

GAME TECHNOLOGIES IN TEACHING

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ABSTRACT

Activating students on the basis of the use of game technologies and constitutes an accelerating activity. According to the studies of scientists, play is combined with work and study is one of the main types of activity. According to psychologists, play activity is psychological mechanisms of self-expression of the individual, stability of his place in life, self-management, fundamental to realizing one's potential based on needs. The game is aimed at mastering and recreating social experiences. It is defined as a type of activity in situations and a person's own behavior. Here management is formed and improved.

Keywords: games, implementation, ability, role-playing, self-management, creativity, child age.

INTRODUCTION

Education should learn from the positive side of gaming – reward, accomplishment, and fun. (SEBASTIAN THRUN)

The game is distinguished by its creativity. Game as an activity by setting a goal includes obtaining, planning and implementing, analyzing results and in this, a person fully realizes his capabilities as a subject. The motivation of the game activity is the competition of the game character conditions, a person's ability to express himself, to realize his potential it comes from satisfying their needs.

LITTERATURE ANALYSIS AND METHODOLOGY

The structure of the game as a process (in the words of G.K. Selevko) is those in the tune covers:

- roles taken to play;
- game actions that are a means of performing these roles;
- subjects, i.e. objects, that is, real things instead of conditional game objects;
- real interactions of the participants in the game;
- a conditionally created plot (content) in the game - performance field.

When we play the game, we perform some functions:

- Day is expected (wakes up curiosity);
- Communicativeness resolves the dialectic of relationship;
- Homely, therapeutic, overcomes various dressings;
- changes his behavior during the game;
- international communication: all people are social together

It combines cultural skills.

Concepts from the game, the topic and even the subject section are used as a teaching method and independent technology in mastering. Game cognition and its components (introduction, reinforcement, practice, control) organized in the style.

The game can be at different purposes, thus there are didactic and educational ones. It is used for the purposes of developing activity and socialization.

The didactic purpose of the game is the scope of knowledge, cognitive activity, practical application of knowledge, skills and abilities, general education qualification and to develop skills, to expand the development of cocktail skills will be checked. The educational purpose of the game is to train independence and will approaches, points of view, spiritual, aesthetic and worldview cooperation in formation, collectivism, the ability to join a team, will be focused on training communication skills.

RESULT AND DISCUSSION

Games that develop activity attention, memory, speech, thinking, comparison competence, matching, finding similar, hypothesis, imagination, creative ability, empathy, reflection, finding the optimal solution, motivating learning activities focused on development.

The use of game methods in the form of a game during the lesson will be as follows:

- the didactic purpose is written in the form of homework in front of the students;
- children's activities are subject to game rules;
- the material used as its method;
- an element of competition is included in the This in turn makes the didactic task into a game.

Pedagogical games are as follows according to the type of activity:

1. Physical;
2. Intellectual;
3. Type of cocktail;
4. Social;
5. Psychological.

The game methodology is as follows:

1. Subject;
2. With a plot;
3. With roles;
4. Dependence on activity;
5. Imitation;
6. Dramatic.

When the child reaches the age of 3, he can reconcile the role-playing games, child's mind and imagination is formed. To society as a result of mastering game activities in preschool period preparedness for assessment activities is formed through the community.

CONCLUSION

Game technologies of junior school age represent the children of this era which quickly enters. They enter group games independently. In the period of a young teenager, their independent

worldview is strengthened, children try to join the adults and to approve his speech in front of the society.

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