

“In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.” They classify the benefits as follows:

Affective:

- games lower the affective filter
- they encourage creative and spontaneous use of language
- they also promote communicative competence
- games are both motivating and fun

Cognitive:

- games reinforce learning
- they both review and extend learning
- games focus on grammar in a communicative manner

Class Dynamics:

- games are extremely student centered
- the teacher acts only as facilitator
- games build class cohesion
- they can foster whole class participation
- games promote healthy competition

Adaptability:

- games can be easily adjusted for age, level, and interests
- they utilize all four skills
- games require minimum preparation after the initial development stage

Bearing these factors in mind, teachers may be encouraged to use games to help practice language in the classroom. Games can indeed teach and they add genuine enjoyment to a lesson. Nevertheless, working your way through the syllabus and completing stipulated material remain quintessential to ensuring that students are covering the material set out for any particular course, semester or even a specific lesson. Games should not hinder this. It's important that they are used as a means to an end, rather than existing in their own right. Once the core content of any given lesson has been explained and understood, and exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension.

Games can be a very worthwhile teaching element. A successful game is successful because of the reason that it is based on specific time allocation, it has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their active engagement with the language.

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ROLLI O'YINLAR VA ULARDAN INGLIZ TILINI O'QITISHDA FOYDALANISH

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Annotatsiya: Maqolada xorijiy til darslarida rolli o'yinlardan foydalanish o'quvchining xotirasidagi turli til birliklaridan erkin foydalanishga, til o'rganishga bo'lgan motivatsiyani hosil qilishga yordam berishi xaqida fikr yuritilgan.

Kalit so'zlar: rolli o'yinlar, o'qitish jarayoni, til, interferentsiya.

Mamlakatimizning mustaqillikka erishganligi tufayli xorijiy mamlakatlar bilan bo'lgan diplomatik va iqtisodiy munosabatlarning yuqorilashishi xorijiy tillarni o'rganishga bo'lgan talabni keltirib chiqardi. Bu esa o'z navbatida o'quv dasturlariga o'zgartirishlar kiritishni, til o'rganishning yangi, samarador usullarini ishlab chiqishni hamda turli o'quv oliygohlarida xorijiy til o'qitish darslarini tashkil qilishning avvaldan qo'llanib kelinayotgan an'anaviy usuldan o'zgacharoq bo'lgan, yanada samaraliroq shakllarini topishni talab etmoqda. O'qitish jarayonida til o'yinlaridan foydalanish ushbu sistemadagi asosiy bo'g'inlardan hisoblanadi, chunki rolli o'yinlar o'qituvchi bilan o'quvchi o'rtasida o'zaro ishonch va hamkorlikka asoslangan munosabatni shakllantiradi va o'quvchilardagi ikkilanish, uyatchanlik, xato qilib qo'yishdan qo'rqish kabi hissiy tuyg'ulardan iborat to'siqni yo'qotishga yordam beradi. Bu esa o'quvchining xotirasidagi turli til birliklaridan erkin foydalanishga, til o'rganishga bo'lgan qiziqishini hosil qilishga yordam beradi.

Odatda o'qituvchilar, o'quvchilar nutqiga nisbatan ortiq darajada talabchanlik bilan qaraydilar va har bir yo'l qo'yilgan xatoni to'g'rilashga urunishadi. Biroq biz negadir chet ellik ingliz o'zbekchani noto'g'ri gapirsa unga e'tibor bermaymiz, aksincha, ma'noni, ya'ni berilayotgan axborotni anglab olishga harakat qilamiz. Shu sababli ham o'quvchilar qanday bo'lmasin o'z fikrlarini xorijiy tilda bayon qilishga emas, balki xato qilmaslikka urunishadi.

Bundan tashqari tillararo interferentsiyaga ko'proq e'tibor beriladi va uning oldini olishga harakat qilinadi. Xatolarni oldini olish kerak, biroq u ma'lumotning yaxlitligiga to'sqinlik qilmasligi lozim. Nutqiy vaziyatga muvofiq bajariladigan rolli o'yinlar o'quvchilarning mantiqiy fikrlashini o'stirib qolmasdan, ularning tasavvurlarini rivojlanishiga ham yordam beradi. Rolli o'yinlar yordamida o'quvchilarning bilimlarini nazorat qilish an'anaviy usuldan o'zgacharoq shaklda amalga oshiriladi. Bu yerda asosiy mezon bo'lib, o'quvchilarning faolligi va nutqiy vaziyatga monand fikr bildirishlari hisoblanadi.

