THE ROLE OF GAMING TECHNOLOGIES IN TEACHING ENGLISH

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Abstract: Game technologies play an important role in teaching English. They not only help make the learning process interesting and effective but also increase students' motivation and ensure their active participation. They are suitable for educational purposes in traditional classes. Games of this kind contribute to the systematization of foreign language material in a simple game scheme: bingo-lotto, games in pairs, board games, crosswords, etc. Most often, these games are introduced to train spelling or systematize vocabulary. In addition they make the learning process enjoyable and engaging, encouraging learners to use and experiment with the language in different contexts. Language games often incorporate novel or contextual vocabulary, helping participants learn new words and phrases while having fun. This process of games adapted to players needs and skill progressions develops student meaningful skill improvement, leading to students' shaping their own practice, and in time learning to modify games to suit each others playing abilities. Several important aspects of the role of games in language teaching have been mentioned. These are interactive game processes, the development of language skills, etc. In conclusion, game technologies are an innovative and effective method in teaching English. They help to attract students' attention, consolidate their knowledge, and develop language skills.

Key words: Gaming technologies, Teaching language, Students motivation, Skill improvement, Numerical games, Age-relatedness, Learning activities, Didactic games, Demonstration, Encourage pupils, Devolop language skills.

Аннотация: Игровые технологии играют важную роль в обучении английскому языку. Они не только помогают сделать процесс обучения интересным и эффективным, но и повышают мотивацию учащихся и обеспечивают их активное участие. Они подходят для образовательных целей на традиционных занятиях. Игры такого рода способствуют систематизации иноязычного материала в простой игровой схеме: бинго-лото, игры в парах,

настольные игры, кроссворды и т. д. Чаще всего эти игры вводятся для тренировки правописания или систематизации словарного запаса. Кроме того, они делают процесс обучения приятным и увлекательным, побуждая учащихся использовать и экспериментировать с языком в разных контекстах. Языковые игры часто включают в себя новую или контекстную лексику, помогая участникам изучать новые слова и фразы, получая удовольствие. Этот процесс игр, адаптированных к потребностям игроков и прогрессу навыков, развивает значимое улучшение навыков учащихся, что приводит к формированию учащимися собственной практики и со временем обучению модифицировать игры в соответствии с игровыми способностями друг друга. Было упомянуто несколько важных аспектов роли игр в обучении языку. Это интерактивные игровые процессы, развитие языковых навыков и т. д. В заключение следует сказать, что игровые технологии являются инновационным и эффективным методом обучения английскому языку. Они помогают привлечь внимание студентов, закрепить их знания и развить языковые навыки.

Ключевые слова: Игровые технологии, Обучение языку, Мотивация студентов, Числовые игры, Соответствие возрасту, Учебная деятельность, Дидактические игры, Демонстрация, Поощрение учеников, Развитие языковых навыков.

Anotatsiya: Ingliz tilini o'rgatishda o'yin texnologiyalari muhim ro'l o'ynaydi. Ular nafaqat o'quv jarayonini qiziqarli va samarali o'tkazishga yordam beradi, balki o'quvchilarning ishtiyoqini oshiradi va faol ishtirokini ta'minlaydi. Ular an'anaviy sinflarda o'quv maqsadlari uchun javob beradi. Bunday o'yinlar chet tilidagi materialni oddiy o'yin sxemasida tizimlashtirishga yordam beradi: bingo-lotto, juftlik o'yinlari, stol o'yinlari, krossvordlar va boshqalar. Ko'pincha bu o'yinlar imloni o'rgatish yoki lug'atni tizimlashtirish uchun kiritiladi. Bundan tashqari, ular o'quv jarayonini qiziqarli qiladi, o'quvchilarni turli kontekstlarda tildan foydalanishga va tajriba qilishga undaydi. Til o'yinlari ko'pincha yangi yoki kontekstli lug'atni o'z ichiga oladi, bu ishtirokchilarga yangi so'zlar va iboralarni o'rganishga yordam beradi. O'yinchilarning ehtiyojlari va ko'nikmalarining rivojlanishiga moslashtirilgan bu o'yin jarayoni o'quvchilarning mazmunli mahoratini rivojlantiradi, bu esa o'quvchilarning shaxsiy amaliyotini shakllantirishga olib keladi va vaqt o'tishi bilan o'yinlarni bir-birlarining o'yin qobiliyatiga mos ravishda o'zgartirishni o'rganadi. Til o'rgatishda o'yinlarning rolining bir qancha muhim jihatlari qayd etilgan. Bular interaktiv o'yin jarayonlari, til ko'nikmalarini rivojlantirish va hokazolar.Xulosa qilib aytish mumkinki, o'yin texnologiyalari ingliz tilini o'qitishda innovatsion va samarali usuldir. Ular o'quvchilar e'tiborini jalb qilish, bilimlarini mustahkamlash, til ko'nikmalarini rivojlantirishga yordam beradi.

