

# THE IMPORTANCE OF GAMES IN TEACHING

Alimova Madinabonu Islomjon qizi

Student of Uzbekistan State World Languages University

Gmail: bonumadina008@gmail.com

## Abstract:

Gaming has been a part of human tradition for centuries, imparting amusement and social interaction. But its significance is going past mere amusement. Games have confirmed to be powerful academic tools, specifically withinside the region of language learning. It gives a a laugh and attractive manner to study new concepts, fortify present knowledge, and increase crucial competencies together with trouble fixing and communication. This article explores the blessings of the usage of video games withinside the school room and why video games need to now no longer be omitted as treasured academic tools.

**Keywords:** learning games, improved memory, second-language learning, teaching stages, social interaction.

## INTRODUCTION

Play pastime impacts the improvement of attention, memory, thinking, imagination, and all cognitive processes. For example, the pedagogical and didactic fee of a enterprise recreation is that it lets in its individuals to show themselves, discover ways to take an energetic position, check themselves for expert fitness.

At the equal time, it's miles crucial to word that the effectiveness of the sport as a method of getting to know relies upon on compliance with some of requirements, such as: the presence of an imaginary situation, a plan wherein college students will act; obligatory cognizance with the aid of using kids of the sport result, the regulations of the sport. The recreation isn't always only a collective entertainment. This is the principle manner to acquire all getting to know objectives, consequently it's miles necessary: to recognize precisely what talent and talent is required, what the kid did now no longer recognize and what he discovered throughout the sport; the sport have to positioned the pupil in the front of the want for intellectual effort (Negnevitskaya, 1987).

Therefore, when teaching foreign languages to preschool children, it is necessary to take into account the psychological and pedagogical characteristics like curiosity. At the same time, it's important to remember that they can't stay focused on one type of activity for a long time. Therefore, their classroom activities should be varied and emotionally intense. Many researchers note that in kindergarten, learning goals are best achieved with play motivation and when assessing peer behavior. Role playing is mastered by the child from the third year of life, acquainting himself with human relationships, discovering the presence of experiences. The child's imagination and the symbolic function of consciousness are formed, which allows the child to transfer the attributes of some things to others, the orientation in his own emotions, the skills of cultural expression of the

child. they develop and form (Selevko, 1998). And it allows the child to participate in group activities and socialize. As a result of mastering game activities at preschool age, a readiness to learn is formed. Games can be used to introduce and reinforce vocabulary, model foreign languages, to practice speaking skills. It is play activities that create conditions for children to communicate naturally. Considering the psychological and pedagogical characteristics of preschool children, the following types of games can be distinguished:

- 1) play with dolls
- 2) outdoor games (quiet games)
- 3) Creative game
- 4) fairy tale game
- 5) the game "Live images"

In organizing foreign language teaching at the early stage, it is necessary to take into account the significant differences in psychology and pedagogy of preschool and primary school age children. Children of primary school age are characterized by brightness and immediate perceptual abilities, receptive to images (Selevko, 1998). Children quickly participate in fun activities and organize their own play in groups independently according to the rules of the game. The game environment also changes the position of the teacher, who balances the role of organizer, assistant and accompaniment to the common action. Game activities include exercises that allow you to identify the main characteristics of objects, for comparison; group of games that generalize objects according to certain characteristics; groups of games in which young students develop self-control, speed of response to a word, phonological hearing. At the same time, the game's plot develops in parallel with the main training content, helping to activate the learning process. Games promote memorization, which prevails in the early stages of foreign language learning. The game is a way to create communication situations. The use of educational and verbal game situations fully meets the child's age characteristics and facilitates natural communication. Educational and conversational games are used differently from recreational games in that they have side plans or narrow methodical goals. Pedagogical games and speech situations encourage students to speak and act according to the rules of the game for pedagogical and methodological purposes. It is the game that increases and sustains interest in communication. The following types of educational word games can be distinguished:

1. Phonetics.
2. Work with the alphabet.
3. Spell.
4. Terminology.
5. Grammar.
6. Learn to read.
7. Teaching listening.
8. To teach monologue.
9. Teaching dialogue speech.

