The Relevance of Games in Teaching a Foreign Language for Students of Non-Linguistic Universities in the Modern Educational System of Universities

Kodirova Nozima Gulomjon Kizi

Lector, At the Department of World Languages at the Kokand University

Abstract:

This article discusses topical issues of modern education, which have development prospects and can be widely applied in practice. They are interesting for both experienced teachers and young professionals. The article analyzes the methods of using games and their influence on the modern educational process in non-linguistic universities. We also describe methods for increasing motivation to learn language aspects, the possibility of improving the memorization of complex material, transforming it into a playful and, therefore, easier form.

Keywords: method of using games, organization of the educational process, game form of education, computer technology, communicative approach.

Today, innovative methods of teaching students are of key importance in the development of education. The modern world poses previously unknown and difficult tasks in the field of higher education, the development of which can give rise to new milestones in the teaching and training of future specialists. The transition of society to digital technologies is happening at a rapid pace. We can no longer imagine our life without the use of computers and various types of gadgets. Network resources are growing, electronic assistants and devices are being used that actively stimulate the emergence of new forms of learning.

Lugovaya A.A. notes that the era of digitalization is decisive in the prospects of modern society and is reflected and implemented in the field of education [5]. The introduction of digital educational technologies entails the formation of new experience, and also makes it possible to train specialists who are guaranteed to be in demand for various industries. We also note that modern educational institutions of higher education should prepare highly qualified graduates for whom the leading moments of professional activity are competitiveness and high quality of work.

The development of the higher education system is an important moment in the successful transition of domestic education to a qualitatively new path of development. Modernization of this area will solve the problem of building an effective model of student education. According to A. R . Gabitova and I. A. Frolova, modern young people are a special social group with non-standard thinking, high adaptability to a rapidly changing environment, having a high educational level and a desire to put the acquired knowledge into practice [3].

We fully agree that modern students are fluent in various technologies and information resources that allow them to quickly find the information and data they need, and also have a sharp mind and efficiency. It can be assumed that teaching such young people exclusively according to classical methods will not always be effective. The task of a modern teacher of higher education is to combine traditional teaching methods with innovative ones.

At present, there is a real need to improve teaching methods in general, and a foreign language in particular. Learning a foreign language is a difficult but rewarding activity that perfectly increases self-esteem and self-confidence. One of the relatively new methods of teaching a foreign language is the method of using games to teach language acquisition skills. The relevance and problematic of the concept of gaming teaching methods in the educational field are due to the fact that this area is relatively new and not fully understood. In this regard, for many teachers this area raises doubts about its expediency. The article, based on personal experience, will indicate the facts of the application of gaming teaching methods in the educational environment, as well as provide detailed information and justification proving the effectiveness and prospects of this direction.

In order to draw attention to the topic under discussion and increase motivation for its application in practice, we used game methods of involvement in the educational process, which aroused a very keen interest of students in the issue under consideration in the classroom. It is no secret that many students regularly skip couples at the university, and this is no surprise to anyone today. Many teachers ignore such systematic absenteeism, and this is already wrong. The game form of teaching students is a powerful stimulating force that causes great interest in mastering the subject being studied, and the excitement that arises in the learning process allows you to direct the energy of students in a useful direction for them. According to L.P. Varenina, game teaching methods use such elements as the formulation of goals and objectives, feedback and reaction, as well as a creative approach, which cannot but interest students [7]. O.V. Orlova and V.N. Titova agree with the above point of view, saying that "the key feature of the game is the ability to captivate, capture all attention and not let go of yourself for a long time", attracting participants to psychologically immerse themselves in the process [3]. According to A. R. Gabitova and I.A. Frolova, this technique can be applied in any educational field where you need to "apply a creative approach, fresh ideas" [1].

Consequently, the game method of teaching in the educational sphere provides a wide field of activity for both the teacher and the student, without limiting them to any kind of framework. V.P. Gorshenin, A.N. Korolenko, A.B. Stepicheva note in their article that "only dedication to the process gives outstanding results" in a particular field of activity, and also has a great influence on the development of imaginative thinking [4].

The most important element of the gaming techniques that are used in our classes is the brightness of images that arise in the learning process and help facilitate understanding of sometimes even very complex material. Game methodology is a joint activity of a teacher and a student. When compiling a game, it is necessary to take into account the erudition and age of students, as well as the specifics of humor applicable in this social group. According to T.E . Pakhomova, the use of gaming forms of learning enhances competition within the student group, as it involves rewards in the form of bonuses and points, and also helps to develop the cognitive, emotional and social competencies that future specialists need for successful implementation in their professional activities [6].