Darsni qiziqarli o'tkazish uchun ingliz tilida qaysi millatlar gaplashadi, ularning urf – odatlari, bayramlari, qiyinish va gaplashish madaniyatini rasmlar va misollar bilan tushuntirilsa va ko'rsatilsa, ular o'quvchilarning xotirasida yaxshi saqlanib qoladi. Rolli o'yinlarda dialog yoki pyesadan farq qilgan holda diqqat, e'tibor ko'proq suhbatdoshning mazmuniga qaratiladi, bu esa o'qitish amaliyotidagi ijobiy omil hisoblanadi. O'quvchilar tilni muloqot vositasi sifatida qo'llash mumkinligini o'z ko'zlari bilan ko'rib ishonadilar. O'yin o'quvchilarning o'zaro va o'qituvchi bilan muloqotga kirishishga bo'lgan qiziqishlarini faollashtiradi, nutqiy hamkorlikka bo'lgan tenglikni yaratib beradi, xamda ular o'rtasidagi an'anaviy psixologik to'siqni olib tashlashga imkon beradi. Rolli o'yinlar o'quvchidagi uyatchanlik, o'ziga ishonchsizlik xisssiyotlari ustidan g'olib chiqish, shu bilan birga o'zida ingliz tilida so'zlashish qobiliyati borligiga ishonch hosil qilishiga imkon beradi. Oddiy suhbat va munozaralarda ko'proq tilni yaxshi biladigan o'quvchilar faol ishtirok etadi. Uyatchan o'quvchilar esa suhbatga aralashmay o'zlarini chetga tortadilar. Rolli o'yinlarda har bir o'quvchiga rollar bo'lib beriladi va nutqiy muloqotda har birining faol ishtirok etishi talab etiladi. Amalda rolli o'yinlarda barcha o'qitish jarayonlari nutqiy faoliyatga qaratilgan bo'ladi. Bunda nafaqat so'zlayotgan, balki uni tinglayotgan o'quvchining ham faol bo'lishi, ya'ni o'z suhbatdoshini tushuna olishi va uning savoliga to'g'ri javob bera olishini talab qilinishi lozim. O'quvchi o'yinlarni ingliz tilida o'ynasagina ingliz tiliga qiziqishi ortadi, shu bilan birga ingliz tilini yanada chuqurroq o'rganadi. Tajribalar shuni ko'rsatadiki, ingliz tilidagi didaktik o'yinlarning ta'limiy tomoni kuchli xisoblanadi. Shu sababdan ingliz tili o'qitish jarayonida turli xil o'yinlar, shu bilan bir qatorda rolli o'yinlar o'ynatish keng qo'llanilmoqda. Inglizcha rolli o'quv o'yinlari o'quvchi uchun eng qiziqarli mashg'ulot, o'qituvchi uchun esa o'quvchining tinglab tushunishini, gapirishini, o'qishini, yozuvini faollashtirishda, til materiallarini o'zlashtirish, mustahkamlashda eng yaxshi mashq va vosita xisoblanadi. O'quvchilar o'yinlarni qiziqib o'ynaydilar, yutishga intiladilar, o'qituvchi ular orqali ta'lim-tarbiya beradi.

Didaktik o'yinlar jarayonida o'quvchilarning inglizcha suxbatlashishiga va tinglab tushunishga bo'lgan ishonchi ortadi. Bu esa ularni yanada rag'batlantiradi. Metodik adabiyotlarda o'yin vaziyatli mashq deb yuritiladi. O'yinlar quyidagi metodik vazifalarni hal qilishga yordam beradi:

1. O'quvchilarning nutqiy muloqot uchun psixologik tayyorligini tashqil qilish;
2. Til materialini va nutq namunalarini mashq qilish uchun o'quv nutqiy xolatini hosil qilish;
3. O'quvchilarni nutqiy vaziyatga ko'ra mustaqil, tayyorlanmagan nutqda o'rganayotgan til materialini qo'llashga jalb qilish.

