



DEVELOPING STUDENTS' LANGUAGE SKILLS THROUGH INTERACTIVE GAMES

Razzaqova Rayhon Ruslan qizi
Urgench Ranch Technological University
2nd year student of Philology English
<https://doi.org/10.5281/zenodo.14905707>

Annotation: The article considers effective methods and techniques for developing students' language skills through interactive games. The authors emphasize the importance of interactive games in the formation of speech, grammatical and lexical skills, and analyze the role of such methods in increasing children's interest in the learning process and developing their communicative abilities. The article presents examples of interactive games adapted for students of different age groups, shows the results of their use and the impact on the level of students' knowledge. The results of the study show that interactive games, in addition to making the language learning process interesting and effective, also develop students' creative abilities.

Keywords: Language skills, interactive games, speech skills, grammatical skills, lexical skills, communicative abilities, creative abilities.

Introduction.

In the modern education system, the development of students' language skills is one of the important tasks. Language skills include speech, grammatical and lexical skills, and these skills greatly affect the formation of children's communication skills, facilitate the process of learning, and have a significant impact on their social and intellectual development. However, traditional teaching methods often do not arouse students' interest and reduce their activity. Therefore, interactive methods, in particular interactive games, have become widely used in modern pedagogy. Interactive games are a valuable tool for increasing children's interest in the learning process, developing their creative abilities, and at the same time strengthening language skills. Through games, students easily learn new words and phrases, learn to apply grammatical rules in practice, and improve their speech skills. In addition, interactive games increase students' ability to work in a team, develop their skills of interaction and communication. This article examines the role and importance of interactive games in the development of language skills. Examples of interactive games designed for students of different age groups are presented and their contribution to the educational process is analyzed. The results of the study show that interactive games play an important role not only in increasing the level of knowledge of students, but also in improving their attitude towards learning.

Methodology:

This study used scientific methods and approaches to study effective methods for developing students' language skills through interactive games. The methodological basis of the study is practical experiments, pedagogical observations, and the results of working with students. The main methods used in the research process and their practical aspects are considered below.

First of all, the effect of interactive games on the development of students' language skills was studied using the pedagogical observation method. During the observation process, changes in the speech, grammatical, and lexical skills of students of different age groups were identified. This method recorded the students' activity during the games, the speed of assimilation of new information, and their progress in communication skills.

The second method was an experimental study. In this study, the results of lessons conducted in the classroom based on interactive games were compared with those taught using traditional methods. During the experiment, changes in students' knowledge level, interest in the lesson, and speech skills were assessed. This method identified the advantages of interactive games over traditional methods.

As a third method, questionnaires and interviews were conducted. Data were collected on the impact of interactive games on the educational process through interviews with students, teachers, and parents. The questionnaires identified students' attitudes toward games, their interests, and difficulties. This data allowed for a more in-depth analysis of the results of the study.

Statistical analysis methods were also used in the research process. Changes in students' knowledge level and skills were presented in the form of numbers and graphs, and their dynamics were examined. This method quantitatively assessed the impact of interactive games.

The methodological basis of the study is the integration of various scientific methods. The effectiveness of interactive games in developing language skills was proven using pedagogical observation, experimental research, questionnaires and statistical analysis methods. The results obtained through these methods demonstrate the importance of interactive approaches in modern education and emphasize the need for widespread use of such methods in the future.

Literature analysis:

The results of scientific literature, pedagogical research and practical work were widely used in studying the issue of developing students' language skills through interactive games. Below is an analysis of important literature on this topic.

Vygotsky's socio-cognitive theory of the work "Brain and Culture" is an important source for understanding the role of interactive games in the cognitive and language development of children. Vygotsky noted that children form their knowledge in a social environment, in particular through games. His concept of the "zone of proximal development" explains the importance of interactive games in revealing the potential of students. This work played an important role in forming the theoretical foundations of our research.

H. Douglas Brown's "Language Learning and Teaching" covers a wide range of methods for learning and teaching foreign languages. Brown emphasizes the effectiveness of interactive methods, in particular, games, in language learning. In his opinion, games increase students' motivation and encourage them to master speech and grammatical skills. This work provided our research with a deeper understanding of the role of interactive games in language learning.

Penny Ur's "Grammar Practice Activities" emphasizes the importance of interactive methods in teaching grammar. In his opinion, learning grammar rules through games is

interesting and effective for students. This work provided valuable information on the use of interactive games in developing grammatical skills in our research.

In recent years, many scientific articles and studies have been published on the role of interactive games in the educational process. For example, in the article "Interactive Games in Language Learning", the effectiveness of interactive games in developing speech and lexical skills is proven through experimental studies. These studies provide valuable information about the role of interactive games in modern education.

Pedagogical studies conducted in Uzbekistan also show the role of interactive games in developing language skills. For example, studies conducted within the framework of the "Innovative Educational Technologies" program of the Ministry of Public Education of the Republic of Uzbekistan confirm the effectiveness of interactive methods in increasing the level of knowledge of students.

Literature analysis shows that interactive games play an important role in the development of language skills. Theoretical works and practical studies confirm the importance of interactive games in increasing students' motivation, strengthening their speech, grammatical and lexical skills. This literature was an important source in forming the theoretical and practical foundations of our study.

Discussion:

The results of the study and the analysis of real literature show that interactive games play an important role in the development of students' language skills. These methods not only help to increase the level of students' knowledge, but also increase their interest in the learning process. Below, based on the research results, the impact of interactive games and their advantages are discussed.

First of all, interactive games are effective in developing students' speech skills. Through games, students easily learn new words and phrases, practice using them in speech. For example, with the help of "Word Memorization Games", students quickly and interestingly master new vocabulary. This process increases their communication skills and improves their speech expression.

Secondly, interactive games play an important role in strengthening grammatical skills. Through games, students learn grammatical rules not theoretically, but practically. For example, with the help of "Grammar Question and Answer Games", students learn to apply the rules logically. This makes it easier for them to understand grammar and reduces errors.

Thirdly, interactive games help expand students' lexical skills. Through games, students get acquainted with new words and learn to use them in different contexts. For example, with the help of "Word Finding Games", students get acquainted with new words and memorize them. This increases their vocabulary.

In addition, interactive games play an important role in increasing students' motivation. Through games, students make the learning process interesting and enjoyable. This increases their interest in the lesson and makes them active. For example, through "Team Games", students compete with each other and test their knowledge. This increases their desire to learn.

Interactive games also help develop students' social and communicative skills. Through games, students learn how to communicate with each other, work in groups, and solve problems. This increases their social skills and prepares them for teamwork.

Conclusion.

In conclusion, interactive games are of great importance in developing language skills. They help strengthen students' speech, grammatical, and lexical skills, increase their motivation, and develop their social and communicative skills. The results of the study show that interactive games play an important role in the modern educational process and their widespread use can further improve the level of knowledge and skills of students.

References:

1. Vygotskiy, L. S. (1978). *Miya va madaniyat: Yuqori psixik funksiyalarning rivojlanishi*. Harvard University Press.
2. Brown, H. D. (2000). *Language Learning and Teaching*. Pearson Education.
3. Ur, P. (1988). *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge University Press.
4. Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning*. Cambridge University Press.
5. Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.

