

Teaching Foreign Languages based on Games in Non-philology Higher Education Institutions (In English as an Example)

Tursunoy Sh. Karshiyeva¹

¹Doctoral Student, Samarkand State Institute of Foreign Languages, Uzbekistan.

Abstract

This article is written about the main principles and methods of education that serve to achieve the intended goals using didactic games in teaching foreign languages in non-philological higher educational institutions. The essence of all the reforms implemented in the field of education is focused on one thing, that is, the use of didactic games in teaching foreign languages, improving the quality of education, spending less effort and achieving more efficiency in the process of practical training. The game method - during the practical training of a foreign language, by increasing the activity between the teacher and the students, it guarantees their mutual knowledge acquisition.

Keywords: Foreign Language Education, Story, Playful Situation/Process, Situations Inviting Communication, Didactic Games, Language Proficiency.

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INTRODUCTION

The word is the most basic unit of language. The sum of all words in a language is called its vocabulary or lexicon. "Lexicon" - Greek word Lexikos; lexis means words, phrases, vocabulary, "speech" - the way of forming and expressing thoughts, the realization of language, the practical use of language. The words included in the vocabulary of a given language are called lexicon, and the lexicon is a developing element of the language.

Language learners are taught speaking skills and competences in foreign language classes based on the acquisition of lexical material. Undoubtedly, teaching vocabulary is the basis of effective language acquisition. Lexicon is a collection of learned and taught words and phrases. It is impossible to teach and learn the types of speech without mastering the vocabulary. It is used as material for speaking activities.

The first step towards increasing lexical wealth begins with knowing the word and determining what it is. Usually, knowing the word means knowing the meaning of the word and its spelling and reading. But in order for the speaker to be able to use the word in the way he wants, at the right time and in the right place, how it is written, pronounced, heard, which words can be used instead of a certain word, when and where to use this word it is necessary to have the knowledge of how to meet and how to use this word. The more he has this knowledge, the more the learner will be able to use the word correctly and at the right time.

MATERIAL AND METHODS

Today, the importance of increasing vocabulary in foreign language education is recognized by all foreign language teachers and researchers. No language teacher or student would deny the importance of vocabulary and lexical quantity in learning a particular language. In fact, mastering a foreign language in many ways depends on the development of a strong vocabulary. Normal knowledge involves memorizing the meaning of words and learning to recognize forms. The practical goal of learning a foreign language in universities that do not specialize in languages is to teach students to communicate in this language. In order to communicate in a foreign language, students need to acquire vocabulary. It is impossible to listen and understand or speak without acquiring the vocabulary of the language.

Vocabulary is one of the most important elements in language learning, and good vocabulary leads to the solution of many problems in this process.

Vocabulary plays a key role for foreign language learners, because insufficient vocabulary leads to poor understanding of communication. Vocabulary is considered one of the important factors in communication with people, so it should be given enough attention in TEFL (Teaching English as a Foreign Language).

The lexicon is very important in foreign language classes of non-philological higher educational institutions. Because in them, students are required to master words related to their

field along with general English words. It is more important today than ever to be able to easily familiarize yourself with a text related to a specific field (such as medicine or architecture) or to be able to use the language fluently in communication related to that field. After all, ignorance or misunderstanding of a single word can cause a change in the diagnosis of a disease for medical workers, and for construction workers, the raw materials of the building under construction can change. If students have a good vocabulary, they can understand the lessons more easily and can communicate with each other.

Experience shows that communication is meaningful if students know enough vocabulary and use it correctly. Vocabulary acquisition is one of the main and important components for understanding a foreign language. Vocabulary is a key component of language proficiency, and it lays the groundwork for language learners to speak, listen, read and write well. Language skills cannot be learned and continued accordingly without increasing vocabulary.

According to the methodist scientist O. Hoshimov: “The material for the speech is very necessary. Without material, speech cannot happen. It is possible to understand its content based on the words learned by listening to the English speech. If the reader does not recognize the words, he does not get information, the content of the note remains abstract. When working on the lexical aspect of listening comprehension, listening and recognition exercises are often used, because listening and recognizing lexis also has its own characteristics and difficulties”.

