



- **Start adapting existing materials.** Teachers are not required to create new materials or resources for their UDL lessons. They can adapt existing materials to make them more accessible to all students, including students with learning disabilities in their UDL lessons.

Integrating UDL into classrooms can be a challenging process, but it is a rewarding task. By implementing multiple means of representation, multiple means of engagement, and multiple means of action and expression, teachers can create a more inclusive and engaging learning environment for all learners and students with learning disabilities.

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THE IMPORTANCE OF USING GAME TECHNOLOGIES IN TEACHING EFL AT SCHOOL

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Abstract

Game technologies are increasingly being used in education as a way to engage students and make learning more fun and effective. This is especially true in the teaching of foreign languages, where games can be used to practice vocabulary, grammar, and pronunciation in a more natural and interactive way. This article explores the importance of using game technologies in the teaching of English as a foreign language (EFL) at school. It begins by discussing the benefits of using games in the classroom, such as increased motivation, improved engagement, and better retention of information. Furthermore, this work also discusses the challenges of using game technologies in the classroom, such as the need for teacher training and the potential for students to become addicted to



games. Overall, this article highlights a comprehensive overview of the significance of utilizing game technologies in the teaching of EFL at school.

Key words: motivation, engagement, gamification, promotion, game-based learning, anxiety.

Language studying is tough work, which is quite significant. Effort specifically is required at every kind of second and must really be maintained over a pretty long duration of time. Games really assist and really inspire pretty many rookies to definitely sustain their interest and work in a subtle way. Games assist the trainer to particularly create contexts in which the language definitely is beneficial and meaningful. The freshmen choose to for all intents and purposes take phase and in order to specifically do so must basically recognize what others mostly are kind of pronouncing or particularly have written. ‘Games particularly have been shown to kind of have blessings and effectiveness in learning vocabulary in quite a number ways, or so they for all intents and purposes thought. As children have different characteristics, they cannot accept serious learning all the time. Furthermore, they will have some difficulties as English is not their mother tongue and it is a new situation for them. That’s why teachers should create friendly atmosphere through the games which are thought to be significant and useful to young learners. Actually, games are essential tools for teaching English to young learners. Because young learners do love playing games, participating in activities. It’s scientifically proved that children learn faster when they are physically active. Moreover, games contribute to improve social contact and group work as they do activities in pairs. Choosing an appropriate game is also indispensable to keep children in focus and let them have fun simultaneously. Using games in classroom has many benefits, but teachers need to consider which games to use, when to use them, how to link them up with the lesson more specifically. The key to a successful language game is that the rules are clear and the game must be fun. Games have many advantages for both language teachers and its learners. They support learning the target language when learners are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a



pleasure for the teacher that the educator presents the language in an enjoyable atmosphere which makes the job powerful.

Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun. Hadfield (1990) describes games as “an activity with rules, a goal and an element of fun.”

As Hadfield description about game, the game is an activity with rules, a goal, and an element of fun. There are two kinds of games: competitive games, where players or teams race to reach the goal first, and cooperative games, where players or teams work together towards a common goal. To play a game is to engage in activity directed towards bringing about a specific state of affairs, using only means permitted by specific rules. The means permitted by the rules are more limited in scope than they would be in the absence of the rules, and the sole reason for accepting such limitation is to make possible such activity.

Games are always fun for the learners so they attract their interest unlike the ordinary lessons. The learners both learn the language and have fun in the classroom with the help of the games. Even shy and reluctant children react positively to them (Mei & Yu-Jing, 2000). This increases the motivation of the children because they play as an alternative solution which encourages pupils to keep their interest on the lesson and continue working. By this way, they reduce the stress of learning another language (Mei & Yu-jing, 2000). In EFL classrooms, games provide many advantages for promoting learning the target language.

One of the advantages associated with games is that pupils' anxiety towards language learning decreases as games are employed. In language classes, learners assume that they have to be successful in the target language that they do not know. In addition to this, learners fell much anxiety because of being criticized and punished by their teacher when they make a mistake. At this point games come to the stage since they reduce anxiety, increase positive feelings and improve self-confidence because there is no fear of punishment and criticism for learners when they are practicing the target language freely (Crookal, 1990).



