

ABOUT USING THE GAME METHOD IN LEARNING ENGLISH

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Annotation: *This article deals with the ways of using different communicative games in teaching foreign languages to young learners. As young children are very imaginative and learn more if they are enjoying what they are doing, communicative games for them are considered a very effective way of learning a foreign language.*

Key words: *young learners, communicative approach, communicative games, communicative skills, competency, culture, Find someone who, Guessing games, Miming.*

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country, as our first President I.A.Karimov said: *"Today it's difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners"* [1]. Moreover, according to the Resolution №1875 signed on December,10,2012, "About the measures on further development of foreign language teaching and learning system" it is indicated that: *"..... foreign languages, mainly English, are to be taught from the first year of schoolin"*[2].

In connection with this, the main goal of teaching young learners has become to improve young learners' communicative skills, competency and culture using different effective innovative ways of teaching English and the goal of English teachers at primary classes have become to have their language learners to speak proficiently and independently in various situations.

The primary school group means young learners from five to ten years old. During this short period of time children develop very much. It is a very individual process, but certain characteristics can be traced and generalized. Of course, the nature of foreign language learning is influenced by what they can or cannot do in their first language. As young children are very imaginative, full of enthusiasm and energy, and learn more if they are enjoying what they are doing, for them games are considered to be a very effective way of learning a foreign language, that's why it is important for teachers not only to know various types of communicative

games, but also to consider which games to use, when to use them and how to implement them in learning process.

Methodologists suggest the following strategies to English teachers of primary schools.[3]. While using different communicative games they have:

- to change the games and games every 5-10 minutes.
- to vary the pace during the lesson, mixing up energetic games with quiet ones.
- to use short games to review vocabulary and phrases they have already taught.
- to make lessons playful and full of physical movement.
- to teach in a relaxed and friendly atmosphere with plenty of encouragement.
- to encourage and support young learners.
- to focus on listening and understanding, building vocabulary and the acquisition of short phrases.
- to concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions.
- to avoid abstract concepts and focus on concrete items that children understand and relate to.
- to involve shy children - help them to express themselves.

The teachers should pay more attention to few important things regarding the games:

First of all, games should be interesting. They should include visuals, materials, sounds, mime and ought to be clear enough and simple so that children can understand what they are expected to do.

Secondly, games should be designed in such a way that children should be involved actively as much as possible. It is well known that children learn easily and more quickly if an activity requests their physical involvement.

The following communicative games are mostly used in primary language classes: *Find someone who*, *Information Gap games*, *Puzzle-solving*, *Miming*, *Bingo*, *Listen and do*, *Guessing*, *Matching*, *Board games*, *Role plays* and etc.[4].

Let's analyze some of communicative games for young learners.

1. **"Find someone who..."** activity is considered one of the best language teaching games, in addition, using this activity teachers can improve their learners' not only speaking skills, but also grammar, as well. Teacher prepares *"Find someone who..."* handouts with genuine personal information and distributes these handouts to pupils and asks them to move around the classroom and complete the table asking questions.

For example: Grade 2. Kids' English. Unit 5. My day off. Gr: Do you like?

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4	☀️	Work in groups. Play "Find someone who ..."	Play "Find			
			me			
1		Do you like playing "Bingo"?				
2		Do you like watching TV?				
3		Do you like playing tag?				
4		Do you like playing see-saw?				

Having completed the table, pupils are asked to share their ideas. Using this handout they learn both to ask questions from each-other and to speak about their friends hobbies in the 3rd singular.

2. **Guessing games** are useful to help children become familiar with new vocabulary in an enjoyable way. When you show children what to do and at the same time give instructions for games in English, they will listen to you with a real purpose - to find out how to play.

First teacher teaches new vocabulary using pictures to young learners, as they are visual learners. The class will repeat and practise the words. Then the teacher wants to see if they can remember the words without seeing the pictures. They have to guess the picture.

For example: Grade 1. Kids' English. Unit 5. Toys and colours.

Teacher takes one of the pictures of the toys. She doesn't let the class see it and asks the children to guess what the word is. Pupils will ask questions, using the structure "Is it.....?"

Pupils: - is it a ball? (... a doll? ... a car? ... Teddy bear?) Teacher: - No, it isn't Pupil: - Is it a train?

Teacher: - Yes, it is

The child who guesses correctly comes up and takes the next picture. This vocabulary game continues until all the cards will have been guessed and put on the board. This guessing game is very useful for the 1st or 2nd grade pupils. Thus they will absorb both new vocabulary and grammar structures.

3. **Miming.** One of the best guessing games is miming. This wordless game leads the learners to talk quietly naturally. One of pupils mimes an action and the others try to guess what it is.

For example: Grade 2. Kids' English. Unit 12. My Day.

Gr: You are + Adjectives (feelings)

You are busy



You are happy

You are sad

You are hungry



So, the benefits of using communicative games in language-learning can be summed up in nine points. Communicative games....

- are learner-centered.
 - promote communicative competence.
 - create a meaningful context for language use.
 - increase learning motivation.
 - reduce learning anxiety.
 - integrate various linguistics skills.
 - encourage creative and spontaneous use of language.
- construct a cooperative learning environment.
 - foster participatory attitudes of the students.

In conclusion, we want to say that the use of communicative games in the learning process stimulates verbal communication, promotes the formation of motivation and interest in learning a foreign language. Children will find them more enjoyable, be more motivated and remember the language better.

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