

THE IMPORTANCE OF THE GAME METHOD IN TEACHING ENGLISH

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Abstract: *Today, innovative pedagogical technologies are considered as the most effective tools in the educational process. This scientific article provides information on the use of game technologies (method) in the process of learning English.*

Key words: *game method, clusters, English language teaching, interactive teaching, interactive methods*

It is known that interactive methods are more effective than traditional methods in the research conducted in foreign language teaching methods. When English classes are organized on the basis of interactive methods, students think independently, education is conducted in student-teacher and student-student cooperation. Interactive is the most active method of education, which ensures the formation of knowledge, skills and abilities such as effective influence on students in a short period of time, independent thinking, work on oneself, critical thinking, creativity. An interactive lesson is based on the interaction of students.

The term "interactive" in English means "interactive", "interact", i.e. "inter" means "mutual", "act" means action, influence, activity. Interactivity is the activity of two people, that is, the learning process takes place in the form of a mutual conversation, in the form of a dialogue or on the basis of teacher-student interactions. Interactivity - mutual activity, movement, affectivity, occurs in student-teacher, student-student (subject-subject) conversations. The main goal of interactive methods is to create the most favorable environment for the educational process, creating an environment for the active, free, creative thinking of the student, the use of his needs, interests, and internal capabilities. In this process, not a single student will be left out, they will have the opportunity to openly express their opinions, what they have heard, read, seen. A process of mutual exchange of ideas takes place. Pupils' enthusiasm and interest in learning increases and mutual friendly relations are formed.

Interactive methods help increase the effectiveness of English lessons. The main criteria of interactive education: conducting informal discussions, the opportunity to freely describe and express the educational material, the number of lectures is small, but the number of seminars is large, the creation of opportunities for students to take initiative, small group, large group, class team assignment,

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written work and other methods, which are of special importance in increasing the effectiveness of educational work. Interactive methods:

- raising the interest of students in the process of learning English;
- bringing the activity of a teacher in English closer to the real conditions of life;
- effective communication methods, i.e. proper formation of teacher-student and mutual communication skills;
- raising the process of mastering new theoretical knowledge and practical skills to a new level;
- increasing students' responsibility for the educational process.

ESA - Engage, Study and Activate (Engage, Study and Activate) focuses on improving students' oral communication skills in English by working in pairs and groups. For example, students are invited to work in pairs to continue the incomplete sentence with the necessary words. In this process, independent thinking, self-confidence, and communication skills develop in English.

Case Study - involves collecting information on the proposed topic. Each participant gets acquainted with the list of questions. The teacher helps to formulate questions and answers, it is ensured that the interaction is conducted in English.

Logical sequence method – according to the logical sequence method, students first listen to dialogues, then read the text, and then watch a short video in English and develop skills such as practical application.

Role-play – a role-playing game performs speech, game and educational activities at the same time. Students play different roles in English. The purpose of the role play is to form and develop students' speaking skills. Since role-playing games are based on interpersonal relationships, they create the need for communication, interest in participation in a foreign language. It performs a motivational and stimulating function and allows to imitate the communication of students in various speech situations.

Learning a language is not only about learning the structure or vocabulary, it is important to understand how we use language to communicate with this or that person, how we speak and what we are saying to people. In addition, in the development of speech activity, students should have good conditions for increasing the frequency of speech, for example, the language environment of students. Some teachers are not aware of role-playing opportunities.

They may feel that this kind of activity is not suitable for activities that cause discipline problems and that conducting role-play will cause chaos.

In addition, they claim that students do not want to be someone else or that their language level is too low, so the salary is too low. Role play is a very important method in teaching speaking, because it gives students the opportunity to practice communication in different social situations and in different social roles. It also

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allows students to be creative and put themselves in a different place for a while. Role playing seems to be an ideal activity for students to use their English creatively, and it encourages the conversational situations that students may find themselves in and gives them practical skills and communication skills. Allows to develop the ability.

Playing roles develops students' fluency in speech. A wide range of language functions, such as apologizing, greeting, etc., are performed more than any other activity. It focuses students' attention not on the correct use of the language, but on the meaning connection [1, 113].

Therefore, role-playing teachers can teach students' speaking skills in any social situations. This means that students will have conditions that require speech used for social communication more than the language required for teaching the curriculum [2, 6].

Role-playing is one of the communication techniques that develop fluency in students, develop interactions in the classroom, and increase motivation.

It not only encourages peer learning, but also an exchange between teacher and students or responsibility for the learning process [1, 7].

Frequent use of role-playing techniques in classes can stimulate students' speech and develop their speaking skills. Role-playing creates enthusiasm in the classroom, and without enthusiasm, learning in the classroom becomes a mere exercise...

Combine enthusiasm with engagement, and it seems to lead to more interesting lessons and more effective learning.» teach me and I will remember; engage me and I will learn» using this role play can successfully demonstrate the task in classroom development [2, 20]. Another task of using role-playing methods is to help memorizing linguistic things.

Role-plays provide physical and visual reinforcement that increases engagement and helps with vocabulary, structure, and grammar retention.

Role-playing games can also help teachers overcome some of the challenges of teaching mixed-ability classes. They encourage learners to use all of the non-verbal elements that are a natural part of speech and can allow vulnerable learners to compensate for language deficits through paralinguistic communication such as body language.

The author believes that due to role-playing students, there is an opportunity to develop a language that is necessary in social relations, but is neglected in teaching curricula. He also noticed that many students in foreign language classes believe that the language is only used to convey certain information from one person to another. Another reason to include role playing in EFL lessons is that some people learn specific roles in life. They may want to work or travel globally. For these students, it is probably helpful to experience the language they use in the classroom in a pleasant and safe environment.

For such students, role-playing is a useful exercise and many other things allow not only to acquire phrases, but also to learn how to react in different situations.

In short, the teacher who aims to ensure the effectiveness of the lesson will achieve his goal only if he skillfully uses interactive teaching methods.

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