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**GAME TECHNOLOGIES AS A MEANS OF FORMING UNIVERSAL LEARNING ACTIVITIES IN
FOREIGN LANGUAGE LESSONS*****Djumaeva Guzal Azizovna****A senior teacher Of Karshi engineering and economics institute, Uzbekistan***ABOUT ARTICLE**

Key words: Students, game technologies, foreign language lesson, development of lexical skills.

Abstract: The article reveals the conceptual foundations and components of gaming technologies. The functions of gaming technologies in foreign language lessons are analyzed, as well as the conditions of their use in the educational process. Examples of games that can be used to develop lexical skills are given.

Received: 21.05.2024**Accepted:** 26.05.2024**Published:** 31.05.2024**INTRODUCTION**

The emergence of the game is undoubtedly one of the greatest socio-cultural "steps forward", and the time of the origin of the game is commensurate with the period of the emergence of society. To date, the game has acquired the status of an all-encompassing type of activity used in almost any social sector.

The use of gaming technologies in foreign language lessons at school helps to increase students' interest, concentration, and cognitive performance. The playful form of the lesson awakens interest in the learning process and promotes the activation of students' thought processes.

E.And. Passov, the author of the work "A foreign language lesson in high school" reveals the essence and meaning of the game, expressing the idea that: the game is:

- 1) activity;
- 2) motivation, lack of coercion;
- 3) Individualized activity, deeply personal;

- 4) education and upbringing in a team and through a team;
- 5) development of mental functions and abilities;
- 6) "learning with passion" [1].

According to G. K. Selevko, the game is "a universal tool that helps a foreign language teacher turn a rather complex learning process into an exciting and favorite activity" [2].

Let's consider the conceptual foundations of gaming technologies:

- the psychological mechanisms of gaming activity are based on the fundamental needs of the individual in self-expression, self-affirmation, self-regulation and self-realization;
- play is a form of psychogenic behavior, i.e. intrinsic, immanent personality;
- the game is a space of "internal socialization" of the child, a means of assimilation of social attitudes;
- "The illusory realization of unrealizable interests" is the game's fundamental theme, representing the freedom of the individual in their imagination.
- The leading action is given a specific purpose in the age periodization, with special content tailored to every age group.

The conceptual framework defines the content of gaming technologies, in which the following components can be distinguished:

1. Motivational. It is related to the student's attitude to the content and process of the activity, includes his motives, interests and needs in the game. Motivation, which ensures activity in the game and communication with other activities, is embedded in the game process.
2. Orientation-target. It is connected with the fact that the student perceives the goals of educational and cognitive activity, moral attitudes, values, which, having become personally significant, become regulators of students' playing behavior.
3. Content-operational. It assumes that students possess the educational material and the ability to rely on existing knowledge and methods of activity.

4. Value-volitional. It provides a high degree of purposefulness of cognitive activity, includes attention, emotional experiences.

5. Evaluation. It provides a comparison of the results of gaming activities with the purpose of the game, as well as self-management of the game process and reflection on one's own activities.

All the considered components of the game technology determine the technological structure of the game and include a number of structural elements:

- motivational – setting moment, game situation;
- orientation-target – objectives of the game;
- content-operational – rules of the game;
- value-volitional – game state;
- estimated – the result of the game.

Pedagogical technology, in contrast to the methodology, involves the development of the content and methods of organizing the activities of the students themselves. It requires diagnostic goal formation and objective quality control of the pedagogical process aimed at the development of the personality of schoolchildren as a whole.

The game involves a large number of schoolchildren in the activity, which contributes to the education of their teamwork skills, the ability to find a common language with various representatives of the educational team. The use of gaming technologies in foreign language lessons performs several functions:

trains students in choosing the right speech cliché;

promotes multiple repetition of language units;

creates a psychological readiness for real speech communication. With the help of games, you can master both monologue and dialogic speech.

In addition, the use of gaming technologies in the classroom helps to make the learning process less stressful and interesting, as a result of which the learning material is absorbed more effectively by students.

It is important to remember that the use of gaming technologies depends on the conditions and objectives of the lesson, the content and level of preparation of the material, the emotional mood of students and other factors. For example, if the teacher uses the game to consolidate the material, it can take no more than 20 minutes from the lesson. It is important to remember that no matter what the game is, it is important to follow the rules of its organization and conduct so that students do not overwork themselves and do not lose emotional activity during foreign language lessons.

The following requirements must be fulfilled while utilizing gaming technologies in the classroom:

- 1) the game's adherence to the lesson's pedagogical objectives;
- 2) accessibility for students of a given age;
- 3) moderation in the use of games in the classroom.

Game technologies can be used both in the lesson (when determining the topic of the lesson, to consolidate knowledge, etc.) and in extracurricular activities. Consequently, gaming technologies affect not only positive emotional activity, self-discipline, and the effectiveness of cognitive activity, but also the comprehension of the meaning of this activity. As V. A. Sukhomlinsky said: "A game is a huge bright window through which a life-giving stream of ideas and concepts about the surrounding world flows into the spiritual world of a child. The game is a spark that ignites the flame of inquisitiveness and curiosity" [3].

The following types of games can be used to effectively develop lexical skills:

- Games using technology (computer, projector, interactive whiteboard).
- Games using flash cards. A flash card is a card with symbols and images written on it: numbers, terms, formulas, words, pictures, which is designed to evoke an instant response. The cards should be universal for easy use during the lesson. To do this, you need to choose the size of the card, the material and the correct differentiation of the card, for example, a word in a foreign language is written on the front side, and its meaning is written on the reverse side, which can be depicted as a picture or phrase (word). Using flash cards is an effective method for:

- A) development of graphic skills;
- B) effective vocabulary memorization;

C) readings;

D) speaking;

E) increasing motivation to learn a foreign language.

- Lexical games. They are situational and variable exercises that create the opportunity for repeated repetition of a speech pattern in conditions close to real speech communication with its inherent characteristics - emotionality, spontaneity and purposefulness of impact:

A) Memory game. The teacher writes words or phrases on the blackboard that need to be fixed. The teacher asks you to turn away or close your eyes and erases some letters. Students should guess which part of the word is missing.

B) Champion Game. Starting the game, the teacher calls the first word. Each subsequent student must name all the previous words in the order in which they were included in the game, and say a new word. If someone forgets a word or messes up the order, they are eliminated from the game.

C) A chain of words. The teacher begins the chain of words by saying, for example, the phrase: 'a nice cat'. Then he suggests to the first student to replace the adjective in it, for example: 'a black cat'. Next, he asks the second student to replace the noun in the new phrase, for example: 'a black dog', etc. A student who does not find a suitable word is eliminated from the game, and the next participant continues the chain. The task continues until there is only one winner left in it.

D) Crossword and word search. A crossword puzzle in English is a puzzle presented in the form of a grid of words intersecting each other horizontally and vertically. By answering questions or descriptive definitions of the crossword puzzle, students receive words that they enter into the grid. According to the rules, the answers can only be nouns in the nominative case and singular. But nowadays you can find any innovations in this word game.

E) Find the stranger. Find an extra word and explain why.

The use of gaming technologies in foreign language lessons will increase the effectiveness of the formation of lexical skills if the essence of the gameplay is revealed; the features of its execution for the formation of these abilities are determined and the potential possibilities of using gaming technologies are identified.

Thus, the use of gaming technologies in foreign language lessons, on the one hand, contributes to the development of lexical skills, on the other hand, develops qualities such as interest, independence, self-organization and motivation to learn new information.

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