

THE IMPORTANCE OF GAMES AND ITS ORGANIZATION IN TEACHING A FOREIGN LANGUAGE TO YOUNG CHILDREN

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ABSTRACT

This article discusses one of the methods suitable for the 21st century teaching requirements - games, its role in language teaching to children, its types, history, advantages and recommendations for games.

Keywords: games, study activity, labor activity, revolution, foreign language atmosphere, empathy, healthy competition, group instructions, game technique, game types, Word games, Fairy-tale games, Opinion games, Number games, "Who am I" game, "Snowball" game, "A Hot Ball" game, "Fruit Basket" game, self-esteem, critical thinking.

INTRODUCTION

Human development has been dominated by 3 activities for centuries, and people have been enriching their lives with content, various new knowledge, new inventions, and innovations related to the development of new discoveries. Mainly, before school play activities dominate, and from school until a person becomes financially, physically, spiritually and mentally independent, work activities occupy him. These 3 activities have evolved and improved over the centuries. But sometimes we humans can organize these 3 activities with combining them together. For example, work or play at the same time as education, or education while working, etc. Due to the globalization of the 21st century, it has become a comprehensive requirement to be aware of the whole world, to learn many languages, and to develop easy, but effective ways and methods for this. In particular, the development of innovative technologies is an important tool in this, and people are using technology as the main assistant in every field.

The field of education is also developing and updating day by day under the influence of this revolution. Now children are preferred methodical methods in an efficient, fun and easy way rather than long hours with strictness. One of these is a game-based learning method for young children. Children's interest in the outside world, activeness in the game, superiority of competition and quick learning, turning them into automated skills, are easier with the game and play an important role in achieving the goal.

Here are some advantages of using games in classrooms:

- Eliminates boredom and fatigue and gives motivation;
- Helps to make close connections through the game;

- Increases various skills (decision-making, leadership, learning rate and self-esteem);
- Learning new words, writing them correctly;
- Teaches team members to work together;
- Creates healthy competition;
- Combines students' physical activity with brain activity;
- Brings the atmosphere of a real foreign language into the room.

In addition, children quickly engage in fun, easy and interesting processes, but it is important that the teacher should select games in units of the age of the children, the total number, the size of the classroom, their interests, otherwise the game may not have the expected result or have a small audience.

DISCUSSION

The game helps a group of language learners to connect the emotional and mental unity of the file by using the task response. So, what was the value of the game in teaching and what were the views of the people who used it?

• **Jan Amos Komensky** offered all schools ("workshop schools", "schools of hard work") to become the playground, that is, a common place where each school performed various games and competitions.

• **Maria Montessori**, the first Italian qualified teacher who founded the Montessori school, introduced a special innovation to the society. She says: "This is how a child can educate himself, only you and your restrictions block his way!" With her educational method, she promoted the spontaneous self-learning of children. Interestingly, there are more than 60,000 such schools around the world. More interestingly, Gabriel Marquez, Bill Gates, Gabriel García, British King Charles, Google founder Larry Page studied at the Maria Montessori school, testifying to the improvement of the influence of this method of schools. In fact, Montessori has 4 educational principles:

- ° Respect for the child;
- ° Sensitive periods for learning;
- ° Prepared environment;
- ° Independence and discovery.

• **Friedrich Fröbel**, a German scientist who was a student of Johann Heinrich Pestalozzi, also emphasized the importance of play in child development. He was the founder of the new word - "kindergarten" - which has been adopted into the English language later. Interestingly, he also created educational toys called "Froebel Gifts".

• English philosopher **John Locke** highlighted the development of brain activity and healthy habits of the game in "Some Thoughts Concerning Education".

•**Johann Heinrich Pestalozzi** not only emphasized the importance of play in learning, but also mentioned the features of group instruction, field trips, and sensory learning to create children's abilities.

When using the game as a teaching method, it is important to pay attention to the age characteristics of children. For example, non-scientific games for babies about everyday life and unusual events in it, physical and more brain-sharpening, memory-developing daily games for young children, and solving various problems faced by society for teenagers, games with words related to the culture of communication and new activities and independent research for adults. If these features are taken care of, children will adapt to learning more voluminous knowledge compared to their original age.

Games are divided into the following types according to the **playing technique**:

1. Subjective games;
2. Narrative games;
3. Role-playing games;
4. Business games;
5. Imitating games;
6. Competitive games.

According to its **educational purpose**, it is as follows:

1. Educating, training, controlling, estimating;
2. Informative, developing, pedagogical;
3. Creative;
4. Career guidance.

Games that can be used in lessons:

» **Word games**: one of the important games in language learning, the teacher divides the class into 3-4 groups and gives different crosswords, word search puzzles. And team groups learn a new word by looking for a hidden word. This game improves students' quick and logical thinking and memory.

» **Fairy-tale games**: this game teaches important skills in logical consistency in language skills. In a large team, students write one sentence in a foreign language on a piece of paper, and at the end of the game, a whole story or fairy tale appears. However, the teacher should discuss with the students what the play will be about before the play.

» **Opinion games**: these games are suitable for older children who can accept criticism, and each student in the class divides a sheet of paper into 3 columns. Topics like "Wishes" are written. The name of the owner of the sheet should be written on top of the paper. And the teacher mixes it up and distributes it to each student. Then, participants comment on their peers in a foreign language. This game is played in secrecy and at the end of the game everyone takes their sheet and reads it in front of the group. This game encourages every student to think about their behavior and behavior.

» **"Snowball" game:** age does not matter in this game, participants take a piece of paper and write any question they want in a foreign language. Then the sheets are rolled up like a snowball and the whole class is divided into two. When the teacher says "start", they throw snowballs, and when he says "stop", everyone takes the snowball that falls in front of them and answers the questions in a foreign language.

» **Number game:** one of the students is selected, put on the board and asked to write 5 numbers. It is important that the numbers written on the board should be related to the student's personal life (special days like date of birth, the number of the room she/he lives or the number of family members). Seated students will have to find out what the numbers mean to the student on the board by asking questions. This game tests how well students know each other and their language skills.

» **"Who am I" game:** this game expands students' imagination. The class is divided into 2 groups and 1 participant from each group imitates the person or object shown by the teacher. The opposite group is required to guess who or what the student is in the scene.

» **"Hot Ball" game:** this game is played throughout the class. The teacher throws the ball to any student, and when the teacher comes to a random person, says "stop", the owner of the hot ball must answer the teacher's question. Of course, this game will also be played in a foreign language.

» **"Fruit Basket" game:** speed and hearing are important in this game. Students sit on chairs arranged in a circle, but one student stands in the middle without a chair. The teacher says the name of some fruit to the sitting students. And the participant in the middle guesses it, for example, says the word "apple". Then, if the "apple" guess is correct, the people sitting change their places. If the person in the middle moves quickly, it is also possible to sit down and exchange participants between the circles.

CONCLUSION

Games encourage language learners to overcome public anxiety, learn new vocabulary, work as a team, and get out of difficult situations with ease. Of course, it should explain to the children that the goal is not to win or compete, but simply to learn something, and to ensure that the rules of the game are followed. It is also important to take time into account. The game should not be too short and not too long; 30 minutes to 1 hour is normal playing time. In addition, short non-verbal, non-fatigue games also reduce stress by improving focus, memory and activity during class.

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