

understanding and tolerance. In addition, through knowledge of a foreign language, students can communicate with international partners, scientists and specialists from other countries, which helps to establish effective cooperation in agriculture. As a result, international cooperation and exchange of experience provided with knowledge of a foreign language play an important role in the professional development of agriculture-oriented students and universities [4].

Knowledge of a foreign language provides a wide range of opportunities for university students specializing in agriculture. Knowledge of a foreign language opens doors for students to work and practice abroad, which allows them to immerse themselves in the international environment, study the peculiarities of Agriculture in other countries and gain valuable experience in multinational communities. Students who speak a foreign language also have the opportunity to successfully get a job in large international companies, organizations and scientific institutes that require communication in different languages. Knowledge of a foreign language makes graduates competitive in the labor market and expands the geography of possible jobs. In addition, thanks to the ability to communicate in a foreign language, students can more successfully raise their careers, participate in international projects, gain leadership positions and build a successful career in international agricultural activities. Thus, knowledge of a foreign language opens up wide prospects for students in terms of career growth and professional development in agriculture.

Conclusion. In conclusion, the study of a foreign language in agricultural-oriented universities plays an important role in expanding the knowledge of students. This gives them the opportunity to participate in international cooperation, exchange experiences with colleagues from other countries and open up new perspectives for career growth. Knowledge of a foreign language not only enriches the professional knowledge and skills of students, but also helps to develop their intercultural understanding, tolerance and international interaction in the field of Agriculture. As a result, the ability to communicate in a foreign language is becoming an important tool for a successful career in the global world of modern agricultural specialists. Therefore, encouraging the study of foreign languages in agricultural-oriented universities is an important step in ensuring quality education, International Cooperation and successful professional activities of students in this area.

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ENHANCING PREPOSITION TEACHING IN SCHOOLS THROUGH GAME TECHNOLOGY

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Current trends in education suggest the integration of technology that has become increasingly prevalent, revolutionizing traditional teaching methodologies. Among the various technological innovations, game technology stands out as a powerful tool for engaging students and enhancing learning outcomes. In this article, we explore the potential of game technology in the context of preposition teaching in schools, examining its benefits, challenges, and practical applications.

Prepositions play a crucial role in language acquisition by establishing spatial, temporal, and logical relationships within sentences. Mastery of prepositions is essential for comprehension,

communication, and overall language proficiency. However, traditional teaching methods often struggle to effectively convey these abstract concepts to students.

There are numerous challenges in preposition teaching. Conventional approaches to preposition teaching, such as rote memorization and worksheets, often fail to engage students or promote deep understanding. Additionally, the abstract nature of prepositions and their varied usage across languages present challenges for both educators and learners. Addressing these challenges requires innovative strategies that capture students' attention and foster active participation in the learning process [4;16].

Rinvoluceri suggests that grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalising it. One way of focusing this energy is through the release offered by games. According to Rinvoluceri games are amusing and serious at a time and teenagers love to do activities in the classroom feeling like out of the classroom and having things under the control. Moreover, the game gives them the power to reach the real aim of the grammar[2;49].

Wright, Betteridge and Buckby also believe that games are very important in language learning because they help to keep the students interested and motivated to work. Besides, games also help to teachers to create an environment that is close to the real life situations where the language is useful and, moreover, games make learners want to participate and express themselves. The three authors mentioned above also agree that a game can practise the language as much as a drill exercise, however not all of the games are focused this way [5;98].

The consensus is that language instruction in the classroom must be meaningful, implying that learners should respond to the content in a clear manner. This is most evident when learners are stimulated, engaged, or faced with challenges, as these experiences make the learning process more vivid and memorable. The essence of a game lies in its ability to present challenges. If we acknowledge that games offer these benefits, then there is no doubt about their value in the classroom. In fact, their use is indispensable [1;120].

Game technology offers a compelling solution to the challenges of preposition teaching by transforming learning into an interactive and immersive experience. By leveraging the motivational power of games, educators can create engaging learning environments that promote exploration, experimentation, and collaboration. Whether through simulations and interactive exercises game technology provides a versatile platform for enhancing preposition instruction.

Central to the successful implementation of game-based preposition teaching is the design of engaging and effective learning experiences. Games should be carefully crafted to balance entertainment with educational content, ensuring that learning objectives are met. Incorporating elements such as storytelling, exploration, and problem-solving can enhance student engagement and facilitate deeper learning experiences.

