

TECHNIQUES AND FORMS OF USING GAMES IN TEACHING VOCABULARY AT THE MIDDLE STAGE OF TRAINING

Sulaymonova Nilufar Jabborovna

Teacher of SamSIFL

Usmonova Sugdiyona Zufarbek qizi

Student of SamSIFL

Annotation: *This scientific article provides information on ways to increase the vocabulary of schoolchildren, the use of games to increase the vocabulary of English language learners.*

Key words: *technique, game method, communicative, vocabulary, crosswords, tables, necessary equipment, ability, perception*

INTRODUCTION

There are several groups of games, each of them serves to achieve a specific goal, having its own specifics. Some groups of games are used in a foreign language lesson.

Group 1 – object games, as well as manipulations with toys and objects.

Group 2 – story-role-playing and creative games. They are used in foreign language lessons. Games are divided into simulations (imaginary) and role-playing. The second are the lowest, and the first have the highest level of this type of educational activity. In a role-playing game, clear information belongs to each role. She performs a certain role position. The simulation performs a task that needs to be solved. It reminds me of an experience from my own life. The situation is sometimes not quite real, however, it is not a role-playing, but one's own attitude to the problem that is transmitted. This type of gaming activity is effective at the advanced stage of learning a foreign language, since it involves spontaneous utterances [17, 8]. It concerns imaginary situations.

Group 3 – intellectual games. They are aimed at activating the cognitive activity of the student, have a problematic nature of problem solving. They are used in foreign language lessons.

Group 4 – constructive and technical games.

Group 5 – didactic games. These are games with ready-made rules. They serve to solve educational tasks. In this group there are linguistic games that are played in foreign language lessons. Linguistic games based on the number of participants are divided into pairs, individual and group. Individual ones are anagrams, crosswords, and paired and group ones are bingo-like games. They combine similar pictures and their finding with the help of questions, dictation "in pictures" [7.65].

METHODOLOGY

In a foreign language lesson, you can use game elements ("warming-up activity" through creating problematic imaginary situations, working with game exercises to repeat vocabulary on a topic, and others). The whole lesson can be presented in the form of a game (conducting a role-playing, intellectual game on the topic, conducting a game on the material on country studies, and others).

Drawings, descriptions of situations, instructions, texts of works of art are widely used to create game situations.

Most authors consider it appropriate to conduct a game at the final stage of working with vocabulary on this topic, since the game makes it possible to use new material in a communication situation. But there are a large number of games, the use of which in the lesson will make the process of mastering new vocabulary an exciting activity. Games can be used at any stage of working on the vocabulary of a foreign language.

Game techniques for working at the stage of introducing a new vocabulary of a foreign language:

1) A crossword puzzle game on the topic of "Money".

Description: the game is in the form of a field of a grid of 14 by 14 cells, in each of which a letter of the alphabet is written. Words on this topic are encrypted among the letters. Before starting the game, students read and translate words from the active dictionary together with the teacher. The task of students is to independently find these words among the letters, based on the list at the bottom of the page [13, 302].

Purpose: to familiarize students with the vocabulary on the topic "Money", memorizing the graphic image of the word.

Students play individually or in pairs (in this case, excitement is introduced into the game).

2) The game-discharge (warming-up activity).

Description: The teacher stands on an empty seat and says: "I like yoghurt but I don't like cheese." At the same time, he points to the right, saying like and to the left, saying don't like. The task of the students is to join the teacher on the right and left, offering their own version. For example: I don't like cottage cheese either, but I like margarine.

DISCUSSION

This game is suitable for any topic. Purpose: introduction of new vocabulary, pronouncing new words in typical situations, emotional and physical relaxation.

Purpose: repetition of the graphic image of the word.

Game techniques for working at the stage of developing the skill of using vocabulary under the supervision of a teacher

1) The game "Tic-Tac-toe".

Description: the teacher draws a grid as for a game of tic-tac-toe and fills them with lexical material that he wants to discuss. The task of the students is to choose a cell and explain the concept (word). If the players did everything right, they get the right to put a cross / toe and continue the game. Students play in teams or in pairs [16, 373].

