

GAME METHODS AND TECHNIQUES IN TEACHING ENGLISH TO YOUNG LEARNERS

Anvarxonova Marjonaxon

O'zbekiston davlat jahon tillari universiteti

Xorijiy til va adabiyoti fakulteti talabasi

Ilmiy rahbar: A.SH. Xolboboyeva

**Abstract:** The article demonstrates how game tactics and strategies can be used effectively in the classroom to teach English. One of the most significant ways to educate a child physically, mentally, and morally is through games. They also help to stimulate learning, develop cognitive activity, observation, attention, memory, thinking, and creative imagination, keep children interested in the material being studied, relieve fatigue, and make learning enjoyable for them.

**Key words:** Game methods, teaching, educational means, learning process.

**Introduction**

We know that using games at any school not only does not lose its psychological significance as a desired activity, but also continues to develop the child's mental functions, primarily imagination, communication skills in games with rules, in intellectual games. In addition, game as a free activity has a relaxing effect on the child. In educational activities, playful moments can be used, which helps the child not only to take a break, relieve the feeling of oppressive tension, but also to learn to distinguish the features, the difference between play and learning activity.

Since play is a child's primary source of physical, mental, and moral education, the topic of using games in the classroom is pertinent to contemporary pedagogical reality. Since play makes learning enjoyable for the child, using games in the classroom helps to keep the child engaged, stimulate cognitive activity, observation, attention, memory, and thinking, maintain interest in the material being studied, foster creative imagination and figurative thinking, and reduce child fatigue. Our objective is to illustrate how using gaming technology in the classroom can benefit students in grades 5-7 by expanding their vocabulary, encouraging an interest in the English language, and helping them enhance their memory, imagination, and creative thinking. In the fields of science and culture, a game is characterised as a type of activity in conditional conditions that aims to replicate and assimilate social experience, fixed in socially determined means of accomplishing objective activities. A game is a particular activity that incorporates every element of the action, leading to emotional saturation.

Currently, there are many types of games, but among them the following groups can be distinguished: Phonetic; Lexical; Games with phrases; Grammar games; Games for teaching reading; Games for teaching listening; Games for teaching speaking; Mixed games; Communication games.

It is recommended to utilise card games, riddles, crosswords, tea words, and games like "Find a word" and "Find a proverb" for teaching vocabulary. The following is one of the grammatical games that we can use: "Where were you?" and "Know who is speaking" (guess who is speaking). (Practicing the Past Simple Tense), "Hide-and-Seek in a Picture," and "Lazybones" (Where have you been? (I'll have you do something. I'll ask you to accomplish anything if you say you completed it yesterday. Tell me you completed it yesterday.

Games that mimic real-world scenarios, such as "At an appointment with an eye doctor," "TV announcer competition," and "Playing the computer (Computer game)," can be used to teach reading.

Games like "Snowball" are frequently used to teach speaking. The cards containing the words and expressions being studied are arranged in the middle of the table. Using a card, one student presents the word or expression to the class. Another way to play the Snowball game is to have everyone in the group describe a picture, a painting, an occasion, or a tale. A specific number of words make up each phrase: the first of one, the second of two, and so forth. Every sentence is written on the board by the facilitator. Whoever comes up with the final line wins.

The most successful communication games in the classroom are those that require no information (the winner is the first to combine all the information received from other participants); guessing games (the winner is the one who guesses correctly); group games (common games like "crosswords," "dominoes," and "bingo"); attention games (the winner is the one who completes the task most carefully); and memory development games (the winner is the one who memorised the information best; these games are particularly interesting for grades 5-7). Another example of a communication game is a role-playing game.

### **Conclusion**

At the teacher's discretion, games can be used to break up the lecture into two sections or to release stress at the beginning or end of the class. When children's interest and drive to learn a foreign language start to wane, it is crucial that the activity not only elicits positive feelings and rewards but also acts as a powerful stimulant. Additionally, different games can be adjusted to fit the needs of a specific group or course. Appropriate use of games in the classroom, along with their integration with other methodological strategies, enhances the quality of content assimilation and makes learning enjoyable, which the student eventually needs. We can therefore draw the conclusion that games help students' knowledge, skills, and overall outlook grow, as well as their attention, memory, thinking, imagination, and other mental functions, all of which increase their motivation to learn.

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