

Game technologies in teaching a foreign language

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Abstract: The article considers role-playing as a method of formation of communicative competence in teaching a foreign language. That the role of the game in English lessons is great and undeniable. Being a good means of activating vocabulary, grammar, practicing pronunciation and developing oral speech skills, the game as a teaching method has taken its place in the piggy bank of many teachers. That the game arouses the interest and activity of children and gives them the opportunity to express themselves in an exciting activity for them, promotes faster and more lasting memorization of foreign words and sentences. The use of games in foreign language lessons helps the teacher to reveal more deeply the personal potential of each student, his positive personal qualities, to preserve and strengthen educational motivation.

Keywords: foreign language communicative competence, role-playing game, game technologies, role-playing situation, game technology, material objects, speech activity, feelings of collectivism, game techniques, game function, pedagogical game.

1. Introduction

Teaching a foreign language is an important component of modern education and provides huge educational opportunities. Through a foreign language, students learn about the world around them, join the spiritual culture of other peoples, learn their traditions, customs and way of life. An important source of the educational process can be the features of modern English speech etiquette, as well as a greater focus on the culture of the country of the language being studied, taking into account the country-specific features in communicating in a foreign language. The most accessible form of educating students' communicative competence, an active means and method is the game. In the game activity, it is possible to form all the positive aspects of the personality. During the game, students act independently, find new solutions in a changing environment, deepen their knowledge of the surrounding reality, develop physically, and receive moral and aesthetic satisfaction. The game promotes the formation of strong-willed qualities, self-discipline, organization, creative initiative. The nature of the role situation is determined through the plot corresponding to the chosen communicative situation, and the role relationships between the communication participants. It should be noted that the context of the role-playing game may vary depending on the topic and purpose of the lesson that the teacher pursues. Mastering a foreign language requires a stock of linguistic and encyclopedic knowledge. In addition, language acquisition is inseparable from the acquisition of experience of behavior in typical speech situations. Finally, the level of language proficiency will be limited without immersion in the real life environment with its inherent diversity of language, socio-cultural traditions and ideas about "proper" norms of behavior. The relevance of the research lies in the fact that the life environment of students is a role-playing game that can be organized in foreign language lessons, where each child gets a special role and must learn to interact with other participants in the game. In this regard, a problem arises: what is the role of the use of role-playing games in the formation of students' communicative competence at the initial stage? The subject of the study is the use of role-playing games in English lessons for the formation of communicative competence. We assume that if role-playing games are conducted with students, the formation of communicative competence will be more successful, since role-playing is a real condition in which children feel comfortable, psychologically safe, i.e. they are not afraid to make mistakes, to engage in communication in situations close to real. In this case, it will be various everyday situations, such as going to the store or a dialogue between two friends.

The hypothesis of the study is that the formation of communicative competence will become more effective if role-playing games are systematically used in foreign language lessons.

2. Methods.

The concept of "game pedagogical technologies" includes a group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. The game as one of the most amazing phenomena of human life attracted the attention of philosophers and researchers of all eras. Plato considered the game one of the most useful activities, and Aristotle saw it as a source of mental balance and harmony. In his *Poetics*, Aristotle noted the benefits of word games and puns for the development of intelligence [Budakova, 2012: 1-6]. The game is the most mastered activity in which, through fitting roles, they draw samples for solving new life tasks arising in cognition, work, and artistic creativity. Therefore, reliance on the game (game activity, game forms, techniques) is the most important way of inclusion in educational work, a way to ensure an emotional response to educational influences and normal (without stress) living conditions. Soviet psychologist D.B. Elkonin identified four important functions in the game for a person:

- a means of developing the motivational needs of the sphere;
- a means of cognition;
- a means of developing mental actions;
- a means of developing arbitrary behavior