In addition to instructional games, gamified assessments offer valuable opportunities for evaluating students' preposition proficiency. Interactive quizzes, puzzles, and challenges can provide real-time feedback, allowing educators to identify areas of strength and areas needing improvement. By gamifying assessments, educators can promote active participation, reduce test anxiety, and encourage ongoing learning.

To maximize the impact of game technology in preposition teaching, educators should strive for integration across the curriculum. Games should not be viewed as standalone activities but rather as integral components of lesson plans and learning objectives. By aligning game-based activities with classroom instruction, educators can create cohesive learning experiences that reinforce concepts and promote transferable skills.

Despite its potential benefits, the implementation of game-based preposition teaching may face challenges related to equity and access.

Effective implementation of game-based preposition teaching requires adequate training and professional development for educators. Many teachers may lack experience or expertise in leveraging game technology for instructional purposes. Investing in training programs, workshops,

and ongoing support can empower educators to harness the full potential of game technology and integrate it effectively into their teaching practice.

In conclusion, game technology offers exciting possibilities for enhancing preposition teaching in schools. By leveraging the motivational power of games, educators can create dynamic learning experiences that engage students, deepen understanding, and foster language proficiency. While challenges such as equity and access remain, the potential benefits of game-based preposition teaching make it a compelling avenue for innovation and advancement in education.

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AKADEMIYALIQ LICEYLERDİN QARAQALPAQ TOPARLARINA NEMIS TILI PÁNI BOYINSHA

„HABEN/ SEIN“ – „IYE BOLIW“ JÁRDEMŞHI FEYILIN OQITIW

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„Haben“ feyli qaraqalpaq tilinde “bir nársege iye bolıw, bar bolıw” degen mánini bildiredi. Gápke tolıq feyillerdey mánini bildirmeydi. Nemis tilinde bet, san, máhál, dáreje, meyil kategoriyaların bildiredi. Gápke feyil- bayanlawısh bolıp, **Akkusativ** sepligin basqaradı, yaǵnıy ózinen keyin keletuǵın gápke hámme waqıt anıq emes artıql menen baylanısıp turadı.

1. Das Baby hat Bauchschmerzen. Balanıń qarnı awırıp tur.

2. Sie hat ein Auto. Onıń avtomashinası bar

3. - Er hat keine Zeit und kein Geld. Onıń waqtı hám de pulı joq.

Joqarıdaǵı úsh mısaldaǵı sepleniwdegi gáp tolıǵı menen Nominativ(ataw) hám Akkusativ(tabıs) sepliginde birdey qollanıladı. Al bul gápkegi mısalmızdan túsiniw alıwımızǵa boladı: Das Baby hat Bauchschmerzen. Haben sózinen keyin kelgen kóplikte turǵan atlıq sózimizge anıq emes artıql qollanılmaydı.

Haben feyli Nominativ (ataw) hám Akkusativ(tabıs) sepliginde kóbirek qollanıladı.

„Haben, sein“ feyli túrlengende/ betlegenimizde óz forması ózgerip jazıladı. „Haben, sein“ feyli Präsens- házirgi máhál tómendegishe betlenedi.

Birlik (Singular)	Kóplik (Plural)	Birlik (Singular)	Kóplik (Plural)
ich habe	wir haben	ich bin	wir sind
du hast	ihr habt	du bist	ihr seid
er	sie haben	er	sie sind
sie } hat		sie } ist	
es	Sie haben (Húrmet mánisinde)	es	Sie sind (Húrmet mánisinde)

“Haben hám sein” járdemshi feyli betlik kategoriyaların ózine qabıl etken waqtında, yaǵnıy betlengende óziniń túbirin pútkilley ózgertip jiberedi. Bunday jaǵdayda “haben hám sein” járdemshi feyilin betlewde ayırım oqıwshılardıǵa qıyınshılıq tuwdırıwı múmkin. Sebebi betlewdi jaqsı túsinebe mánisin túsine almaydı. Betlik almasıǵındaǵı birlik hám kóplikte kelgen **sein** feyli arqalı jasalǵan qaǵıdamızdaǵı bin, bist, ist, sind, seid sózleri qaraqalpaq tilimizde **–man, –men, –pan, –pen** degen qosımtanı ańlatadı. Mıs: