

USING THE GAME METHOD IN TEACHING ENGLISH TO ELEMENTARY SCHOOL STUDENTS

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Abstract: The present article discusses the scientific basis of using game methods, especially interactive games, in teaching English to beginner level students. The article examines the factors that contribute to the students' interest in learning foreign languages and provides scientific reasoning for the use of game methods.

Key words: Game, intellectual activity, beginner level, interactive games.

Introduction. Nowadays, learning foreign languages, especially English, is one of the indispensable parts of every field. The demand for learning English among the current young generation is high because mastering a foreign language, especially English, is necessary for communicating with foreign partners, even in modern professions. For this purpose, it is considered the primary task of every teacher to encourage young learners to start learning the language from the primary level by making lessons enjoyable using games and teaching methods. The Presidential Decree PQ-1875 issued by the First President of the Republic of Uzbekistan on December 10, 2012, "On further developing the system for learning foreign languages" was one of the decisions that led to positive changes in primary education. According to this order, instructing students in foreign languages, especially English, from the beginning of their education, increased interest in learning foreign languages, and developed English language classes by developing enjoyable games and methods that meet these requirements are encouraged to participate in classes by playing different games and using new technologies. In the analysis of literature and methodology, psychologists believe that the desire of young children to learn a language is higher compared to adults, as they can quickly and easily absorb and learn a new language. Therefore, high pedagogical skills are required of teachers who should use different types of game methods to increase students' interest in learning and to improve the effectiveness of English language classes. Games are important for the mental and physical development of children, as well as for their moral and aesthetic education. Games help children to understand the world around them, relate to others, improve their problem-solving skills and

promote critical thinking. Additionally, games can motivate students who are struggling to participate in classes and learn more effectively.

In addition, educators and psychologists believe that playing games has a significant role in the psychological development of children. Therefore, teachers should use various interactive games to enhance their creative abilities and improve the quality of teaching. To create a stimulating learning environment for teaching English, some interesting games may be used, such as "LAST MAN STANDING", an interactive game that encourages students to learn together. When speaking, the remaining students should think of their own words. To play, a ball is needed and all students should sit in a circle. The teacher chooses a topic, for example, "Things found in a classroom." One student is given the ball and they say a word related to the chosen topic. Then, another student catches the ball and says another word related to the topic. If a word is repeated or the ball is dropped, the game ends. This game continues until all words related to the topic have been exhausted. This game helps students to improve their speed and imagination.

- "ROCKET" game. A rocket picture is drawn on a board or cards with English words are used. Rockets need fuel to reach other planets. The students are divided into three groups and whichever group correctly translates the words on the cards attached to their rocket is the winner.

- Charades game uses actions without words to express ideas. This game is perfect for shy, nervous students. The teacher writes certain words on pieces of paper, specifically verbs. The class is then split into two groups and each student picks a piece of paper with a word and then performs an action associated with that word until his/her teammates can correctly guess the word. The group that finds the most words is the winner.

- What Am I Thinking Of? game. The students are paired. Each student draws a picture of something on a piece of paper and writes 5-10 words describing it. When the time is up, one student shows his/her picture while the other student tries to guess what it is. The pair that guesses the most correctly wins.

Most games can be played with students of any age, from grades 1-3, since they have not yet developed an attitude of indifference and they strive to participate in any game. As a result, along with the game process, they embody the peculiarities of certain professions like driving a car, playing a band etc. This strengthens their confidence.

CONCLUSION

The use of game method is vital in the development of students and teachers are able to adjust the level of games according to the age and level of the students. The interactive games mentioned above help students to improve their memory, intelligence, agility, and promptness and enable teachers to conduct their lessons creatively. In today's education system, it is important to organize teaching of foreign languages correctly and the use of games plays a vital role in achieving this goal. "In order to become a specialist in the languages that the younger generation is learning, various modern technologies and interesting games should be used. Just like our great poet and thinker Alisher Navoi stressed, "one who knows the language, knows the country".

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