze and solve typical professional tasks. The peculiarity of business games is the high emotional mood of its participants, they always have a healthy competitive spirit [4, 169-172].

The psychological and pedagogical principles of organizing a business game:

- the principle of simulation modeling of specific conditions;
- the principle of game modeling of the content and forms of activity;
- the principle of joint activity, through the involvement of several participants in cognitive activity, requires the developer to select and characterize roles, determine their powers, interests and means of activity;
- the principle of comprehensive collective discussion of educational material by students allows them to achieve a comprehensive presentation of professionally significant processes and activities;
- the principle of the problematic content of the simulation model and the process of its deployment in gaming activities.

The signs of a business game:

- activity is modeled, certain tasks, roles are performed, and ways to solve the problem are found as a result;
- the game is not limited to solving one problem, but requires a “chain of solutions”;
- roles are distributed among the participants of the game;
- role goals begin to differ when finding solutions that contribute to the emergence of contradictions between participants, conflicts of interest;
- there is a controlled emotional tension;
- participants interact, perform certain roles;
- there is a common game goal for the whole team;
- the whole team develops solutions;

There are many alternatives to solve the problem. The goals of the business game are diverse:

- it has a positive effect on the modeling of the problem and makes it possible to consider different solutions and find the most effective ways to solve them;
- conveys a holistic view of professional activity, taking into account emotional and personal perception;
- teaches collective thinking and practical work, forms skills and abilities of social interaction and communication, as well as skills of individual and joint decision-making;

- educates a responsible attitude to business, respect for social values and views of the collective and society as a whole.

The essence of the business game is the creative activity of participants who need to find a problem and ways to solve it. A business game is a kind of training used in an educational institution that helps to achieve a goal. When applying this active method, modern university education will "absorb" everything new and progressive that arises in pedagogical theory and practice in order to increase the cognitive activity of students [2, 190-192].

Didactic games in foreign language lessons are used primarily to consolidate the skills of listening, reading, speaking and writing. Didactic communicative game involves such an organization of joint communicative activity of the teacher and students, during which the peculiarities of the speech behavior of schoolchildren are simultaneously manifested and foreign language communicative skills are formed. Creative role-playing games are one of the ways to learn foreign languages. Concepts such as role-playing, simulation, drama and play are often used interchangeably, but in fact they have different meanings. The difference between role-playing games and simulations is the authenticity of the roles performed by students. When simulating, students play their natural role, in other words, the role they play in real life (for example, the role of a buyer or booking transport tickets). In a role-playing game, students play a role that they do not play in real life (for example, a popular actor, judge, prosecutor, director, etc. A role-playing game can be considered as one of the components or an element of simulation.

Thus, in a role-playing game, participants assign roles that they play out within the script. In the simulation, attention is focused on the interaction of one role with other roles, and not on playing individual roles. One way or another, role-playing prepares students for social interaction in a different social and cultural context. This game is a very flexible learning activity that has a wide range of possibilities for diversity and imagination. Various communicative techniques are widely used in role-playing games, thereby developing fluency in language, interaction in the classroom and increasing motivation [3]. Role-playing improves the conversational skills of students in any situation, because almost all the academic time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's remark. As for shy students, role-playing helps by providing a mask with which students with communication difficulties are released. Also, it's fun, and most students will agree that fun leads to better learning. In turn, role-playing games can be classified as follows:

1. Short-term role-playing game, which is the simplest and fastest type of game lasting from 10 to 30 minutes. It can be built on the basis of text or dialogue. An example of this game can be presented in the form of an interview. Students are divided into pairs, after which they are given pictures depicting various problematic situations. One of the students takes the role of the interviewer, the other the role of the respondent. The task is to describe the problem and propose its solution. The game component consists in the fact that experts are also appointed among the students, whose task is to draw up a criterion for evaluation and subsequently evaluate all the speakers and point out the mistakes made. During this game, there is a high motivation and desire of students to show themselves, because one of the evaluation criteria may be artistry [3].

2. A full-fledged role-playing game in which students are given a description of the situation and their roles. The duration of this type of games takes an average of one or two lessons. As an example, consider verbal role-playing games. This archetype of games occurs through the verbal interaction of participants describing the actions of their game characters, and a mentor, in whose role a teacher can act, describing the realities of the game world.

Game learning is a form of educational process in created conditional situations, which is aimed at recreating and assimilating social experience in knowledge, skills, abilities and emotional evaluation activities. It is important for the teacher to master game technologies and use them in the classroom, because the use of game technologies in the educational process helps prepare students for important social roles, gives them the opportunity to personally participate in the functioning of the phenomenon being studied, allows them to live for some time in “real” life conditions.

CONCLUSION

Thus, the article proves the role of a foreign language, which acts as a means of intercultural interaction in social and professional spheres, is increasing every year in the modern world. This explains the need to rethink not only the concept of higher professional education, but also language education in new conditions. The new pedagogical paradigm presupposes the creation of an education system focused on humanization, productivity, creative and developing nature of the pedagogical process, which determines the interest of researchers in the problem of constructing such a process of teaching foreign languages, in which the main emphasis would be on the development of professionally significant competencies among students and which could contribute to a high level of formation of the main significant personality qualities. In many ways, the conditions in which universities could ensure that graduates achieve new effective results in learning a foreign language are determined precisely by the choice of pedagogical technologies, active methods and forms of education that organize creative and independent activity of students, involving the inclusion of elements of problematic, scientific search in the educational process. One of the teaching technologies that is becoming more and more widespread in the pedagogical process of teaching a foreign language is the game.

USED LITERATURE:

1. Aleshugina E.A., Vaganova O.I., Prokhorova M.P. Methods and means of assessing the educational results of university students // Problems of modern pedagogical education. 2018. No. 59-3. - S. 13-16.
2. Kostylev D.S., Kutepova L.I., Trutanova A.V. Information technologies for assessing the quality of educational achievements of students // Baltic Humanitarian Journal. 2017. Vol. 6. No. 3 (20). - S. 190-192.
3. Krechetnikov K.G., Kovylyna E.V. Model of the use of role-playing games in teaching foreign languages with a culturological approach / K.G. Krechetnikov, E.V. Kovylyna [Electronic resource]. - Access mode: www.econf.rae.ru/pdf/2010/04/996a7fa078.pdf
4. Loshkareva D.A., Aleshugina E.A., Vaganova O.I., Kutepova L.I. Contextual approach to vocational education // Problems of modern pedagogical education. 2018. No. 58-3. - S. 169-172.