Kalit soʻzlar: O'yin texnologiyalari, O'qitish tili, Talabalarning motivatsiyasi, Ko'nikmalarni oshirish, Raqamli o'yinlar, Yoshga bog'liqlik, O'quv faoliyati, Didaktik o'yinlar, Ko'rgazmalilik, O'quvchilarni rag'batlantirish, Til ko'nikmalarini rivojlantirish.

INTRODUCTION

Games have been a method of learning and transferring social experience since ancient times. This highlights their long-standing value in human development. In modern schools, teachers use play activities in various ways: Games can be a standalone method for learning a concept, topic, or even an entire section of a subject. They can be a component of a more comprehensive teaching method. It can be used as part of a lesson, such as in the introduction or for assessment. Games are used as a technology for extracurricular activities. G.K. Selevko gives the following definition of game technology – "this is a type of activity in situations aimed at recreating and assimilating social experience in which self-management by behavior develops and improves".[1] The main goal of game training is to teach students to work effectively together in painstakingly created educational conditions. According to the researchers, game-based learning technologies in primary school make it possible to form new personality traits, learn the norms of behavior in society and raise a person. At the same time, the game performs a large number of important functions that affect the development of the student's mental abilities, his arbitrary behavior, as well as the sphere of cognition. "E. I. Passov refers to the main functions of game activity:" has been reworded to "According to E. I. Passov, the primary benefits of using games in education include:" This makes it clear that the listed items are seen as advantages. The bullet point format is retained for clarity:

• building proficiency in conversational skills;
• enhancing both linguistic abilities and cognitive processes;
• fostering improved communication skills;
• facilitating the learning and retention of information.

THE IMPORTANCE OF GAMING TECHNOLOGIES

The rapid development of our country requires the deepening and strengthening of the level of knowledge of our future youth. "On measures to further improve the system of learning foreign languages"[2] and "On the Strategy for further development of the Republic of Uzbekistan" to improve the quality of education, as well as the

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[1] Dilnoza,O.M.Game Educational Technologies in teaching Foreign Languages. Eurasian Research Bulletin.2022.p.98

[2] Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev No. PF-4947 "On the Action Strategy for the further development of the Republic of Uzbekistan". February 7, 2017.Collection of Legislation of the Republic of Uzbekistan, Tashkent, 2017, No. 6, Article 70.

training of qualified personnel for the comprehensive formation of a harmoniously developed generation is a key issue of our time[3]. It is clear from these decisions and decrees that foreign language teachers have a responsibility to ensure the education of young people and their professional development. Because the younger generation must master foreign languages in order to become a skilled professional in the future. By mastering a foreign language, every professional can test their knowledge and skills in other developed countries. Educational games offer diverse didactic features, characterized by active participation, structured rules, and strong motivation. These games can be implemented as traditional board or card games, or digitally as computer or online games. In the context of foreign language instruction, various types of didactic games are employed, each contributing distinct learning outcomes:

1. Numerical Games: Develops mental calculation abilities and enhances concentration skills;

2. Vocabulary Games: Expands vocabulary and refines pronunciation accuracy;

3. Encourages independent language learning initiatives;

4. Discussion and Decision-Making Games: Cultivates argumentation skills and rhetorical proficiency;

5. Role-Playing and Simulation Games: Engaging in imaginative scenarios to enact diverse roles and behaviors;

6. Interactive and Cooperative Games: Promoting collaborative teamwork based on established guidelines;

7. Knowledge-Based Games: Organizing question-and-answer activities to solidify learning and develop instructional competence;

