The importance of using game technologies in English lessons

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Abstract
The article discusses game technologies designed to purposefully plan a foreign language lesson. With the help of playful technologies, the lesson can not only be organized in a fun way, but also increase the students' interest in language learning.

Keywords: didactic games, thought component, digital games, word games, association and introductory games, discussion and decision-making games, role and simulation games, interaction and collaboration games, cognitive games, presentation and production forms.

Introduction
The rapid development of our country is aimed at deepening and strengthening the knowledge level of our future youth. Resolution on December 10, 2012 "On measures to further improve the learning foreign languages system " [1] and, Decree on February 7, 2017 "On the Action Strategy for further development of the Republic of Uzbekistan" consider the qualified personnel training to improve the education quality, as well as the comprehensive formation of a harmoniously developed generation as a key issue of our time [2]. It is clear from these decisions and decrees that foreign language teachers have a responsibility to ensure the youth education and their professional development. Because in order for the younger generation to become skilled professionals in the future, it is necessary to master a foreign language. By mastering a foreign language, every professional can test their knowledge and skills in other developed countries.

Since foreign language teaching is one of the main problems of our society, the practical lessons organization without the interactive games use will certainly lead to a boring lesson. With the help of didactic games used during the lesson, the student not only learns a foreign language, but also automatically develops social skills (communication, teamwork and decision-making skills) or personal skills (perseverance). With the help of games used during the lesson, what is learned is not only repeated, but also organized, branched and internalized.

The main goal of foreign language teachers is to think about how they can impart the knowledge they need to learn a foreign language. In addition to playing games, instructional games also teach certain mental knowledge and skills acquisition.

Through the play component, the learning material is presented interactively. Thus, language learners can be active in groups and in the classroom themselves. This can motivate the reader to apply and deepen knowledge with pleasure. Games help them learn new things and stay mentally healthy. In addition, as a result of the didactic games use, the student develops involvement sense in new situations and problems and confidence in their own abilities.

Educational games have various didactic features. Active actions, set rules and motivation are constant elements of such games. The game can be developed as an analog board or card game or as a digital computer or online game. There are different types of didactic games in the foreign language teaching process, and their learning effects include:

1) **Number games** - applying the game of the numbers world; have valuable knowledge of numbers; learning effect: learns mental arithmetic processes, concentration.

2) **Word games** - language and reading support; pictorial letters and words games; learning outcome: vocabulary increases, pronunciation improves.

3) **Association and introductory games** - analysis of the main meaning of the text and the concepts related to the text; the study result is an attempt to learn the language independently.
4) Discussion and decision making games - knowledge exchange; express and argue their opinions. As a result of the study, argument acquires rhetorical thinking skills.

5) Role and simulation games - performs the roles and behaviors of others in a fantastic environment. Personal competence, as a learning effect, assumes social authority.

6) Interaction and collaboration games - Learns to work together in a group on the basis of certain rules, and as a result develops social skills, methodological skills.

7) Knowledge games - A question or guess game is organized to learn and has the competence to impart knowledge.

8) Forms of presentation and production - In this game type, the student creatively prepares the learning material and as a game result the student develops didactic competence.

In fact, U. Hoshimov highlights the main teaching purpose a foreign language as follows (3, p. 12):

1) Creating a broad theoretical basis for foreign language teaching methods for future professionals;

2) Effective creative application of principles, methods, means of education in students, the skills formation;

Of course, the teacher chooses a foreign language teaching method. With the use of didactic games in the classroom, the teaching content almost does not change, but the way it is conveyed to students’ changes. A number of teaching methods such as “Brainstorming”, “Networks” (Cluster) methods, “Boomerang”, “Scarab”, “Wheel”, and “Resume” are used by the teacher in organizing the lesson process.

In order for a teacher to choose an appropriate and effective teaching method, several factors need to be taken into account, such as the number of students in the group, the foreign language knowledge level, the didactic game method appropriateness, etc.

In addition to providing knowledge, the game also provides opportunities for personal development. Therefore, the game can be considered as a social and spiritual connection of U. Khoshimov, if the game result is successful and each participant can show himself in the game, they will be closer to each other.

Beme, a methodist who has focused on speaking games in the first place, argues that practical exercise is inseparable from play, which focuses on expressing one's opinion through play in the classroom (4). Because games teach thoughts concentration in listening and speaking, free thinking, submission to the game discipline, independent thinking, planning their thoughts, a responsibility sense.

“Didactic games used in language learning can also be used to develop student behavior, during the game, the language learner learns to feel the need to cooperate, to understand each other, while competing in small groups, they learn to work in a community, helping each other, and comparing themselves to others” - says Kleppin (5).

The game importance is that the teacher will have the opportunity to observe while the students are working freely. As a result, students can learn more about their activities, fantasies, creative abilities, hard work, and team behavior.

It is important that the teacher is able to allocate time correctly during the lesson; reinforce the topics covered at the beginning of the lesson; apply new methods in each lesson; it is advisable to use appropriate handouts for each lesson.

From observations in the education process, we can once again be convinced that the ancient Romans did not evaluate in vain that the education root would be bitter. But the advantage of using the bitter roots of an experienced teacher’s teaching method with pleasure and smiling ga is that if we plan the lesson in a purposeful way, we can change the education taste that is rated “bitter” and even train healthy thinking personnel.

In summary, the use of pedagogical technologies in the English teaching process provides practical assistance to students in developing oral, listening comprehension, writing, reading skills and free communication.
References


2. 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, PD №1875

