

# INTERACTIVE TEACHING METHODS AND ADVANTAGES OF USING GAMES IN THE CLASSROOM

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**Abstract:** *the following article gives factual information about the process of language teaching in the classroom, coming from the environment created in it. Author's concentration is on the use of methods to activate language operation among the learners. She points out that, using games while teaching foreign language is the most effective way to urge them to participate in the classroom actively.*

**Keywords:** *using games, practice, language, teacher, students, opportunity.*

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There is great deal of advantages using games in the classrooms. "They are welcome break from the usual routine of the language class, and also are motivating and challenging, games procure language practice in the various skills - speaking, writing, listening and reading. They construct a meaningful context for the language use. "Taking into consideration the definition above it can be said games encourage, entertain, teach, and promote fluency. By their help students see the beauty in a foreign language and not just problems of the foreign language itself. A game in language learning is hard work. The responsibility will pursue someone who will take effort, which is required to understand and manipulate the language that can be used by many learners.

Games aid the teacher to form context in which the language learning is useful and meaningful. A helpful interpretation of meaningfulness is that the learners respond to the context in a distinct way. Their amusement, anger, intrigue or surprises present the fact that the context is clearly meaningful to them. It is inevitable that every teacher wants their learners take part and understand what the teacher means. Ersoz said that language learning is hard task which can sometimes be frustrating. He also said well - chosen games are invaluable as they give students a break and at the same time allow students to practice language skill [4]. Games are hyper inspiring because they are amusing and interesting. Games can be applied as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. Jill Hadfield states that the games make use of variety of technique [1]. Diversity is important in language learning and teaching and a succession of games based on the same principle. For instance such techniques like information gap, collecting, combining, role play, and simulation. Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Games are also as a tool for teacher to diagnose the area of difficulty in tubing and learning process. Although games use many sorts of techniques, the important reason for using games is simple, that they are immensely enjoyable for both teacher and students. Games are available to play in class, individual, pair and group work. These grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of language. In class work it is simple to demonstrate that learners say only one or two sentences in a lesson.

Pair work is easy and fast to organize. It gives an opportunity for intensive listening and speaking practice. Group work is significant in that case if some games require four to six players. According to Wright pair work is better than group work if there are discipline problems. He also said that for all the reason we often prefer to organize games in pair or general class work, rather than in group work [2]. One of the measures to solve this is to get learners to talk about the problem and agree on a solution. Games also can be used to supply the learners with possibilities to use language rather than simply practice it. With the help of the usage of games in the classroom, the learners will have the opportunity to present their ideas, feelings, and thought orally. By using games, we encourage students to interact and communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners have to be the person to make themselves understood, using their current proficiency to the fullest. Furthermore they should observe the social and cultural rules that are dynamic in each communication situations.

There are a lot of teaching methods one of them is games. Games have a targeted aim beyond the production of proper speech, serves as a good communicative activity. The intention of all language games for students is to use the language.

In contrast, during the game play learners also use the target language to convince and negotiate their way to desire the result. Games suggest students a fun and relaxing learning atmosphere. After students join in games, anxiety is reduced and speech fluency is generated, so communicative competence has activated. The activities in games are excellent way of motivating learners to speak. Games familiarize competition into language-building activities. In simple words games create a meaningful context for language use. The atmosphere which becomes competitive also makes learners concentrate and think intensively during the learning process. Much of

our mother tongue competence is achieved via using language in play. Jill Hadfield claims that a game is an activity with rules, a goal and an element of fun. He also clarifies that there are two kinds of games: competitive games and co-operative games. A competitive game is games in which the player or teams race to be the first to reach the goal. And co-operative games are games in which players or teams work together towards a common goal [1]. According to Chen the benefits of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language [3]. A game is a closed activity. It means games must have start point and end point. It must be easy for the player and the teacher, to know who is about to reach the purpose.

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