The lexical aspect of speech has its own characteristics. The student cannot speak if he does not know it, but he should be able to put it in its place even if he knows it. The lexical aspect of reading is also a special challenge. The student sees and accepts in reading. Therefore, in order to gain information by reading and understanding, one must be able to recognize and read words, know their meaning, and learn them. It is also necessary to work separately on the lexical side of the written expression of the opinion. In order for the reader to be able to write meaningful and correct information through it, it is necessary to be able to write, pronounce and read the word.

As can be seen from the above, a lexicon is needed for everything. For this reason, the role of the lexicon is very important for teaching foreign language speaking activities to students in higher educational institutions.

According to J. Shabanov: – the lexicon can be divided into three main groups:

1. Active lexical-reproductive, that is, it involves use in all four types of speech activity;
2. Inactive lexicon - refers to use in receptive speech, i.e. listening comprehension and reading;
3. Potential lexicon. In some cases, it is recognized as a component of the inactive lexicon. All international words form a potential lexicon. It does not take much

time for students to learn to use these words in speaking activities.

Research scientist Saniago Dakhi explains the types of lexical wealth in his own way, that is, vocabulary can be active and passive. Active vocabulary is words that listeners and writers use in a way that they usually understand. They are recalled and used when speaking and writing situations call for it. In practice, active words are words that we use automatically when writing and speaking without stopping and forcing ourselves to remember. The passive phrase means words that are not fully understood, so they are rarely used in writing and speaking. In this regard, it can be concluded that passive vocabulary is the level of word knowledge before active vocabulary. Generally, linguists believe that the active lexicon is less than the passive lexicon.

Saniago Dakhi emphasizes in his research that word knowledge is also in two forms: *receptive* - knowing and understanding the word, *productive* - being able to use the word orally and in writing. Receptive knowledge is the understanding of words while reading and listening, while productive vocabulary is the words that are used frequently in speech. Usually, a learner's receptive vocabulary is greater than his productive vocabulary. They are words that the reader and listener use to understand the given information and message. Productive vocabulary is the words used to convey this idea. Words used in speaking and writing are productive vocabulary.

The essence of didactic games used in language education, the essence of all the reforms currently implemented in the field of education are aimed at one thing, that is, to improve the quality of education, to spend less effort and achieve more efficiency in the course of the lesson.

Orientation of the educational process to the personality of the student, viewing the student as a high value is an urgent issue of today's society, and the formation of universal learning skills of students is becoming the main goal. It is very important to widely use game technologies as a tool that increases the needs, inclinations, interest, and activity of students.

Games that match the student's nature can become a driving force in the educational process. The game is a pedagogical tool that helps to organize and conduct the educational process and learn something. It is the most convenient way to convey the content of education to students through games. There is a saying among our teachers: “*I may forget what I heard, I may remember what I saw, but if I personally participate in the process, I will remember it for the rest of my life*”. Therefore, the organization of the educational process with the help of the game guarantees the understanding, learning and mastering of events.

A didactic game is an internal purposeful activity that provides flexibility in solving the problem of how to use this or that item. The student should be satisfied with the game process, and its result is not so important. In the game, the

child's physical, mental, emotional qualities are added to the positive process, and social interactions may be required from him. For the student, the game is a means of expressing his feelings, learning relationships and self-expression.

The process of practical training should include not only communicative competences, but also competences that will give the opportunity to use the knowledge learned in the future. Most of the students are interested in learning foreign languages. Their interest is definitely related to the organization of the lesson process and students being able to achieve certain success in the lesson process. It is wrong to say that this interest remains the same throughout the years, so it is necessary for pedagogues to take care of it, that is, to ensure that students participate in the lesson with joy and success. The content and purpose of the lesson will be understandable and memorable to the students only if the topics being studied, as well as the questions, are important, interesting and relevant for the students. Foreign language learners encounter another language and culture in foreign language education. For this reason, it is recommended to use authentic materials specific to that foreign language, texts and natures that can convey that culture.

The game as a type of activity is its form in the conditions of situations aimed at re-creating the social experience fixed in the socially attached methods of performing actions related to the field in the fields of science and culture. As a special type of social practice that arose historically, the game reflects the standards of human life and activity, their adherence is ensured by the mastery of the social reality of the mind and field, and the mental, emotional and spiritual development of the individual.

