



## **GAME TEACHING METHODS FOR FOREIGN LANGUAGE LEARNING IN HIGH SCHOOLS**

Turaboeva Komila Eshmakhmatovna

Karshi State Technical University

Teacher at the Department of Foreign Languages

### **Abstract**

The article's goal is to investigate the methodological and psychological underpinnings of how to organize and employ game components in a university foreign language course taught by a faculty other than philology. The requirements and qualifications for using games as a teaching tool are taken into account. The current categories of game-based learning strategies for foreign language instruction are examined, along with strategies for encouraging students to use these strategies. The primary clauses outlining the game's function as a teaching tool in higher education are put forth.

**Keywords:** Pedagogical psychology, game techniques, game scenarios, motivational domain, communication in foreign languages, psychological barrier, and communicative tasks.

### **Introduction**

The search for innovative approaches to teaching foreign languages at technical universities is what defines our time; it not only improves students' speech abilities but also helps them develop their personalities so they can use these terms in their future careers. We turn to pedagogical psychology, which examines the game as an effective teaching and implementation method of educational, cognitive, and educational tasks, in search of efficient ways that the contemporary methodology of teaching English in non-language institutions demands of us. The term "game" refers to a wide range of activities, and several academics have attempted to identify a commonality among them. However, neither the definition of the game nor its various forms are sufficient.



It is clear that game-based learning helps to create a positive psychological environment in the classroom and encourages student participation. Particularly complete and occasionally surprising human talents are displayed in the game.

### **Discussions:**

Pertinence. A.E. Brambalova states that "a game is a specially organized activity that requires the tension of emotional and mental forces." This statement speaks to the relevancy of our text. Making decisions about how to behave, what to say, and how to win is a constant in the game.

Even while game methods are clearly appealing, they are not yet fully accepted as a form of instruction in foreign languages and are not utilized enough in these classes. In actuality, games are frequently utilized as a form of discharge or as an amusing part of the lesson. For this reason, this topic's evolution gains scientific novelty and necessitates a careful examination of the facts of its real-world application in foreign language instruction.

This article's goal is to conduct a critical analysis of the current categories of gaming strategies utilized in foreign language instruction. We can distinguish between natural and artificial game approaches for teaching foreign languages based on P.I. Pidkasystoy's work. Natural games are spontaneous orienting exercises that allow a person to spontaneously learn new forms and methods of acting in both familiar and unfamiliar environments. This is made possible by the natural processes of self-learning.

There are various game groupings, each with a distinct function and unique characteristics.

Group 1: Games that involve manipulating things.

Group 2: Story-role-playing and creative games.

These games fall into two categories: simulations (fictitious scenarios) and role-playing. In this kind of learning exercise, the former are regarded as the lowest level and the latter as the highest. In Teaching the Arts and Humanities: History, theory, and methodology.

The intended audience's level of language skill, organizational strategies, and pedagogical objectives can all be used to categorize educational games. For instance, because role-playing and intellectual games involve players' spontaneous utterances, they demand a high level of language knowledge. Game elements,



scenarios, exercises, and other objectives can all be used to offer games. Game techniques vary based on the number of players, the duration of the game, and other factors. They are frequently very basic in nature and don't require any special equipment, and they can be used in any foreign language lesson as long as it aligns with the learning objectives.

It is possible to incorporate game components into the foreign language lesson ("warming-up activity" by creating troublesome hypothetical circumstances, working with game tasks for repeating vocabulary on the topic, and others). The entire class can be delivered as a game (role-playing, topic-based intellectual games, games based on country studies material, etc.). Drawings, cards, scenario descriptions, instructions, teaching aids, and fictional writings are frequently used to create gaming scenarios.

The majority of writers believe that it is best to play the game near the end of the vocabulary-building process since it allows the students to practice the new words in a conversational setting. However, there are several activities that may be used in the classroom to make learning new words an engaging exercise. Any level of the vocabulary-building process for foreign languages can benefit from the usage of games.

All activities are triggered by motivation. Motivation rises when an activity is successful. Low self-esteem has a detrimental impact on language acquisition because it frequently results in stiffness, "complexity," and a fear of making mistakes. The degree of anxiety associated with learning a foreign language is subtly correlated with rigidity, risk-taking, and self-esteem. Personal and situational anxiety are distinguished in this instance. Situational anxiety produces intellectual tension and learning excitement if the first one wears the body out and hinders learning.