Unlike games in general, pedagogical play has an essential feature, namely, a clearly defined learning goal and a corresponding pedagogical result, which can be justified, highlighted explicitly and characterized by an educational and cognitive orientation [Bern, 1996: 46]. The game is also considered as a situational-variative exercise, where it is possible to repeat a speech pattern multiple times in conditions as close as possible to real speech communication with its inherent characteristics - emotionality, spontaneity, purposefulness of speech influence. The most interesting form of classes for students can be created with the help of game techniques and situations that act as a means of encouraging and stimulating students to study. In the textbook "Psychology" under the authorship of V.A. Krutetsky we read: "The best way to organize a teenager's attention is connected... with the ability to organize educational activities in such a way that the student has neither the time, nor the desire, nor the opportunity to be distracted for a long time. An interesting thing, an interesting lesson can capture a teenager, and he enthusiastically works for a very long time without being distracted. Active cognitive activity is what makes a lesson interesting for a teenager, that in itself contributes to the organization of his attention" [Krutetsky, 2003: 322-325].

3. Results and discussions.

Students are characterized by brightness and immediacy of perception, ease of entering into images. Students are easily involved in any activity, especially in the game. They organize themselves into a group game, continue playing with objects, and non-imitation games appear. Game technology is built as a holistic education, covering a certain part of the educational process and united by a common content, plot, character. At the same time, the game plot develops in parallel with the main content of the training, helps to activate the learning process, assimilate a number of educational elements. We are of the opinion that the compilation of game technologies from individual games and elements is a mandatory concern of every primary school teacher. According to A.N. Zimmaya, the author of the textbook "Pedagogical Psychology" [Zimmaya, 1991: 78] games should first of all be divided by type of activity into:

- physical (motor);
- intellectual (mental);
- labor;
- social;
- psychological games.

All children's activity is syncretic, i.e., to a certain extent, it is fused, inseparable, where unity arises due to an imaginary, conditional situation in which the process of children's creativity takes place. The game itself becomes something akin to a source that synthesizes cognitive, labor and creative activity. Any new knowledge or skill acquired by a younger student encourages him to act with it. The nature of this action is playful, as the closest and most understandable for students from their previous experience. The student's play activity moves in parallel with the educational one, and the learning goals become achievable due to the motivation arising in the game. Teaching a foreign language requires tremendous efforts on the part of the teacher at the initial stage in terms of organizing educational activities. The teacher needs to create positive emotions when learning a foreign language, which is often helped by the game. The peculiarity of students is their huge and pronounced interest in people and other cultures, which becomes a significant motivation in learning. The positive thing is that students are sociable and emotional in the process of learning a foreign language. Play, along with work and learning, is one of the main human activities, an amazing phenomenon of our existence [Gazman, 1991: 72]. By definition, a game is a situation aimed at recreating and assimilating social experience in which self-management of behavior develops and improves. In human practice, gaming activity performs many functions, but the main ones are:

- entertaining. The main function of the game is to entertain, to achieve pleasure, to encourage action;
- communicative. In the game, the development of the dialectic of communication takes place;
- game therapy. The game reveals deviations from behavioral norms, promotes self-knowledge during the game;

- correctional. The game introduces positive skills into the structure of the player's personal skills;
 - the function of interethnic communication. Participants learn the same sociocultural values for all.
- The scientist and teacher S.A. Shmakov in his dissertation "The game of students as a pedagogical phenomenon of culture" came to the conclusion that the game in the system of public education has effective educational functions [Shmakov, 1996: 24-31]. He identified the main features of gaming activity:
- free developmental activity undertaken only at the request of the child, for the pleasure of the activity process itself, and not only from the result (procedural pleasure);
 - creative, largely improvisational, very active nature of this activity ("Field of creativity");
 - emotional elation of activity, rivalry, competitiveness, competition, attraction, etc. (the sensual nature of the game, "emotional tension")•
 - the presence of direct or indirect rules reflecting the content of the game, the logical and temporal sequence of its development.

The game is widely used in folk pedagogy, in preschool and extracurricular institutions. In a modern school that relies on the activation and intensification of the educational process, game activity is used in the following cases:

- as independent technologies for mastering concepts, topics, and even a section of an academic subject;
- as an element (sometimes very significant) of a more extensive technology;
- as a lesson (lesson) or part of it (introduction, explanation, consolidation, exercise, control);
- as a technology of extracurricular work.