The dynamics of expression and means of communication in students are different than in adults, but the emotions (fear, satisfaction, anger, happiness, hesitation, satisfaction) are similar to those of adults. If we look at the game from this point of view, it becomes clear for the students that toys are words, and the game is speech.

The first attempt to systematically study the game was made by the German scientist K. Gross at the end of the 19th century. He believed that the game is a warning of instincts about the conditions of the future struggle for survival ("Theory of Warnings"). K. Buhler describes the game as an activity performed to obtain "functional presence".

The game method - by increasing the activity between the teacher and students in the educational process, it serves to guarantee the acquisition of knowledge under the influence of their interaction and the development of personal qualities. The use of these methods helps to improve the quality and efficiency of the lesson. Its main criteria are informal discussions, free presentation of educational material, independent reading, learning, organization of seminars, creation of opportunities for students to take initiative, small group, large group, class consists of assignments, assignments, writing assignments, etc. to work as a team.

The method of the game is mutual group activity, that is, the educational process takes place in the form of a mutual conversation, in the form of a dialogue (computer communication) or on the basis of teacher-student interactions.

RESULT AND DISCUSSION

Interactivity-mutual activity, action, affectivity occurs on the basis of student-teacher, student-student (subject-subject) conversations. The main goal of interactive methods is to create the most favorable environment for the learning process, creating an environment for the active, free creative thinking of the student, the use of his needs, interests, and internal capabilities. In such lessons, not a single student will be left out, and will have the opportunity to openly express their opinions, what they have heard, read, seen and known. Enthusiasm and interest in learning will increase among students, and friendly relations will be formed.

Games help students to analyze, think logically, research, calculate, measure, create, test, observe, compare, draw conclusions, make independent decisions, work in groups or teams, develop speech, language skills develop the activity of teaching, creating new knowledge.

It has a special place as it provides an opportunity to carry out educational tasks. Such games are considered to be of educational and educational importance in the personal development of students of all ages. This became the basis for conducting research by pedagogues and psychologists to study and further increase the educational significance of such games.

Therefore, all kinds of games enter people's lives from childhood and reflect their interest in adult activities, their desire to imitate them, their work and family life, the heroic deeds of pilots, cosmonauts, sailors and others.

The main types of didactic games consist of intellectual (mental) and action and mixed games. These games help the participants to develop mental-physical, moral, psychological, aesthetic, artistic entrepreneurship, work and other skills. In the process of education, mainly, didactic games are used, which show students' motivations for learning and their inclination to a profession that increases their abilities and interests in various directions. Currently, computer didactic games are used and they are gaining a special place.

Among the didactic game activities in language learning, conference activities have an important place. Conference sessions are important for the activation of students' cognitive activity, broadening their scientific outlook, introducing additional and local materials, acquiring skills and qualifications for independent work with scientific and popular scientific literature, and conscious preparation for independent life. Before the conference session, the topic, goals and objectives of the session are determined, and additional scientific, scientific and popular literature related

to this topic is reviewed. The subject of the training is announced a week before the training, and literature is recommended for preparation.

Game methods are based on accelerating student activity. They are of great importance in identifying and implementing practical solutions for the realization and development of the student's creative potential. This method leads the student to use his inner capabilities, to think, to think freely, to communicate and to be creative. In particular, he is more interested in learning about the environment and life, how to overcome difficulties and obstacles, and develops critical thinking skills.

In the educational process, it is advisable to use didactic games that increase students' motivation for learning, their interests in various areas, and show their inclination towards a profession.

How interesting, useful and effective the organization of lessons is depends on the creativity and initiative of teachers, because the teacher does not only teach, but also develops the learning skills of students through independent reading, makes them use textbooks, manuals. It is necessary to teach to acquire knowledge through the analysis of applications, Internet messages, sources, to ensure that the student not only hears and sees in the educational process, but also becomes an active participant in learning the subject and content of the lesson. If the teacher is able to read, learn and master the content and essence of interactive education, its methods, and introduce it to his pedagogical activity, he will fully implement the improved State educational standards and modernized curricula guarantees their mastery and ensures the achievement of quality and efficiency.

Therefore, if every teacher can activate his students in the course of the lesson, the level of their reading, learning, acquiring knowledge and skills will be high.

