

GAMES AS A GREAT TOOL FOR EFFECTIVELY ORGANIZING ENGLISH LESSONS

Ashurova Nodiraxon Rafiqovna,

“University of economics and pedagogy” Non-state higher educational institution

**Аннотация:** Аннотация: В данной статье на примерах приведены десять причин организации урока с помощью игр. Игры выражаются как способ легкого достижения цели учителя и ученика при обучении любому языку.

**Ключевые слова:** понимание, взаимодействие, интеграция, физическое/кинестетическое, визуальное/пространственное.

**Annotatsiya:** Ushbu maqolada darsni o'yinlar yordamida tashkil qilishning o'nta sababi misollarda beriladi. O'yinlar har qanday tilni o'rgatishda o'qituvchi va o'rganuvchining ko'zlagan maqsadiga oson yetkazishning bir turi sifatida ifodalanadi.

**Kalit so'zlar:** tushunarli, o'zaro ta'sir, integratsiya, jismoniy/kinestetik, vizual/fazoviy

**Annotation:** In this article, ten reasons for organizing the lesson with the help of games are given in examples. Games are expressed as a way to easily achieve the goal of the teacher and the learner in teaching any language.

**Key words:** **comprehensible**, *interaction*, integration, physical/kinesthetic, visual/spatial

A game is a structured type of [play](#), usually undertaken for [entertainment](#) or [fun](#), and sometimes used as an educational tool.[1] Many games are also considered to be work (such as professional players of spectator sports or games) or art (such as [jigsaw puzzles](#) or games involving an artistic layout such as [Mah-jongg](#) (Chinese game), [solitaire](#) (card game) , or some [video games](#)).

*Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, situational, or psychological role. Attested as early as 2600 BC,[2][3] games are a universal part of human experience and present in all cultures. The Royal Game of Ur, Senet, and Mancala are some of the oldest known games.[4]*

Effective use of at least one of the games suitable for the new educational material creates conditions for faster assimilation of information and efficient use of time. In particular, we would like to emphasize that it should be considered as an important part of your teaching repertoire, not just to use in the classroom, but to suggest the selective use of the desired game type. That's why we thought it would be good to list some of the reasons for using games in this article.

1. Games create a certain amount of context and fulfill every story Some games are more obvious than others, but all games do this to some extent. Even when the game includes specific language elements, for example in a spelling game, meaningful communication occurs because the student has to control the playing of the game and talk about the game beforehand, during, after.

2. This meaningful connection is the foundation for intelligent integration. Comprehension input is what students understand when they listen and read. This interaction serves to reinforce understanding, such as a second request or sample submission. Clear and understandable results are also produced when students speak or write for their peers to understand.

3. Games focus on what language learners find boring. Learning a language requires a long-term commitment, and as we all know from experience, maintaining the will is a constant effort. This is

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-3

difficult even for the most diligent student. Introducing a learning activity in the form of a game will stimulate the interest of students who see it as something different from what they do in the classroom

4. Games can be used with all language skills. In addition, you will find a set of skills in the game. So, it's a great tool to engage different types of students at the same time.

5. Games are a fun experience When we play, we get excited. Quite simply, the emotions generated when students play add variety to what is often a very weak and important part of language learning. Sometimes the need to explain the situation is a big reason to use the game.

6. Games encourage participation from all students the game format, because of the variety and intensity it can provide, can do wonders to reduce anxiety and motivate students. easy to integrate, especially when games are played in small groups.

7. Games are student activities Games are very attractive to students because not only are students very busy while playing games, but we can organize the activities of the games so that our students can achieve excellence, with teachers as mere assistants.

8. Games work outside the classroom Game formats are used everywhere. Therefore, it is not surprising that many games can be played outside of the classroom. Therefore, students have opportunities to use language outside the classroom.

9. Games promote cooperative learning. Other benefits of group play: - The desire to work together creates team spirit and has a positive effect on classroom motivation. - Many games have competitive points, but not always. In addition, since the stakes are not too high, this is a healthy thing. - Many game formats encourage everyone to talk rather than letting some students do everything. Games encourage equal opportunity.

10. Games are in the concept of multidisciplinary knowledge. Gaming is well connected to various types of education. Here are some examples: Games that include a hands-on element, such as cards, puzzles, or tiles that involve physical/kinesthetic awareness. Group games require discussion and therefore engage in interpersonal skills. Games and visual integration involve visual/spatial perception.

**Methodology:** The research methodology consists of synthesis, modeling, inductive method and generalization, interviewing.

**Analysis and results:** Discussions about modernizing the curriculum must include solutions for keeping students engaged and ensuring they learn how to be critical, confident, and creative—abilities required for success in the modern workplace. Playing games greatly increases the brain's capacity to memorize things. Games enhance the ability to think in a critical way, which boosts the capacity to retain information for a longer time. Although we have just presented some good reasons for using games in your classroom, we still need to be careful about when and how we use games. If you have chosen suitable game for every lesson your time might be effective and fruitful.

**Conclusion:** So, the game is an internal need of the student, it increases their activity, lifts the spirit. The game increases the child's communication skills and makes him leads to development. As a result, the child strives to succeed he learns to be smart, alert, and have fun. He is in the act of knowing and studying the world will be. Tends to be disciplined, agile, quick thinking. Education in the process of expressing his identity becomes his daily lifestyle.

#### **Bibliography**

1. Merriam-Webster. Retrieved 7 May 2017.

2. Soubeyrand, Catherine (2000). ["The Royal Game of Ur"](#). *The Game Cabinet*. Retrieved 5 October 2008.

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-3

3. Green, William (19 June 2008). "[Big Game Hunter](#)". *2008 Summer Journey*. [Time](#). Archived from [the original](#) on 20 June 2008. Retrieved 5 October 2008.
4. "[History of Games](#)". *MacGregor Historic Games*. 2006. Retrieved 5 October 2008.
5. Rafiqovna, A. N., & Robiyaxon, M. (2024). THE EFFECTIVENESS OF WARM-UP ACTIVITIES FOR EFL/ESL CLASSES. SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM, 2(21), 78-80.
6. Ashurova Nodira Rafiqovna. (2023). TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING IN THE EDUCATIONAL PROCESS. American Journal of Philological Sciences, 3(06), 115–121. <https://doi.org/10.37547/ajps/Volume03Issue06->
7. Ашурова, Н. Р. (2020). СПОРТ ЙЎНАЛИШИ ТАЛАБАЛАРИНИ ИНГЛИЗ ТИЛИГА ЎҚИТИШДА КЎНИКМАЛАР ИНТЕГРАЦИЯСИ. Современное образование (Узбекистан), (10 (95)), 46-53.