A.R. Gabitova and I.A. Frolov is cited as an example of a well-known scientist who dealt with issues of modern education, Dr. James Gee, who argued that it is impossible to teach anything without motivation, which often takes the form of some kind of reward. "You can have fun earning game points" and at the same

time learn certain disciplines [1]. However, it should be emphasized that game methods in the educational environment are not mindless earning points or ratings. Any gaming technology is aimed at realizing professional goals. According to P. Varenina, game teaching methods are not limited to entertainment purposes, but are a phenomenon that can transform into creativity, the development of professional skills and the formation of interpersonal relationships [7].

S.V. Titova and K. V. Chikrizova note that when applying gaming practices, reality does not turn into a game, since participants are only given game settings for practicing certain professional skills [1]. Touching upon the psychological aspect of gaming practices, the authors emphasize that the goals of their implementation are to increase the involvement of students in the learning process, as well as to replace external motivation with internal one [5].

Emotional interest in classes increases, there is an incentive for cognitive activity. Based on personal experience, we can note that the attendance of classes has also improved significantly. It became interesting for students to learn new material through the use of gaming techniques. Thus, the use of game methods in education causes the mobilization and activation of students, increases their involvement in the subject being studied, increases motivation, promotes the realization of their creative potential, develops a spirit of rivalry and healthy competition, and also brings elements of pleasure.

Teaching foreign languages in a non-linguistic university (financial or technical) requires special attention, since these subjects are not the main ones. Because of this, the motivation for learning can be significantly reduced, and attendance at seminars can decrease. Therefore, there is a need to introduce a certain zest into the learning process. The use of gaming methods has always been considered an effective and expedient method of teaching, since it is in this area of education that there is a vast field for its implementation.

According to Akhmedova M., the gaming technique allows developing not only communication skills in a foreign language, but also critical thinking, communication and professional skills, teamwork skills, as well as tolerance [1]. Denisenko N.N. notes that the effectiveness of playing in a foreign language directly depends on the friendly atmosphere and creative atmosphere at the seminar, as well as on careful planning of the plot of the game in advance [3]. In addition, the use of the game in the study of a foreign language helps to reduce the level of tension, better assimilation of complex lexical and grammatical structures, and also increases the strength of assimilation of foreign language material.

According to Boryakova E.E., Shtayura O.V., often in the process of learning students have a common psychological difficulty - the fear of making a mistake. The introduction of gaming methods contributes to a change in the organization of the educational process, in which the student begins to perceive the educational process not as a difficult barrier, but as an opportunity to acquire new knowledge [2]. As a result of this, the student becomes more liberated, tries to speak without fear of making a mistake when communicating in a foreign language, which allows him to overcome the language barrier.

In our classes, we often use the case method. This game method significantly helps to cope with the psychological difficulties of students. According to Akhmedova M., the method of cases in the format of the game has a number of advantages: the critical thinking of students develops, their activity increases, communication and problem-solving skills expand, partnership develops [1]. Cases are based on descriptions of real situations and allow students, both individually and in a team, to look for ways to solve a particular problem. Our experience has shown that the most effective and interesting cases are those that are held in two competing teams, the players receive points for the most logical solutions to the problems posed. This

increases the general interest and promotes active participation in the learning process. Students communicate only in a foreign language, conferring both at the preparatory stage of the case in the team, and later, discussing the problem between both teams and giving arguments in favor of their team. Akhmedova M. believes that the above method in the format of the game allows you to develop the skills of active teamwork, successful presentation, collection and analysis of information, time management, since the players are limited in time [1].

A similar operating tool is the method of conducting debates in English, which we widely use at seminars. The undeniable advantage of the above technology is the possibility of joint language practice, as well as the study of one or another controversial information in a team, followed by a discussion "Debates are statements and arguments by participants in various points vision" [4]. It is important to remember that during this game, the participants give their arguments without arguing, but only clarifying the position of the opponent. Our experience has shown that students are so carried away by a given topic that they do not notice how they completely switch to communication only in a foreign language. Students are not afraid to make a mistake, starting to convey their idea to each other using various constructions of a foreign language. It is worth noting that even inactive students are very interested and begin to participate in the game.

The idea of debate is also not innovative, but it does not lose its relevance. As Lugovaya A.A. notes, this technology allows not only to develop critical thinking and teach students to formulate their own opinion, proving their position to the opponent, but also activates the work of all types of foreign speech in a playful way [5]. As mentioned above, the psychological barrier is removed precisely thanks to the game approach, and the effectiveness of seminars is significantly increased.

