

Teaching English through games

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There are a lot of different languages. Some of them are dead, some are really popular these days. English is an international language which is spoken all over the world. It is the language of computers, science, business, sport and politics. Teaching English has become a phenomenon especially for non-linguistic students. English is taught everywhere. Like any other EFL, students easily accept new foreign languages, but they get very bored if the teacher teaches them using the old traditional methods and techniques. That is why being English teachers we need to find different and interesting ways to teach and motivate our students. There are various methods of teaching English through games. Games are one of methods that can be used to avoid boredom in the classroom. They play a special role in any foreign language teaching. Both students and teachers will benefit from the inclusion of games during classes. In addition, teachers can achieve all learning outcomes through the use of games. It is necessary to strive to ensure that the game element is present at every stage of a foreign language lesson and creates a general game atmosphere. The use of games in foreign language lessons contributes to mastering the language in an entertaining way, develops memory, attention, ingenuity, maintains interest in a foreign language [Lee, W.R. 2000:5,6]. Keeping these principles in mind - luck and skill, competition and cooperation, surprise, which are the basis of all games - you can turn a textbook exercise into a game. Benefits of using game methods: Game techniques increase the efficiency and quality of student learning; The process of the game itself contributes to the creation of a favourable psychological environment among students; The game allows students to gain experience of communication in a foreign language; Game techniques develop language and speech flair; Game techniques develop interest in the language, increase the motivation of students. In the modern methodology of teaching a foreign language, gaming activity in the learning process performs the following functions: teaching, educational, entertaining, communicative, relaxation, psychological, developing [Harmer, J. 1991: 23,25]. Let's take a closer look at the features of all these functions: The teaching function consists in the development of memory, attention, perception of information, the development of general educational skills and abilities, and it also contributes to the development of foreign language skills. This means that the game is a specially organized activity that requires emotional and mental strength, as well as the ability to make a decision (what to do, what to say, how to win, etc.). The desire to solve these questions sharpens the mental activity of students, i.e. The game contains rich educational opportunities. The educational function is to educate such a quality as an attentive, humane attitude towards a partner in the game; also develops a sense of mutual assistance and mutual support. It is in role-playing games that discipline, mutual assistance, active readiness to engage in various activities, more independently, the ability to defend one's point of view, take the initiative, and find the best solution in certain conditions are brought up. The entertaining function is to create a favourable atmosphere in the lesson, turning the lesson into an interesting and unusual event, an exciting adventure, and sometimes into a fairy-tale world. The communicative function is to create an atmosphere of foreign language communication, unite a team of students, establish new emotional and communicative relationships based on interaction in a foreign language. Relaxation function

removal of emotional stress caused by stress on the nervous system during intensive learning of a foreign language. The psychological function consists in the formation of the skills to prepare one's physiological state for more effective activity, as well as the restructuring of the psyche for the assimilation of large amounts of information. It is also worth noting here that psychological training and psycho-correction of various manifestations of personality are carried out in game models that can be close to life situations (in this case, we can talk about a role-playing game). The developing function is aimed at the harmonious development of personal qualities to activate the reserve capabilities of the individual. With the help of the game, pronunciation is well practiced, lexical and grammatical material is activated, listening and speaking skills are developed. The game develops the creative, mental abilities of the child. It involves making a decision: how to act, what to say, how to win. Educational games help to make the process of learning a foreign language interesting and exciting. It is the game that is one of the strong motives in teaching a foreign language. The use of various games in a foreign language lesson contributes to mastering the language in an entertaining way, develops memory, attention, ingenuity, maintains interest in a foreign language. Games in foreign language lessons should also be used to relieve tension, monotony, when working out language material, and when activating speech activity. Of course, it must be taken into account that each age period is characterized by its own type of leading activity. The use of games in foreign language lessons helps the teacher to reveal more deeply the personal potential of each student, his positive personal qualities (hard work, activity, independence, initiative, ability to work in collaboration, etc.), maintain and strengthen learning motivation. Thus, the game, having multifunctionality and, being introduced into the educational process, allows for better and faster assimilation of foreign language material, frees the student from "mistake fear", contributes to the creation of a favourable climate in the foreign language lesson and activates the student's activity. Conclusion Thus, having studied the role of the game in the learning process and considering the need to use didactic games in English lessons, we can conclude that the educational and developmental value of learning in a game form lies in the content and focus on solving the problems set by the teacher. With the help of the game, you can ensure the active participation in the lesson of each student, stimulate verbal communication, contribute to the formation of interest and desire to learn a foreign language. The game is an excellent way to spur students on, make them work actively in the lesson. After a difficult oral exercise or other tiring activity, a fun game is the perfect opportunity to unwind. The use of various games in a foreign language lesson contributes to mastering the language in an entertaining way, develops memory, attention, ingenuity, maintains interest in a foreign language. Games in foreign language lessons should also be used to relieve tension, monotony, when working out language material, and when activating speech activity. The use of games and game moments in foreign language lessons is an important method for stimulating the motivation of students' educational and cognitive activity.

References

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