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## **WAYS TO EFFECTIVELY USE DIDACTIC GAMES IN TEACHING A FOREIGN LANGUAGE**

**Annotation:** In this article highlights of ways to effectively use didactic games in teaching a foreign language in the education system.

**Key words:** foreign language, education, didactic games.

The wide use of innovative methods of teaching, even in the teaching of foreign languages, among all areas of education, increases the effectiveness of the lesson in practical terms, further increases the level of interest of pupils.

Didactic games have a practical, moral, intellectual development, educational significance in the content, and the increased interest of pupils in science, in the lesson, makes it possible to connect education with social life, and ultimately serve as an important tool in increasing the effectiveness of Education.

Due to the fact that the language is a widely covered phenomenon, there is a great chance to use various didactic games in the Foreign Language process. Their types can be distinguished by the following criteria.

I. According to the purpose of the game:

1) to develop skills for mastering the material of language in pupils and its application in speech:

a) lexical games,

B ) mathematic games,

C) phonetic games.

2) Speaking skills shaping games;

a) listening comprehension skills shaping games,

B) dialogue and monologue games forming speech skills,

C) games that improve the speaking skills of reading speakers,

G) games that form writing skills,

3) games designed to determine the level of speech skills and skills.

4) games aimed at enriching the general outlook of the pupils especially the knowledge of the country science.

II. According to the amount of participants in the game:

1. playable games with pair pupils;
2. group games;
3. games in which all pupils participate.

III. By character:

1. natural games,
2. Roll Games,
3. creative games,
4. meaningful games,
5. games to present.

Achieving the efficiency of the game depends on factors such as the goals of its structure, the ability to predict its tasks, the calculation of time, the analysis of the results. From this point of view, it is desirable to divide the use of didactic games in the course of the lesson into the following stages:

1. Preparation stage: the teacher determines the purpose and type of the game. In which group the stage of the lesson is conducted determines the amount of participants and, if necessary, the form, rules and conditions of participation in it.

2. Organizational stage: the teacher will Group the pupils. Introduces them to the form, terms and conditions of the game, gives them instructions if necessary.

3. The stage of conducting the game: according to the instructions given at the organizational stage and the forms of the game, the pupils perform their duties, the teacher ensures the observance of all conditions and rules.

4. The final stage: the results of the game are analyzed, summarized, interpreted, winners of the game in the form of competitions are announced, they are encouraged, recommendations are made for the future.

Below we give an example of a didactic game that can be played in foreign language lessons:

Mathematic game:” What did you say ” (Imagine Quiz)

The purpose of the game: the formation of the skill of applying the present form of imperative declination in speech.

Didactic tools necessary for the conduct of the game:

- a) ten questions for each team,
- B) new words written on paper and their translations,
- C) sheet of calculation of points.

The group is divided into two, a secretary is elected from the group of pupils for the calculation of points.

The reader or Secretary will ask the first questions, and each quick and correct answer will be given a score. The group with the most points is declared the winner.

Therefore, it can be concluded that the use of didactic Games foreign language serves as one of the effective means in the implementation of practical, educational, general educational and developmental goals; psychological negative experiences of pupils in relation to speaking in foreign language allow them to lose their sense of excitement, motivate pupils to think independently, play, accelerate speech activities, motivate them to achieve.

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