



The role of didactic games in teaching English at different stages

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Abstract. This article deal with problems of using didactic games where learners acquire new experiences within a foreign language which are not always possible during a typical lesson.

Key words. Games, require, moving around, imitating, a model, competition, groups, structural games, practice, reinforce, grammatical aspect, language, relate, students' ability, prior, knowledge, role play.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus). Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced. Not all of the games are appropriate for all students irrespective of their age. Different age groups require various topics, materials and



modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups, and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspects of language have to relate to students' ability and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students' experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have time limits but according to Siek Piscozub, the teacher can either allocate more or less time depending of the students' levels, the number of people in a group, or the knowledge of the rules of a game, etc.

The main purpose of phonetic games - staged (correction) pronunciation, practice in pronunciation of sounds in words, phrases, practicing intonation. They are used regularly, mostly at the initial stage of learning a foreign language (water-remedial course) as an illustration and exercises to practice the most difficult to pronounce sounds and intonations. As we move forward phonetic games are implemented at the level of words, sentences, Rhymes, tongue twisters, poems and songs. The experience gained in games of this type can be used by students in the classroom in the future in a foreign language.

Lexical games have focused students' attention solely on the lexical material and are designed to assist them in acquiring and expanding vocabulary, and to work to illustrate the use of words in communication situations. There are different types of vocabulary games

Battle Ships - A Vocabulary Game

Level: Easy to Medium

Preparation:

Divide the students in to groups of four or five. Then ask the student to make the name for their ships for example with the names of animals, cities, movie stars or let them find their own favourite names.

Ask them to choose the Captain and the Shooter. The captain's duty is to memorize his ship's name, so he can reply if somebody call his ship's name. The shooter's duty is to memorize the names of the ships of 'their enemies', so he can shoot them by calling their ship's name.

Activity:

Arrange all the captains in a circle, the ships' crews must line up behind their captains. The shooter is the last crew member in line.

The teacher must decide a lexical area of vocabulary, this vocabulary will be used to defend their ships from the attacks. Every students (except the shooters) must find their own words. The lexical area for example, "Four Legged Animals".



Give the students 1-2 minutes to find as many possible words as they can and memorize them.

Start the game by calling a ship's name, for example the ship name is "THE CALIFORNIAN". The captain of THE CALIFORNIAN must reply with a word from the lexical area given, for example he says "TIGER" followed by his crews behind him one by one, "COW"; "SHEEP" until it is the shooter turns and he calls out the name of another ship and the captain of the ship called must reply and his crews must do the same thing. No word can be repeated.

If the captain is late to reply (more than 2 seconds) or his crew can not say the words or a word repeated or the shooter shoots the wrong ship (his own ship or the ship that has already been sunk) the ship is sunk, and the crew members can join the crew of another ship.

The teacher can change the lexical area for the next round.

In the last round there will be two big groups battling to be the winner.

Grammar games are designed to provide students practical skills to apply knowledge of grammar, increase their mental activities to the use of grammatical structures in natural communication situations.

Tell Me Everything You Know

Here are the basics:

1. Write a sentence on the board and set a time limit.
2. Pupils write down everything that they can about the grammar of the sentence.
3. When the time is up, students individually share their observations. If anyone else in the room has the same observation, they must cross it off of their list. If they are the only ones who have made that particular observation, they get a point.
4. Whoever has the most points wins.

Verbal games teach the ability to use language resources in the process of committing an act of speech, and repelled from the specific situation in which speech acts are carried out.

Proper Noun Exercise Verbally, give as as many proper names of the nouns as you can think of for those listed below. Do this as quickly as you can!

Example:

boys = Davron, Eldor, Jahongir
girls
heroes
books
weekdays
holidays
nicknames



fruits
vegetables
animal pet names
amusement parks
Role-playing game.

Among the different types of games holds a special place role-playing game.

As you know, of great importance in the educational process is learning motivation. It helps to enhance the thinking is of interest to a particular kind of occupation, to perform a particular exercise.

The strongest motivating factor is the training methods that satisfy the need for students to study material novelty and variety of the exercises. Using a variety of teaching techniques helps to perpetuate the memory of linguistic phenomena, creating a more stable visual and auditory images, maintaining interest and activity of students.

The lesson of foreign language is seen as a social phenomenon, where the classroom - a particular social environment in which teachers and students enter into definite social relations with each other, where the learning process - the interaction of all present.

The success in training - is the result of collective use of all opportunities for learning. And students should make a significant contribution to this process. Ample opportunities to revamp the educational process is the use of role-playing games. Role play - methodological procedure relating to a group of active methods of teaching practical language skills.

Role-playing is a contingent of actors playing real practical activity, creates conditions for real communication. The effectiveness of training is due primarily to an explosion of motivation, increased interest in the subject.

Role-play motivates speech activity, as students find themselves in a situation where the need is updated to say anything, ask to find out to prove something to share with someone.

Students clearly convinced that the language can be used as a means of communication.

The reasons for including games in a language class are:

1. They focus student attention on specific structures, grammatical patterns.
2. They can function as reinforcement, review and enrichment.
3. They involve equal participation from both slow and fast learners.
4. They can be adjusted to suit the individual ages and language levels of the students
5. They contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.



6. They can be used in any language-teaching situation and with any skill area whether reading, writing, speaking or listening.

7. They provide the immediate feedback for the teacher.

8. They ensure maximum student participation for a minimum of teacher preparation.

A game should be planned into the day's lesson right along with exercises, dialogues and reading practice. It should not be an afterthought.

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