Games in which social relationships or material objects are creatively reproduced by students on the basis of life or artistic impressions, independently or with the help of adults, are called plot-role-playing. They are especially important in moral education, in the development of fantasy, imagination and speech. Dramatization games are the performance of a plot by children. The script serves only as a canvas for improvisation. If they are played out in a classical theatrical form (stage, curtain, scenery, costumes, makeup) or in the form of a mass plot spectacle, they are called theatricalizations. An important function of the game is organizational. The game form of lesson organization (imaginary journey, solving riddles, charades, watching the actions of a favorite cartoon character, inventing fairy tales, etc.) helps students to easily engage in cognitive activity. The game forms of the lesson organization provide an opportunity for a multifaceted disclosure of personality, the development of its abilities, the cohesion of students based on common ideas and interests. The use of role-playing games provides ample opportunities for activating the educational process. Role-playing is a methodical technique related to a group of active ways of teaching practical command of a foreign language. Role-playing game is a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication. The effectiveness of teaching here is primarily due to an explosion of motivation, an increase in interest in the subject [Tsvetkova, 2001: 68]. Since the trainees find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized, role-playing motivates speech activity. Students are clearly convinced that a foreign language can be used as a means of communication. The game activates their desire for contact with each other and the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between teacher and student, gives timid, insecure students the opportunity to speak and thereby overcome the barrier of uncertainty. In a normal discussion, students-leaders, as a rule, seize the initiative, and timid ones prefer to remain silent. In the game, everyone gets a role and must be an active partner in speech communication. In games, students master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right moment agree with his opinion or refute it, the ability to purposefully listen to the interlocutor, ask clarifying questions, etc. Role-playing teaches to be sensitive to the social use of a foreign language. A good interlocutor is often not the one who uses structures better, but the one who can most clearly recognize (interpret) the situation in which the partners are and take into account the information that is already known (from the situation, experience) and choose those linguistic means that will be most effective for communication. Almost all the study time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's remark, correlate it with the situation, determine how relevant it is to the situation and the task of communication, and respond correctly to the remark. Games have a positive effect on the formation of cognitive interests of students, contribute to the conscious development of a foreign language. They contribute to the development of such qualities as independence, initiative; fostering a sense of collectivism. Students actively, enthusiastically work, help each other, listen attentively to their friends; the teacher only manages educational activities. Each participant of the role-playing game performs speech actions due to the communication situation, but each of them has a certain freedom of action, speech actions. Many teachers are of the opinion that role-playing can be effectively used in foreign language lessons, taking into account the main provisions of the theory of leading activity and the content of the age periods of students' development, studies of communication problems and speech activity. Game communication approaches natural if students master typical ways of speech interaction [Petrovsky, 2001: 93-94]. It is generally believed that role-playing is the best way to enrich feelings and gain experience, develop imagination, overcome fear and develop communication skills. Role-playing games contribute to the development of three types of communication: role-playing, business and friendly. In role-playing games, communication is based on certain norms that are set by the participants of the game themselves. These norms are necessary to simplify communication and achieve the best results in the shortest

possible time. In order not to achieve false results, each role-playing game needs a professional organization of the gameplay. Role-playing is one of the means of communication in the English lesson. This game is interesting, in it students show initiative, independence; the teacher's position also changes, he becomes a partner, a consultant. Preparing for a role-playing game, the distribution of roles in the classroom is based on the characteristics of the students, since the students already know each other well enough, this task does not cause them difficulties. Thus, the game is close to real life, the lesson goes by the wayside. To understand how role-playing can help a teacher prepare a child for systematic learning activities, it is necessary to answer the question: what is meant by the readiness of children to learn? Most psychologists include here: the desire to learn, the ability to learn, the ability to mobilize (have the will), an understanding of one's social duty as a student, a willingness to live in a team and actively work together with friends. Psychological readiness to study, in addition to mental and physical development, presupposes such qualities that help him to see himself through the eyes of others, to be able to coordinate his actions with the interests of the team, to communicate kindly with friends. In role-playing games, students are clearly manifested from both the good and the bad side. This makes it possible for the teacher to lead them to an understanding of the norms of collective activity and the need to fulfill them in the process of discussing the game. But among the educational tasks that a teacher solves at the initial stage, the most important thing is to create favorable psychological conditions for entering the world of study. The structure of the game as an activity harmoniously includes goal-setting, planning, implementation of goals, as well as analysis of results in which a person fully realizes himself as a subject. The motivation of gaming activity is provided by its benevolence, opportunities for choice and elements of competition, satisfaction of the need for self-affirmation, self-organization. The structure of the role-playing game as a process includes