A thorough analysis of the works of domestic and foreign teachers and methodologists allows us to highlight the main provisions defining the role of the game as a method of teaching in higher education.

Game at a foreign language class at a non-philological faculty:

- It influences the motivational sphere of students' activity; increases the general motivation for learning a foreign language and learning material.
- Contributes to the formation of such personal qualities as organization, initiative, ability to formulate and defend their point of view in the discussion.



- It performs a cognitive function, contributes to the expansion of horizons.
- Motivates to joint creativity, gives to show different roles in the team.
- Develops imagination and motivates to search for non-standard solutions to problems.
- Relieves fatigue, which is especially important in higher education, where the learning process due to the specialization of academic discipline in the direction of training has an intensive saturation of grammatical and lexical material.

It offers a chance to impact the effectiveness of teaching foreign languages in a way that is aspect-oriented, taking into consideration the individual's degree of knowledge as well as the psychological and pedagogical traits of the entire student body. Given the complexity and richness of the foreign language material at non-linguistic faculties and the lack of adequate student preparation and motivation, it acts as a buffer between the layers of work with the text of the training direction and the study of grammatical material. It helps break down the psychological barrier of speaking a foreign language, and even a student who doesn't talk much can participate actively and become the first.

It facilitates the consolidation of specific grammatical, lexical, and phonetic data in speech (formulated by the instructor as an objective, outlined in the form of a game condition). It is important to note that shyness in class, or the worry of coming out as unprepared because of a lack of proficiency in foreign language communication, is a common occurrence among first-year college students. Foreign language classes run the risk of being a total failure because of the disparity in the pupils' level of knowledge acquired at school if they can begin learning subjects taught in their native tongue from beginning and fill in the blanks on their own.

The game here fulfills an invaluable methodological task - trying on the role, not taking it seriously, the student also easily, without resentment and feeling of own inferiority performs the task. Moreover, it is possible to methodologically construct the game in such a way that students with a low level of school preparation perform easier types of tasks, while those with a high level, respectively, perform more difficult ones, and neither of them are shy of each other.

In a particular faculty, in a particular study group (group, subgroup), at a particular year of study, the educational game offers the teacher a unique opportunity to influence the student's motivational sphere in such a way that the student can master



the material of the studied foreign language while juggling communicative tasks and requirements of the university's educational program.

When incorporating a game into his foreign language teaching style, what objectives might a university instructor establish for himself? What is the game's objective, then? What goals may be achieved with its assistance, and what communicative competencies can it help establish and develop?

- to teach students to identify the key point in the information flow and to comprehend the meaning of a single speech;
- to improve voice response, auditory recall, and listening response during communication;
- to impart to students the capacity to articulate ideas in a logical order;
- to teach students how to use words in contexts that are similar to those found in the natural world. Teaching the arts and humanities: its history, theory, and methods.

### **Conclusions:**

These and other game technologies, components, and motivations in learning activities are referred to as game methodology. Psychologists acknowledge that the game is a form of ineffective activity that exists just for enjoyment and cannot be forced or imposed. Instead than overcrowding instructions, we can consider that gaming approaches should be based on speech and grammar that players are already familiar with.

It is important to keep in mind that the goal of incorporating game elements into classroom activities is never merely to add interest or switch up the activity; rather, it is to introduce the material into speech, enhance speaking abilities, and replenish the active vocabulary at the expense of the passive. The duration of the game should be such that every student can participate as fully as possible; it shouldn't be too long or drawn out. Strictly scheduling students' interpersonal communication time in a foreign language enhances the game task's value in the development of communicative competence.

The perspective of our research is to trace regularities and algorithms of influence of certain types and varieties of game activities on certain psychological features of students, areas of their motivational sphere and tendencies of language skills development in groups. For example, what game techniques should be used to



influence the development of spontaneous communication skills in a group with a sufficient level of grammatical material proficiency. Or how, in a group with a low level of grammar proficiency, but at the expense of students with sufficient command of lexical material and motivated to speak, to consolidate knowledge of grammar principles in communicative practice. That is, we strive to indicate ways of influencing the development of speech skills in an aspectual way, to suggest how to find the key to the successful provision of the learning process, taking into account both the psychological and pedagogical characteristics of the group and individual students, and the fact that-both strange language is taught at a nonphilological faculty and is not a major discipline of training.

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