The use and introduction of didactic games in the lesson shows an unconventional approach to the educational process and differs from traditional methods in a number of ways. That is, as a result of organizing the educational process directly on the basis of interesting games, ensuring the joint action of the participants of the educational process, approaching the issue as a group, the logical thinking of the active movement of students is formed.

In each didactic game, a task aimed at a certain didactic goal is set. This task provides knowledge and information to students. A didactic game requires students to perform a certain task. In order to fulfill this task, the student activates his thinking ability, tries to remember his previous knowledge and understanding. The purpose of the game is determined by the educational, educational and developmental task it fulfills. The goal is defined in relation to the knowledge of students and is determined by recalling, using, and learning some knowledge.

Another important feature of the didactic game is the action of the game. The action of the game attracts students and

activates their activity. The action of the game is different according to the content of the game. Game action is sometimes associated with competition, and at other times it is associated with not missing out. The action of the game is lightened depending on the number of students playing. If there are few students, the action of the game will be simplified. In addition, the activity of the game is made more complicated depending on the age and level of knowledge of the students. The content of the game is determined by the actions that the students have to perform, in foreign language classes it consists of using newly learned words and phrases in oral and written speech.

A didactic game is always subject to certain game rules. The rules of the game determine the content of learning and participating in the game. Rules are necessary to regulate student activities in accordance with the purpose of the game. Students participating in the game fulfill the tasks assigned to them by following the rules of the game. The action in the didactic game is related to the rules of the game. The rules of the game show how the student should behave in the game, what should be done and how. The rule of the game consists of the order of organization of the game in the didactic game, and the goal is achieved by following the rule. A student's compliance with the rules of the game is not only important for fulfilling the educational task or goal set before him, but the educational goal also plays a key role. Adhering to the rules of the game is also important in educating students and instilling discipline. The game equipment will consist of object-models, real and conditional objects, cards and exhibits needed for playing the game.

Each didactic game has its own end result. Achieving a certain expected result in the game is done by following the rules of the game and completing the task. The result of the game is determined by the completion of the assigned task. The result should satisfy the student. The game ends in such a way that the students get spiritual nourishment from the game, they are given a certain level of knowledge, they are taught something new. After all kinds of interesting games, they feel happy and cheerful, their needs are satisfied. At the end of the game, during the game, the students who performed the task and the rules of the game well and in an exemplary manner are encouraged, and their activities are recorded separately.

CONCLUSION

The conclusions show that intensive preparations were made for conducting didactic games in teaching foreign languages in non-philological higher educational institutions, and the following didactic requirements were observed:

- Foreign language classes with didactic games should be aimed at solving the educational, educational and developmental goals and tasks of the topics mentioned in the program.

- Dedicated to the important problems of society and everyday life, solving them during the game.
- Conformity to the principles of education of a perfect person and norms of oriental manners.
- The structure of the game should be in a logical sequence. After all, it is very important to prepare students for the next games by playing easier games before the more difficult ones. In this way, it is necessary to gradually complicate mental operations such as abstraction, specification, generalization in analysis, synthesis, comparison, classification.
- Implementation of didactic principles during training and minimum time spent.
- Development of the didactic game in such a way that certain knowledge requirements are imposed on the participants.
- The purpose of the didactic game should be clearly defined, as this requirement ensures the successful completion of the game. In this, there is an opportunity to direct students' thoughts to the target direction, to increase their interest in doing their work.
- The importance of taking into account the specific characteristics of students, their different (idle and strong, active and apathetic) groups when creating and developing the rules and organization of didactic games.
- The rules of the game should be simple, clear and clearly expressed.
- Active participation of each student in the entire game process. It should be remembered that long waiting for one's turn can reduce interest in the game.
- It is necessary to approach each game in a general and individual manner, to take into account the level of difficulty of the tasks in it and how many of them can be completed independently.
- It is important to take into account the age characteristics and knowledge level of students when choosing and using games.

When choosing didactic games for teaching foreign languages, it is necessary to take into account the level of each group, its characteristics, the conditions and capabilities of the institution. In practical classes in foreign languages, the tasks set before students in various games are gradually becoming more complicated. It was also noted that the complexity of the game task should be implemented based on the experience of students, their acquired knowledge and skills, and the requirements of the program.

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