- roles assumed by students;
- game actions as a means of organizing these roles;
- game use of objects, i.e. substitution of real things with game conditionals;
- real relationships between players;
- plot (content) - the area of reality, conditional reproduction in the game.

The value of the game cannot be exhausted and evaluated by entertaining and recreational opportunities. This is its phenomenon, that, being entertainment, recreation, it is able to develop into learning, into creativity, into therapy, into a model of the type of human relations and manifestations in work. An analysis of the literature on the use of role-playing games in teaching foreign languages shows that the game is a multifunctional phenomenon, namely:

- causes the need to communicate in a foreign language (motivational and motivational function);
- determines the choice of language means, promotes the development of speech skills and abilities, allows students to model communication in various speech situations in other words, role-playing is an exercise for mastering the skills and abilities of dialogic speech in interpersonal communication (training function);
- educates conscious discipline, diligence, mutual assistance, activity, willingness to engage in various activities, independence, ability to defend one's point of view, take the initiative, find the optimal solution in certain conditions (educational function);
- orients students to plan their own speech behavior and the behavior of the interlocutor, develops the ability to control their actions, give an objective assessment of the actions of others (orienting function);
- allows you to resolve through game activity the contradiction, the discrepancy between the need for action and the inability to carry out the operations required by the action (compensatory function).

Thus, we can conclude that the role of the game in teaching English is to activate the mental activity of students, which makes the learning process more attractive and interesting not only for the students themselves, but also for the teacher. The game makes you worry and worry, thereby forming a strong incentive to master a foreign language. In order to play role-playing games in English lessons properly, it is necessary to form the necessary social communication skills in the student and familiarize him with dialogic speech in English. This is helped by exercises to train expressions of the etiquette plan, the development of telephone conversation skills, microdialogues on a given topic from several replicas, the creation of dialogues in English on a sample, reading and reproducing these dialogues by heart, playing the dialogue in pairs.

4. Conclusion.

Based on the considered theoretical material on the basics of the formation of communicative competence through game technologies in teaching a foreign language, we have established the following. After analyzing a number of works devoted to the problem under consideration, we came to the conclusion that there is still no single definition of the term "foreign language communicative competence", as well as there is no consensus in determining its component composition. The term "foreign language communicative competence" is represented by a multicomplex definition consisting of many components, among which many authors define three main ones: linguistic (linguistic), speech (communicative) and socio-cultural. We have come to the logical conclusion that foreign language communicative competence is a necessary condition for effective communication in a foreign language. The effectiveness of the process of teaching a foreign language directly depends on the methods and techniques that the teacher uses in his activities. The most effective are gaming technologies that can be used when learning English in all classes at any stage of education with a certain adaptation for each age and level of development, preparedness and awareness of students. The role of the game in English lessons is great and

undeniable. Being a good means of activating vocabulary, grammar, practicing pronunciation and developing oral speech skills, the game as a teaching method has taken its place in the piggy bank of many teachers. Thus, an educational game is a type of activity of students in the classroom, during which educational tasks are solved in a playful way. The game arouses the interest and activity of students and gives them the opportunity to express themselves in an exciting activity for them, promotes faster and more lasting memorization of foreign words and sentences. The use of games in foreign language lessons helps the teacher to reveal more deeply the personal potential of each student, his positive personal qualities, to preserve and strengthen educational motivation. Role-playing motivates students to speech activity, as they find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized. As part of the role-playing game, the teacher can adjust through practice the speech knowledge, skills and abilities of the participants, not only the speaker, but also the listener. This leads to the conclusion that games have a positive effect on the formation of cognitive interests of students, contribute to the conscious development of a foreign language.

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