Along with team play activities, there are various online platforms that stimulate students' desire for self-education. An example of one of them is Google Classroom. When using the above educational platform, the teacher creates his own class and sends educational materials to his students. We can evaluate and monitor academic performance and progress, and offer different types of assignments depending on the nature of the language group. All information about what is happening on the course is displayed in the feed. The teacher can create announcements for students. Any tasks are offered, since the Google Classroom platform is multifunctional and allows you to create various types of exercises based on the preferences of both parties: it can be any computer document or Yandex disk, a link to a video, multiple choice, etc. To control knowledge, the teacher offers practical work or test. Together with the attached link to the video recording in Google Classroom, we used the Kahoot online platform to test the assimilation of information from the video already in the classroom. This educational platform also makes it possible to implement gaming technology through educational practices. With Kahoot, the teacher creates a survey, questionnaire or quiz on the site, and students respond online using electronic devices and receive points for correct answers. The teacher sees the statistics of answers and can draw conclusions about the preparation of students and the effectiveness of completing a particular task. This type of gaming and at the same time cognitive activity can be carried out both in the classroom and remotely.

N . N . Denisenko believes that the Kahoot online service is characterized by convenience in modeling test tasks, as a result of which the teacher has the opportunity to determine their sequence and variability [3]. A similar resource is the Quizlet service, which also allows you to learn a foreign language in a playful way. The basis of this platform are sets of words presented in the form of associative pictures, photographs that students can share with each other. The features provided on Quizlet make it possible to memorize word lists, grammar, and even work out the phonetic aspect of the language through various game exercises that are

aimed at training memory, which is one of the significant advantages of this program. Group interactive learning on Quizlet increases the interest and involvement of students in the process, and also implements the development of teamwork skills and healthy competition [1].

The introduction of the above computer technologies in the mode of gaming techniques significantly improves the quality of assimilation of the material. Based on our experience of using these programs in the educational process, I would like to say a few words about the advantages and disadvantages of the above-mentioned services. The most important advantage of online platforms is the aspect of visualization, which greatly facilitates the learning process. The visibility of the material and the colorful design of the programs allows you to involve as many students as possible in the process, as well as increase motivation in learning a foreign language. We noted that with the help of online services, student activity is stimulated. It arises as a result of a quick assessment of their activities by the teacher. There is also feedback between students, and they begin to evaluate each other. Significant advantages include the novelty of the above-mentioned training system and its close connection with computer devices, which are very popular among modern students.

One of the technical advantages of Google Classroom is the ability to store all the materials used on Google Drive, which allows you to return to the necessary information at any time. This approach implements the principle of systematicity and consistency. These services are free and available, and provide excellent communication between students and teachers. Unfortunately, these methods also have drawbacks, but they are purely technical in nature. It is not always possible for everyone to access the platform at the same time due to occasional problems with the Internet when the teacher uses an assignment from one or another platform in class. However, it is quite clear that the advantages of this form of education far outweigh the disadvantages.

In conclusion, I would like to summarize the above information and draw conclusions about the advisability of using gaming techniques. The development of the ability to learn is a fundamental principle of modern education. This pedagogical landmark is one of the most difficult to implement, as the generation of modern students can find any information on the Internet in the shortest possible time. Consequently, the motivation to learn is significantly reduced. The teacher, in turn, must make efforts to interest the student, to stimulate his desire to learn. Today, high demands are placed on graduates in connection with the need to search for active individuals who are able to think critically and have a creative approach to solving a particular problem. One of the modern concepts in pedagogy is a student-centered approach, and one of the technologies for its implementation is a game technology that "provides for modeling a conflict or problem situation", which helps develop the skill of making non-standard decisions and realize creative potential. A creative approach to learning is of great interest to students, offering a wide range of different tasks, including games.

Of course, learning is not a game. Traditional classical tasks should in no case be canceled by the teacher, and game methods should be introduced reasonably and dosed. The game approach to learning allows students to realize their creative abilities, develop their critical thinking, tolerance, and the ability to work in a team. According to our research, most scientists agree that many processes of educational activity are better absorbed by students in a playful way than within the framework of only traditional seminar methods. They improve their speech skills, develop memory, thinking, interpersonal skills, increase motivation for self-learning and realize their creative potential. In conclusion, we note that game methods in teaching a foreign language have a significant advantage over other methods, as they are interesting and attract increased attention of students. The game is always based on only positive emotions that contribute to the creation of a

comfortable and pleasant psychological environment in the learning process. Assimilation of material of any complexity is much faster and more efficient.

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