



## GAMES IN THE PROCESS OF LANGUAGE LEARNING

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**Abstract.** The article discusses the possibilities of using word games in the process of teaching language. The main classifications of games are given, with the main attention being paid to games of a lexical nature. The article substantiates the conditions that make it possible to use word games as efficiently as possible in the learning language classes, and also provides examples of games at different stages of work with students.

**Keywords:** language learning, game methodology of teaching language, language games, lexical games, teaching adults.

We are living in the period of extremely vivid and considerable social changes. No doubt that today's youth will live in entirely another conditions than their. That is why, firstly, we - representatives of young generation should be able to think and act independently, to manage working individually in their professional activity. future specialists will surely need foreign languages.

As we know learner need language skills in order to use them practically. So evidently it's important for one to communicate on that very language, which one is learning. At this point, we can't help emphasizing responsibility of language teachers.

How teacher can make each lesson interesting, attractive and let students imagination and creativity develop? Among various types of interactive methods, games are considered to be the most popular and effective. Because they let students use their theoretical skills in practice, try own possibilities in natural situations. These are the reasons of games being irreplaceable part of language learning process. Games give a splendid opportunity to use vocabulary and lexical means in real situations, which everybody face during casual life.

Games are incredible helpers in developing speaking skills, not being boring for earners, what is extremely important.

Game's can be differently evaluated from the point of students and teachers. From the point of a learner, a game is an activity, in process of which one can play different roles. When the game has a definite objective- it becomes not only interesting activity, but useful exercise for student's brains.

From the point of a teacher, games can be considered as one of the class-Organization means, to be more exact, as the main method of improving student 's Speaking ability. Games give a start to the mechanism of motivation in student's mind, what is also considerable element in language learning.

Role playing, for instance, is based on interpersonal relations and life in process of communication. Being a model interpersonal relations, role playing creates a necessity to communicate, to speak, and stimulate the interest of a learner to participate in foreign language conversation: Moreover, role playing is very beneficial

for learners to improve their ability of modulating and formulating their speech for various situations, in order for them, later feel kind of state in real life. Taking into consideration all these facing any these useful features of games, outstanding teachers try to use them intensively in lesson organization.

A game - special organized activity, which demands activation of emotional and mental force. Game always assumes decision-making - how to act. The desire to solve these questions aggravates cognitive activity of the playing person. And if the child speaks on a foreign language besides all, what we've mentioned above? Children however do not reflect on it. For them, game first of all – fascinating occupation. It is feasible even to weak learners, the weak student on language preparation can become the first in game - resource and ingenuity sometimes appear more important, than knowledge of language. The feeling of equality atmosphere - all gives possibility to students to overcome his shyness, which prevents free usage of words of another language in speech, which positively affects results of training.

The main task of the teacher - to maintain students' interest to a subject, to provide that the material, offered to students was accessible to them on difficulty, and wasn't too complicated for their intellectual level.

Games help incredibly on that point, to solve such kind of problems. Their usage leads to good results, increases students' interest to the subject, allows concentrating their attention on the main point - to seize language skills in the process of simple situations during the games.

Games can be used on all courses at language studying, but character of a material and a problem vary from a course to a course.

Games, from our point of view, promote performance of the important methodical problems:

- Creation of psychological readiness of students for oral dialogue;
- Maintenance of natural necessity of repetition of a language material with them;
- Training of pupils in a choice of the necessary speech variant that is preparation for situational spontaneity of speech.

So, we can conclude, as games and tasks to them - one of effective working methods. Let's see what their advantage is:

Firstly, students accept a material, learning it in situations, characteristic for surrounding reality, which promotes development of the speech initiative and strengthens natural-communicative orientation of learning process.

Secondly, games give an opportunity to feel deeply the exact place and correct position of usage of learning material in real situations, realize the specification of taken information. Students memorize new information better, if games are used.

Thirdly, games and tasks develop and improve learners' thinking activity. Moreover, they provide students' desire to use foreign language in oral speech, in communication with others, so it affects greatly their motivation.

At researches show, games are basically appreciated and widely used in language teaching because of their being successful helpers both for teachers, to learn the language quickly and not to feel bored.

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