Game-based gaining knowledge of (GBL) can also be an instructing strategy that kind of makes a distinction understudies particularly analyze unused substance or competencies or work out historic ones through fairly unique perspectives of an amusement, contrary to popular belief. Game-based getting to mostly know basically is a mastering approach specifically designed to guide the gaining knowledge of technique so that the mastering atmosphere will basically become fascinating and fun in a subtle way. According to Saputra (2021) the development of game-based gaining knowledge of for the most part is in a position to literally create an enjoyable getting to essentially know environment, motivate and actually expand inventiveness, really contrary to popular belief. Game-based studying may want to really be interesting decision that can basically be used by using teachers to amplify scholar motivation in learning in a particularly big way.

Learners involve in the games actively, so games are called learner-centered activities. Through games learners' and teachers' roles are changed and teacher encourages learners to participate actively in their learning. As a result, games give a chance to learners to take responsibility for their own learning. From an instructional view point, creating a meaningful context for language use is another advantage that games present. By using games, different contexts can be created by teachers that allow learning unconsciously because the attentions of the learners are not on the language, on the message. As a result, when their focus is on a game as an activity, learners acquire the target language as they acquire their mother tongue, that is, without being aware of it (Cross, 2000).

Gamification is a doable strategy used to literally enhance motivation and engagement in programming training amongst pupils in an actually major way. However, for all intents and purposes computerized evaluation capabilities, which are necessary for giving children very quick and very correct feedback, for all intents and purposes are regularly missing in currently reachable gamification technologies in a subtle way.

The role of gamification in enhancing learner's engagement and motivation



The purpose of game-based learning is to motivate or incentivize pupils to engage in learning activities more than they might otherwise. Game-based learning activities often involve giving pupils rewards as motivation, such as extra credit points or some type of special privilege. These types of learning activities are often chosen as an alternative to more traditional classroom activities and assignments. Game-based learning can be defined as lessons which are competitive, interactive, and allow the learner to have fun while gaining knowledge. The best game-based learning has three main elements. The first element is competition. This need not be against another pupil or the teacher.

In addition to the motivation that dimensions of a gamified experience can give to a pupil, engagement toward topic and method are influenced. Engagement can be quantified in many ways, which is reflected in several of the studies indicating engagement using elements of gamification.

Twenty years ago, the methods of teaching changed in a way to make relevant the information of a new generation of pupils. Ten years later the education shifted again to include the children of the previous generation. Education has shifted socially, economically, and systemically since the advent of the previous generation's conception. The new generation of pupils is growing up in a "world of games and game-based learning" (Schwartz, 2013). As Banas and Polly (2016) state that, "the part that is being overlooked, particularly in our field, is the concept of games-as-work. More and more people are becoming professional gamers - building avatars or game characters of sorts and selling these for real money or bitcoins". Engaging in the application as well as the creation of online games and gamified lessons creates a new precedent encouraging motivation through gamification if not new or alternative ways of education (Banas & Polly, 2016).

Curriculum is then impacted by the motivation presented in the first two positions. Studies within the research posited evidence that learner motivation, when used in tandem with a well-defined gamified system, require more data for the inclusion or exclusion of possible significant impact. "To properly understand the



impact (positive or negative) and implications of using gamification in educational contexts there is a need for more research and empirical data” (Durelli, Reis, & Isotani, 2014).

Game-based learning in education is an approach to learning in which aspects of games are inherent in the learning activities that are used to teach pupils about a variety of topics. They are competitive and encourage pupils to interact with each other by using entertainment as a learning tool. This type of learning often involves materials and activities in which pupils are put on separate teams and they compete in adherence to specific rules or expectations. For example, a teacher might divide a class into two teams to stage a spelling competition where pupils are awarded points every time someone on each team spells a vocabulary word correctly. The teams can earn more points for more difficult words, and the team with the most points at the end of the class is declared the winner.

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DEVELOPING SPEAKING SKILLS APPLYING TASK-BASED LEARNING TO B1 LEVEL STUDENTS

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