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IMPROVING STUDENTS' ACTIVITY THROUGH INTERACTIVE GAMES

Otaxanova Dilnoza Muxammadjanovna,
English teacher of Namangan State University
Email: dilnozao719@gmail.com, tel: +998999921385

Annotation: In this article the author highlighted the role of interactive learning in educational process and improving language skills based on different games and activities reinforced by trends in information technologies. Also it was given how games can be effectively used to improve the quality of teaching a foreign language to students, to form and develop their communicative culture, to teach practical mastery of a foreign language.

Key words: interactive learning, educational process, information technology, cognitive activity, low-performing communicative culture, comprehensive development.

ПОВЫШЕНИЕ АКТИВНОСТИ УЧАЩИХСЯ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ ИГР

Аннотация: В данной статье автор выделил роль интерактивного обучения в учебном процессе и совершенствовании языковых навыков на основе различных игр и видов деятельности, подкрепленных тенденциями развития информационных технологий. Также было показано, как игры могут быть эффективно использованы для повышения качества обучения иностранному языку студентов, формирования и развития их коммуникативной культуры, обучения практическому овладению иностранным языком.

Ключевые слова: интерактивное обучение, образовательный процесс, информационные технологии, познавательная деятельность, низкоэффективная коммуникативная культура, всестороннее развитие.

The practice of public relations in recent decades demonstrates the fact that English has become the language of interactive communication, and over the years its status is increasingly strengthened, and its influence is expanding. Any major event in world politics, economy, and culture is not complete without it. This situation is reinforced by new trends in information technology, and as a result, the spread of the global Internet system. In this regard, mastering the English language is an important priority of Uzbekistan's model of school, secondary special and higher education. Therefore, English teachers have a special mission and responsibility.

Man differs from all living beings in that he is able to pass on the accumulated experience from generation to generation. This process is due to such cultural phenomena as education and training. The scientific interpretation of these concepts has many definitions. Here is the opinion of N. P. Lokalova: "Education is a system of scientific knowledge, skills and abilities, the mastery of which ensures the comprehensive development of the mental and physical abilities of schoolchildren, the formation of their worldview, morality and behavior, preparation for public life and work. Learning is the process of active interaction between the learners, as a result of which the learner forms certain knowledge and skills based on his own activity; the joint activity of the student and the teacher, ensuring the assimilation of knowledge by students and mastering the methods of acquiring knowledge".

Thus, if learning itself implies the process of mastering knowledge through its transition from the object (teacher) to the subject (student), then each teacher sets his main goal to

captivate the student with his subject. He wants his students to study well, to be engaged with interest and desire in the classroom. Parents of students are also interested in this. But sometimes both teachers and parents have to state with regret: "he does not want to study", "he could do well, but there is no desire". This problem is particularly relevant to the process of learning foreign languages, and English in particular.

The problem of a weak desire (and sometimes lack of it) to learn English concerns not only the student, but also the teacher himself as a carrier and translator of knowledge. Therefore, the teacher's focus should relate to the formation of the student's need for knowledge through certain motivational conditions. In this regard, modern pedagogical science is concerned with the following range of problems:

What is the value content of knowledge?

What are the factors of its occurrence in the student environment?

How to create motivational incentives among students to improve their mastery of a foreign language?

The key to solving such a range of problems can be the practical application of active learning techniques in the classroom.

Active learning, according to V. N. Kruglikov, is such an organization and management of the educational process, which is aimed at the full activation of the educational and cognitive activities of students through a wide, preferably integrated, use of both pedagogical (didactic) and organizational and managerial means. The ideas of active learning were reflected in the works of scientists throughout the formation and development of pedagogy long before it was formed into an independent discipline. The founders of the ideas of activation include Ya. A. Komensky, Zh.-Zh. Russo, I. G. Pestalozzi, K. D. Ushinsky. The whole history of pedagogy can be seen as a struggle between two views on the position of the student. The adherents of the first position insisted on the initial passivity of the student, considering him as an object of pedagogical influence, and activity, in their opinion, should have been shown only by the teacher. Proponents of the second position considered the student to be an equal participant in the learning process, who works under the supervision of a teacher, which is becoming most relevant at the present time in the period of new educational standards. The essence of which is to teach the student to learn.

The activity of the student in the course of mastering his knowledge can be conditionally called the cognitive activity of the object. And the process of influencing the student by transmitting to him the knowledge and experience of the teacher – the cognitive influence of the subject. If the previously existing Soviet model of learning was aimed at a one-sided approach of the subject to the object, the technology of interactive learning (of which games are an integral part) is aimed at the interaction of the teacher with the student by coordinating the first actions of the second, the result of which is the development of knowledge, skills and abilities of the object. The leitmotif of this model of interaction is the famous words of K. D. Ushinsky: "A student is not a vessel that needs to be filled, but a torch that needs to be lit." Therefore, the activation of cognitive activity is a two-way process. The conditions that activate the process of cognition are created, first of all, by the teacher, and the student demonstrates the results of these conditions – the actual cognitive activity.