10. Outdoor games.

In the intermediate stage of teaching foreign languages, students' attitudes towards the subject changed. As studies show, extrinsic factors are determined in the structure of motivation. GV Rogova et al.

And since the center of interest is constituted by internal motives (communication and perception, stemming from the activity of foreign language proficiency itself), interest in the subject decreases. This shows that the desire to learn a foreign language in itself is not a positive motivator. It should be supported by the student's interest in conducting educational activities (Rogova, Nikitenko, 1982). So, one of the main tasks of a foreign language teacher is to get students interested in the subject. Here it is necessary to turn to the psychological and pedagogical characteristics of students of this age.

Play is the most natural and motivating activity for children, and the main natural function of play is learning. Other than performing formal duties, play is seen by children as a very important and meaningful activity, which is why it is difficult to get children away from play. intense study sometimes more than an hour at a time (even if before it was difficult to sit for ten minutes) From the age of six or seven, children can self-regulate the process by playing together without adult involvement. Many parents have discovered how carefully and thoughtfully a child can perceive, remember and analyze information that for some internal reason has attracted him. This could be detailed knowledge of your favorite cartoon or book, knowledge of dinosaurs, interest in insects, attention to car brands, checking maps and remember geographic names, spatial information, etc. Of course, often in this area of intense interest and tenacious awareness are favorite games, toys, and collectibles: legos, pokemon, bakugans, superobs, trading cards, stamps, accessories, statues small surprises and other "gimmicks". This feature can be effectively used for the development of pre-school children and during the school period.

High efficiency of the learning process, development of general competencies and social skills

The game approach allows you to absorb information faster and more reliably through variable repetition, using intensive practice, associative memory.

High game motivation, participation in the process, positive emotional background mobilizes children's abilities, stimulates children's intellectual development.

For example, while playing one of our games — "Fructo 10" — a child can brainstorm more than a hundred examples of addition and number composition in ten minutes. Surprisingly, even "difficult" students, noted by teachers to have problems with concentration, showed the highest productivity in the educational game.

Educational games develop not only skills and knowledge of a subject, but also cognitive abilities, intelligence, social skills - and they are of decisive importance to the success of the game. succeed not only in school but also in education, work, sports, creativitGames are an essential educational tool, especially in language learning. It provides a fun and engaging way to learn new concepts and strengthen existing knowledge. Games can be used to teach different topics such as vocabulary, grammar, and pronunciation. One of the main benefits of using games in the classroom is that they help students develop their problem-

solving skills. Many games require players to think critically and find creative solutions to challenges. This type of thinking is essential for success in many areas of life, including academic and professional pursuits. Games also give students an opportunity to practice their communication skills. Many games require communication between players to be successful. This not only helps students improve their speaking and listening skills, but also helps them develop their ability to work effectively in a team. Additionally, games can create a positive learning environment. When students participate in fun, interactive activities, they are more likely to be motivated and enthusiastic about learning. Doing so will improve the academic performance and gives a great sense of accomplishment. Overall, games are an important educational tool and should not be neglected. It offers a fun and engaging way to learn new concepts, extend existing knowledge, and develop the critical skills essential to success in a variety of fields.

**References:**

1. Toni Borowsky & Peter Avery. 2009. Dhochi: A Dholuo Language Game. Australian Journal of Linguistics Vol. 29, No. 2, pp. 169-194.
2. Kebbede Hordofa and Peter Unseth. 1986. Bird Talk" in Oromo. Quaderni di Studi Etiopici
3. Auflinger, Albert. 1949. Secret languages of small islands near Madang II.
4. <https://bandaumnikov.ru/igrovoy-podkhod-k-obucheniyu/>
5. <http://main.isuct.ru/files/konf/antropos/SECTION/4/maximova.htm>