8. Presentation and Production Games: Encouraging students to creatively develop and present educational materials;

Didactic games used in language learning can also be used to develop student behavior. Through play, language learners learn to collaborate, learns to understand each other, and when competing with each other in small groups, learns to work together, helping each other, comparing himself to others, - states Kleppin.[4]

AGE-RELATEDNESS OF THE GAME

Teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content[5]. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to

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[3] The First President of the Republic of Uzbekistan I. Karimov's resolution "On measures to further improve the system of learning foreign languages." Tashkent, December 10, 2012, No. PQ-1875

[4] Kleppin, Karin: The language learning game in foreign language lessons. Studies on teacher and learning behavior in language learning games. Tübingen 1980.

[5] Rogova G. V.Methods of Teaching English. –Leningrad: Higher School Publishing House, 1975. pp. 121-130.

learn or not. They should also consider when the game should be used. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, and knowledge and so on[6]. In our great eagerness to teach our children we studiously look for "educational" toys, games with built-in lessons, books with a "message." Often these "tools" are less interesting and stimulating than the child's natural curiosity and playfulness. Play is by its very nature educational. And it should be pleasurable. When the fun goes out of play, most often so does the learning"[7]. As is known to everyone, game is an activity providing entertainment or amusement; it's a competitive activity or sport in which players contend with each other according to a set of rules. "A game is an activity carried out by co-operating or competing decision-makers, seekingto achieve, within a set of rules, their objectives"[8]. Educational games should be encouraged because evidence suggests they enhance focus, leading to improved learning outcomes for students, especially children. The immersive nature of games seems to create a more conducive learning environment.

As with other learning activities, teachers need to pay careful attention to the difficulty level of games. Part of the appeal of games lies in the challenge, but if the challenge is too great, some students may become discouraged. The challenge can be of two kinds: understanding how to play the game and understanding the language content.

Some suggestions for both types of understanding are:

- Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class;

- A kind of script of what people said as they played or a list of useful phrases. Similarly, key vocabulary and concepts may need to be explained;

- Clear directions. Demonstrations can accompany directions, and directions can be given whenneeded, rather than explaining all the steps and rules in one go. Some initiated-students" modificationscan beaccepted;

- A game should encourage students to focus on the use of language rather

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[6] Harmer Jeremy. The practice of English language teaching. L. -New York, 1999. pp.213-321.

[7] Harmer J. Teaching and Learning Grammar. –London: Longman, 1987. 15p.

[8] Abbott G., D. McKeating, J. Greenwood, and P. Wingard. "Teaching English with Games", 1981. pp. 87-90

than on the language itself;

- A game should give students a chance to learn, practice, or review specific language material;

- Students may wish to play games purely for fun. Teachers, however, need more convincing reasons;

- Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or programmed, and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.[9]

DISCUSSION AND CONCLUSION

Since children"s concentration and attention spans are short, variety is a must. This means variety of activity, variety of pace, variety of organization. As already mentioned, children have an amazing ability to absorb language through play and other activities which they find enjoyable. That is why games seem to be a challenging and exciting tool to make the young learners motivated and satisfied with making progress in acquiring a language. There are many reasons why creating activities for young children"s languagelearning is very important. First of all, it is extremely valuable because it allows for meeting pupils" individual needs. Complete dependence on the textbook is not suitable for all students as they are of different levels and have different interests and diverse learning styles. Furthermore, the textbook being designed for a general audience may not fully match the students" specific requirements. However, creating materials for learning can be very time consuming and often needs resources, like photocopying facilities. Moreover, the most common barriers can also be the cost involved in realizing some conceptions, lack of handbooks from which to get ideas, lack of skills to design some activities. A good solution to overcome some of the difficulties mentioned above seems to be to involve pupils in preparing activities. They are full of ideas and enthusiasm. They can do some illustrations, they can prepare short stories and dialogues or riddles, and they can also make rhymes, chants, or short poems. It gives them a real reason for using language; and gradually, they can create activities for each other.

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