Purpose: the use of new vocabulary in speech under the supervision of a teacher.

2) The game "Competition".

Description: The game consists of two stages. Students play in pairs. At the first stage, students write the maximum number of words on the topic. At the second stage, dialogues with these words are compiled.

Purpose: the use of new vocabulary in dialog speech.

3) Crocodile game "Adjectives to describe people".

Description: Students are divided into two groups – A and B. The teacher offers the groups cards where adjectives are written. The words of groups A and B do not match. The task of students is to explain the meaning of these words without saying them out loud. Describe using other words and gestures (Appendix 4).

Purpose: the use of new vocabulary in speech under the supervision of a teacher.

Game techniques for self-use of vocabulary by students in a communication situation:

) The game project "Recipe of the dish".

Description: students are divided into groups. Each group creates its own "recipe" and makes its presentation. "Independent experts on healthy nutrition" evaluate "recipes" and express their opinion. The presentation takes 7 minutes. The task of the students is to prepare a monologue on the topic, spontaneously express their opinion.

Purpose: monologue utterance with active vocabulary, spontaneous utterance in communication situations.

2) Role-playing game "In the store".

Description: the teacher prepares "goods for sale" in the form of cards with inscriptions. The task of the students is to play dialogues on behalf of the buyer and seller, using the vocabulary on the cards [20, 8].

Purpose: development of lexical speech skills in dialog communication.

Examples of tasks for checking the presence of lexical knowledge at the receptive level of students may be the following:

Example 1. (checking vocabulary comprehension by ear). The teacher addresses the students: I will call the words in English. If they indicate the items you use in class (or the names of animals, flowers, etc., depending on the topic),

you show a green card, that is, you allow me to continue. If the word has a different meaning, you show a red card, that is, you stop me because I made a mistake

Example 2. (checking the understanding of vocabulary by ear) A lotto game is proposed, for which cards with several drawings with images of objects and numbered circles for closing the drawings are prepared in advance. The teacher pronounces new words in English, and the students close the corresponding drawing with a circle with a number. The teacher pronounces new words at a speed sufficient for students to consciously operate on their meanings. Children should be warned that as soon as the teacher called the next word, they should work with the image of the next subject.

Thus, the desire of students to expand their vocabulary is formed, a positive motivation for learning English is brought up.

Example 3 (checking vocabulary comprehension while reading). The teacher, addressing the students, again suggests to them: The team that will place the cards with words in English under the corresponding drawings faster wins. Team members take turns approaching the board and attach one card under the drawings, quickly replacing each other. The team that completed the task faster and without errors wins. The correctness and speed of the task is evaluated by the teacher (external control) and members of the opposing team (mutual control).

The game can also be played using individual cards with drawings. In this case, each student is given the opportunity to work individually with their own card, where you can vary the number of drawings (depending on the individual pace of work of each student) and their selection. For individual students (weak), you can include drawings with objects indicated by words from previous lessons, if they are not well learned. The cards need to be prepared in advance, and it makes sense to laminate them in order to be able to reuse them. This version of the task-game requires a lot of time and effort from the teacher, but it individualizes the test and therefore is more effective.

Playing in the classroom contributes to the fulfillment of important methodological tasks: creating psychological readiness of students for speech communication, training in choosing the right speech option, which is preparation for situational spontaneous speech in general. In addition, any subject or role-playing game is a game, everything is made-up in it, it has the opportunity to hide behind a mask, i.e. to take responsibility for the mistakes made [18, 223]

When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. Games can help young learners to learn their vocabulary effectively. As www.ccsenet.org/elt English Language Teaching Vol. 9, No. 7; 2016 125 explained above, there are five games amongst many to be used to teach vocabulary e.g. Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. Teacher should consider time and materials when designing or

choosing the game. Although games have advantages and disadvantages when used to teach vocabularies, using them will enable young learners to acquire the lesson with fun where they can remember all the vocabulary easily.

Though games are very popular among young learners, they should not be overused. They should be chosen appropriately to students' level, interest, and context. Furthermore, it must be concerned with the presented topic and vocabularies. Any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teacher.

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