



TEACHING ENGLISH THROUGH INTERACTIVE GAMES IN A HIGHER EDUCATIONAL ESTABLISHMENT

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ABSTRACT

The article discusses the possibilities of using word games in the process of teaching a foreign language at a university. The main classifications of games are given, with the main attention being paid to games of a lexical nature. The article substantiates the conditions that allow the most effective use of word games in the classroom in a foreign language, and also provides examples of games at different stages of work with students.

Introduction

Mastering a foreign language at a university implies the formation of a number of competencies among students. In particular, graduates must be able to communicate verbally and in writing in a foreign language and solve the problems of interpersonal and intercultural interactions. Consequently, students must have certain knowledge (for example, knowledge of linguistic means) and skills (use the formulas of speech communication, formulating their points of view, etc.), and also be able to correlate linguistic means with specific situations of intercultural speech communication.

The solution to this complex, “global” problem occurs during the entire period of teaching a foreign language at the university and requires the use of rational and

effective approaches and technologies, forms and methods of teaching.

In this context, it is customary to talk about the use of new information and communication technologies, active teaching methods, a differentiated approach. However, the “basic element” is the methods and techniques of teaching a foreign language, which the teacher uses in the classroom, directly working with students. Students' knowledge and mastery of linguistic means, their use in communication depends on how effectively this material was presented, consolidated, worked out.

Methods

A method that allows: a) to motivate students to study the subject, b) promotes the development of language and speech competence, c) promotes faster and more



durable assimilation of the material, is a game. Is the use of games in student audiences justified? And if so, which games will best promote language development?

In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults. It would be appropriate to give classifications of games, which will help you navigate which games can contribute to the development of certain language skills.

Therefore, M.F. Stronin distinguishes the following types of games:

1. Lexical. 2. Grammar. 3. Phonetic. 4. Spelling. 5. Creative

The first four can be attributed to the so-called linguistic, the purpose of which is the formation of appropriate skills. Creative games are complex in nature, imply the creative application of acquired knowledge and skills in a game situation.

There are other classifications of games. A. V. Konyshova divides games according to their purpose into language and speech (communicative). E.V. Dushina talks about linguistic games and divides them into non-communicative, pre-communicative and communicative, depending on the competencies being formed.

Obviously, in all classifications we are talking about 1) games, in the process of which there is the assimilation of material (new lexical units, grammatical structures), the development of individual language skills (phonetic, grammatical) and 2) games aimed at rewriting - the noise of the studied material and practiced skills in non-standard situations, in communication within the framework of the game.

At the same time, it is important to take into account the principle of didactic sequence: first, tasks are performed for learning, for reproduction (including the model), and

then for the creative application of the studied material.

Results and analysis

For the games discussed in the article, we suggest a name

"Word games" - all of them are associated with a word, its spelling, meaning, compatibility with other words (in Stronin's terminology, this can include both lexical and spelling games). Word games allow learners to:

- expand vocabulary by getting to know new lexical units;
- to better assimilate already familiar lexical units;
- practice the spelling of words;
- to intensify speech-thinking activity;
- gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crosswords
3. Search for words among alphabetic chaos (Wordsearch)
4. Hangman
5. "Balda" (a word game in which it is necessary to form words using letters added in a certain way to a square playing field).
7. "Unscramble" (composing a word from an existing set of letters).
8. Wordchain (compiling a list of words by replacing one letter in each subsequent word, possibly based on definitions).
9. Constructor (composing words from morphemes presented on separate cards).
10. "One letter - many words" (students name words they know by a certain letter of the alphabet).
11. "Last letter" (name a word starting with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable -e at the end of a



word, it may be suggested to start a word with the last sound of the previous one).

12. "Missing letters" (guess the word only by vowels /consonants).

13. Hot Chair (guess the word by its definition, synonyms, antonyms, etc.) and others.

Some of the games involve group work, team competition (for example, Hot Chair, Constructor, etc.), some - work in pairs; games such as "Hangman", "Anagrams", "Wordchain" are appropriate to carry out frontally, presenting the material on the board.

As shown by a survey of 1st year students of several faculties of Tashkent State University of Law, most students like to play this kind of games; 100% of students solved crosswords in the process of learning English, with anagrams, "Wordchain" is familiar to a much smaller number of students. In general, students find the use of games in English classes "an interesting, effective method to help them remember the material better."

Of course, "word play" in English lessons at a university should not be an end in itself, although in some cases it can serve as a kind of "relaxation" after hard work. When organizing a game in a foreign language lesson at a university, the teacher should take into account the general methodological principles, as well as the principles of pedagogy of teaching adults (after all, the student audience often pretends to be "adult", and at the same time equally willingly responds to the techniques and methods used - washed with children):

- adults need to know why they are learning this or that material. Therefore, the teacher must be ready to explain how the game will help students in learning a foreign language;

- adults consider learning as a solution to problems, they also learn from their own experience, "in practice," and the use of word games can provide more opportunities for this than just doing exercises from a textbook;

- the game should be well thought out, have clear rules and easy conditions, be supervised by the teacher;

- the game should be conducted in a friendly atmosphere, providing the student with opportunities for self-expression, self-development;

- the game should contain an element of competition (under the initial condition of equality of participants / teams), which can activate the mental activity of students, encourage their active participation.

Here are examples of the use of various games at different stages of organizing a foreign language lesson. At the warm-up stage, when the teacher's task is to update the students' knowledge, experience on a particular topic, "tune in" to work, students can be invited to play "Missing Letters", "Unscramble", "Constructor". In this case, the word must either be already familiar to most students, or it can be predicted based on the topic. For example, the word "adventure" in the game "Missing Letters" might appear on the board as ". d v. n t. r. " as part of the discussion of the general topic "adventure holidays".

Games like Wordsearch, crosswords, Unscramble are often used to practice vocabulary on a specific topic. In school and foreign textbooks / workbooks, such a task is not uncommon, however, textbooks for higher education, especially professional ones, do not often offer students such an exercise-game. The technique turns out to be quite effective when, as a creative task, students themselves create a "letter chaos"



/ crossword puzzle and offer it in class for work in small groups.

Discussion and Conclusion

The team game Hot Chair can be offered to students at the completion of work on a topic, when lexical units / phrases have already been repeatedly presented to students in texts and exercises. The essence of the game is as follows: a team representative needs to guess a word written on the board, which can be suggested by a teacher or another team, according to the prompts and explanations of his team. The student sits with his back to the board and does not see the word.

Associations and ways to explain a word that come to mind of modern students sometimes amaze with their eccentricity and creativity, showing that students are trying to actualize and transfer knowledge from other subject areas in a foreign language. It is necessary to encourage students to express ideas in a foreign language, so they are involved in

communication, practice the skills of constructing sentences, certain speech formulas. At the same stage, you can play the "gallows"; usually students are actively thinking, suggesting options, not wanting the game to end in a loss.

WordChain can be played with entry-level students as it often contains short, simple words of 3-4 letters. However, if definitions of variable words are used, the task becomes more difficult for students. Some games can be used to introduce new words by focusing on spelling.

The teacher can be advised not to "take the full blow" in composing the game on himself, but to delegate part of the work to the students - for example, on the choice of lexical units in the game within the framework of the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, using the game in a foreign language class actually becomes an effective technique.

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