Interactive learning technology has been gaining popularity in the system of both secondary and higher education over the past 10-15 years. The term "active teaching methods" appeared in the pedagogical literature in the early 1960s. The epithet "active" is used to contrast

active teaching methods with traditional ones. However, despite the obvious usefulness of the new methods, not all teachers are able to understand this and find their appropriate applicability.

For a better understanding of the essence of interactive methods, we present the opinion of S. B. Stupina, according to which interactive methods (from the English interaction — interaction, influence on each other) are teaching methods based on the interaction of students with each other. Interactive learning is about: - - "Learning based on the student's interaction with the learning environment, the learning environment that serves as an area of learning experience";

-	"training that is based on the psychology of human relationships and interactions";

-	"learning, understood as a joint process of cognition, where knowledge is obtained in joint activities through dialogue, polylogue".

One of the forms of interactive teaching methods is a game. From our point of view, the game is particularly important in learning English for the following reasons:

1.	The game allows you to involve not only active, but also low-performing students in the educational process.

2.	Playing in English lessons creates a game situation, through which students are able to show resourcefulness and ingenuity, which they have not previously been traced.

3.	The uniqueness of the game is shown in the fact that a student who is weak in language practice is able to take a leading position: resourcefulness and ingenuity are sometimes more important than knowledge of the subject.

4.	The atmosphere of equality, the factor of competition fascinate students, give their game actions a certain excitement, acting skills, etc. (imperceptibly assimilates the language material, and along with this there is a sense of satisfaction – "it turns out that I can also speak on an equal footing with everyone").

5.	Game techniques are universal, since their applicability is found in different groups according to the level of language proficiency (beginners, continuing and advanced).

Game classifications are varied. From all their set we will give the classification of S. V. Kulnevich and T. P. Lakotsenin:

Games-exercises. They usually take 10-15 minutes and are aimed at improving the cognitive abilities of students, are a good tool for developing cognitive interests, understanding and consolidating educational material, and applying it in new situations. This is a variety of quizzes, crosswords, puzzles, chain words, charades, puzzles, explanations of proverbs and sayings, riddles.

-Travel games. They can be conducted both directly in the classroom and in the course of extracurricular activities. They serve mainly for the purpose of deepening, comprehending and consolidating the educational material. The activation of students in travel games is expressed in oral stories, questions, answers, in their personal experiences and judgments.

-A story (role-playing) game differs from exercise games and travel games in that the conditions of an imaginary situation are dramatized, and students play certain roles.

-The competition game may include all of the above types of didactic games or their individual elements. To conduct this type of game, students are divided into groups, teams, between which there is a competition. An essential feature of the competition game is the presence of competitive wrestling and cooperation in it.

Thus, the logical conclusion is that the introduction of games in the classroom creates an intellectual field that gives rise to incentives for students to learn English in more detail and quality by playing certain roles. This is the rational grain of games. Moreover, as D. L. Mitukhin believed, " at their core, they contain imitation of the conditions of real professional activity in order to simulate actual problem situations, i.e. simulation modeling. We believe that the use of forms and methods based on simulation modeling ensures the achievement of a role perspective in the educational process, the unity of the content and process aspects of learning» A number of conclusions can also be drawn from the above:

1. Play is a vital and necessary element in the development of the student's personality. Games in their essence activate the process of formation and development of the student's personality, develops his business qualities (initiative, creativity, independence in decision-making, etc.). Games are inextricably linked with practical life, and therefore they are not only an effective way of acquiring knowledge and skills, but also a means of mastering professional skills. "The game," as A. P. used to say. Parakhonsky, - preserves and develops a huge range of spiritual, emotional values of human manifestations»

2. Game techniques develop students ' qualities such as memory, attention, and logical thinking. Poor memory is known to be a big obstacle in learning foreign languages. Without game actions, fixing foreign vocabulary in the memory of students is less effective and requires excessive mental stress. At the same time, the game, as a means to guarantee a positive emotional state, increases the activity and interest of students, which affects the quality of learning material.

3. The implementation of role-playing methods in English lessons is the key to the successful professional development of future specialists, since it immerses them in the environment of intercultural communication.

4. Game teaching methods stimulating the cognitive activity of students, contribute to the conscious perception of the surrounding world, the formation of their personality as specialists. But the main function of game-based learning methods, as an aspect of independent work, is the formation of a highly cultured personality, since only in independent intellectual and collective activities does a person develops.

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