Hozirgi vaqtda o'quv jarayonida qo'llaniladigan o'yinlar til o'yinlari va rolli o'yinlarga bo'linadi. O'quvchilar o'yinlarni rollarga bo'lib o'ynaydilar. Bu esa o'quvchini muhitga mos rolga tushunishiga va

o'yinda faol qatnashishiga yordam beradi. O'quvchilar uchuvchi, o'qituvchi, injener, shifokor, tikuvchi, chet el kishisi, tarjimon, muxbir, kutubxonachi, hamshira, ruhshunos kabi rollarga kiradilar.

O'zga tilda so'zlash, bu tildan muloqot vositasi sifatida foydalanish ko'nikmalari hosil bo'lishi uchun o'quvchida shu tilda muloqot hosil qilish ehtiyoji bo'lishi lozim. Shundagina o'quvchi o'z fikrini bu tilda bayon qilishga harakat qiladi. Buning uchun zarur nutqiy vaziyat hosil qilish talab etiladi. Masalan, magazin, bozorga biror narsa harid qilish uchun borganda chet ellik sayyohlar bilan uchrashib qolish. Bu hol tabiiy nutq vaziyati deb ataladi. Kishida muloqot qilishga ehtiyoj tug'ilishi uchun ana shunday tabiiy nutq vaziyati paydo bo'lishi darkor. Lekin bunday vaziyat faqat turmush jarayonidagi faoliyat bilan bog'liq ravishdagina yuzaga chiqadi. Shuning uchun bizning sharoitimizda bunday vaziyat sun'iy ravishda vujudga keltiriladi va o'quv vaziyati deb ataladi. O'quv vaziyatini turli yullar - so'z bilan tasvirlash orqali, fotosurat, tasviriy san'at asari yordamida yoki tasvir orqali vujudga keltirish mumkin. Zamonaviy o'quvchining ehtiyoj va qiziqishlarining davr bilan xamnafasligini ta'minlash o'qituvchidan ko'prok yangicha fikr va mushoxada bilan ish yuritishni talab etmoqda.

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EFFECTIVE LANGUAGE LEARNING METHODS

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Abstract. Language learning strategies have often been taught to ESL students to help them become more effective learners. However, formal strategy instruction has most often been taught to either intermediate or advanced proficiency students, where English can be used easily for communication, or to students with the same language background, where the students' native language can be used. The purpose of this research was to find effective methods for modifying language learning strategy instruction, specifically in reading and vocabulary skills, in order to make it more accessible and usable for low-proficiency high school ESL students when the native language cannot be used for instruction. Fifteen high school ESL students from varying language backgrounds, who were classified as high beginning English proficiency, participated in this thirteen-week action research study. Lesson plans, anecdotal records, and unit self-evaluation forms provided information about how instruction was conducted and how students responded to it. Pre- and post questionnaires were also used to determine if the instruction was effective. The results of the study suggest that a number of teaching strategies are helpful for making strategy instruction accessible and usable for low-proficiency ESL students

Keywords: education, tutorial, methods, strategies, website, internet, slayd show, presentation.

It is true that modern development is based on the integration of the economic, political and socio-cultural life of peoples. In the context of international globalization, the development of peoples and nations largely depends on the exchange of knowledge and experience between them. At the same time, language is an important tool for transferring knowledge. In fact, knowledge of one, two or more languages in addition to one's mother tongue is an important success factor, which means that one person who speaks one language is considered a person who speaks two languages.

In general, in encouraging our youth to learn one, two or more of any language in the world, they should first of all learn English, which today is one of the languages that serve as a bridge to success. Like. This is due to the fact that most of the knowledge (i.e. content) on the Internet, which is today considered a modern platform, as well as the most advanced scientific and innovative achievements of our time, is in English.

So, in this article, I would like to share with the younger generation recommendations on effective methods of language learning, based on the methods that I have tested in my own experience, and on the knowledge that I have gained by sharing the experience with a number of my students working internationally.

The most important aspect of language learning is the intensity of the process. In particular, it is more reasonable to aim to learn a language in half a year on a 4-5 hour schedule per day than to strive to learn a language in 2 hours a week for 2 years. For example, the experience of the Uzbek-Turkish system of