

USING GAMES WHEN TEACHING A NON-NATIVE LANGUAGE AT A UNIVERSITY

M.I. Usmanova

Senior Lecturer, Tashkent State Technical University named after I. Karimov

Abstract. The article considers the possibilities of using word games in the process of teaching a non-native language at a university. The main classifications of games are given, with the main focus on lexical games. The article justifies the conditions that allow you to make the most of verbal games in non-native language classes, and also provides examples of games at different stages of working with students.

Key words: teaching a non-native language, playing methods of teaching a non-native language, language games, lexical games, adult education. Mastering a non-native language at a university implies the formation of a number of competencies among students. In particular, graduates should be able to communicate orally and in writing in a non-native language and solve the problems of interpersonal and intercultural interaction. Consequently, students must have certain knowledge (for example, knowledge of language means) and skills (use formulas for speech communication, formulating their point of view, etc.), as well as be able to correlate language means with specific situations of intercultural speech communication.

The solution of this complex, "global" problem occurs throughout the entire period of teaching a non-native language at the university and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this context, it is customary to talk about the use of new information and communication technologies, active teaching methods, and a differentiated approach. However, the "basic element" is the methods and techniques of teaching a non-native language, which the teacher uses in the classroom, directly working with students. Knowledge and mastery of language tools by students, their application in communication depends on how effectively this material was presented, fixed, worked out.

The method that allows: a) motivate students to study the subject, b) contributes to the development of language and speech competence, c) contributes to a faster and more durable assimilation of material, is play. Is the use of games in a student audience justified? And if so, which games will best contribute to the development of language skills?

In modern science, games are considered as a method that can be effectively used in teaching a non-native language to both children and adults. It would be

appropriate to give classifications of games that will allow you to navigate which games can contribute to the development of certain language skills.

So, the famous teacher M.F. Stronin distinguishes the following types of games: 1. Lexical. 2. Grammatical. 3. Phonetic. 4. Orthographic. 5. Creative [1]. The first four can be attributed to the so-called language, the purpose of which is to form appropriate skills. Creative games are complex in nature, imply the creative application of the acquired knowledge and skills in a game situation.

There are other classifications of games. A.V. Konyshova divides games according to their purpose into language and speech (communicative). E.V. Dushina talks about linguistic games and divides them into non-communicative, pre-communicative and communicative, depending on the competencies formed [2]. Obviously, in all classifications we are talking about 1) games, in the process of which the assimilation of material (new lexical units, grammatical constructions), the development of individual language skills (phonetic, grammatical) and 2) games aimed at transferring the studied material and practiced skills to non-standard situations, to communication within the game. In this case, it is important to take into account the principle of didactic sequence: first, tasks are performed for memorization, for reproduction (including by sample), and then for the creative application of the studied material.

For the games discussed in the article, we propose the name "word games" - all of them are associated with the word, its spelling, meaning, compatibility with other words (in Stronin's terminology, lexical and spelling games can be attributed here). Word games allow learners to:

- expand the vocabulary, getting acquainted with new lexical units;
- more strongly assimilate already familiar lexical units;
- work out the spelling of words;
- to intensify river-thinking activities;
- gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

Word games include the following: 1. Anagrams 2. Crosswords 3. Searching for words amid letter chaos 4. "Gallows" 5. "Balda" (a word game in which it is necessary to compose words using letters added to a square playing field in a certain way). 6. "Words" (composing shorter words from one long, often for a while). 7. Decoding (compiling a word from an existing set of letters). 8. A chain of words (compiling a list of words by replacing one letter in each subsequent word, possibly based on definitions). 9. Constructor (compilation of words from morphemes presented on separate cards). 10. "One letter is many words" (students call the words known to them on a certain letter of the alphabet). 11. "Last letter" (name the word starting with the last letter of the previous one); 12. "Missing

letters" (guess the word only by vowels/consonants). 13. Guess the word by its definition, synonyms, antonyms, etc. and others.

Some of the games involve group work, team competition, some involve working in pairs; games such as "Gallows," "Anagrams," it is appropriate to spend frontally, presenting material on the board

Of course, a verbal game in Russian classes at a university should not be an end in itself, although in some cases it can serve as its own "detente" after hard work. When organizing a game in a non-native language lesson at a university, the teacher should take into account the general methodological principles, as well as the principles of pedagogy of adult education (after all, the student audience often claims to be "adult," and at the same time equally willingly responds to techniques and methods used with children):

- adults need to know why they teach this or that material. Therefore, the teacher should be ready to explain how the game will help students learn a foreign language;

- adults see learning as a solution to problems, they learn, including from their own experience, "in practice," and the use of word games can present wider opportunities for this than simply doing exercises from a textbook;

- the game should be well thought out, have clear rules and simple conditions, controlled by a teacher;

- the game should be held in a friendly atmosphere, providing the student with opportunities for self-expression, self-development;

- the game should contain an element of competition (under the initial condition of equality of participants/teams), which can activate the mental activity of students, encourage their active participation.

Here are examples of using different games at different stages of organizing a lesson in a non-native language. At the initial stage, when the task of the teacher is to update the students' knowledge, experience on a certain topic, "setting up" for work, you can invite students to play "Missing Letters," "Decoding," "Designer." In this case, the word should either be already familiar to most students, or can be predicted based on the topic.

Games like "Crosswords," "Words," are often used when working out vocabulary on a specific topic. In school textbooks/workbooks, such an assignment is not uncommon, but textbooks for higher education do not often offer students such an exercise-game. The technique turns out to be quite effective when, as a creative task, students themselves create "letter chaos"/crossword puzzle and offer it in class to work in small groups.

The team game "Last Letter" can be offered to students when completing work on the topic, when lexical units/phrases have already been presented to students several times in texts and exercises. The essence of the game is as follows: the team representative needs to guess the word written on the board, which can be suggested by the teacher or another team, according to the tips and explanations of his team. The student sits with his back to the board and does not see the word. Associations and ways to explain the word that modern students come to mind sometimes amaze with originality and creativity, showing that students make an attempt to actualize and convey knowledge from other subject areas in a non-native language. It is necessary to encourage students to express ideas in a non-native language, thus they are involved in communication, practice the skills of constructing sentences, certain speech formulas. At the same stage, you can play "gallows"; usually students actively think, offer options, not wanting the game to end in a loss.

The teacher can be advised not to "take the whole blow" to compose the game for himself, but to delegate part of the work to students - for example, to choose lexical units in the game within the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, using the game in a non-native language lesson actually becomes an effective technique.

REFERENCES 1. Stronin M.F. Educational games in a non-native language lesson. M.: Enlightenment, 1984. 112 p. 2. Dushina E.V. Linguistic games in Russian and foreign language lessons in terms of the formation of communicative competence of students [Electronic resource]. Режим доступа: <https://cyberleninka.ru/article/n/lingvisticheskie-igry-na-urokah-russkogo-i-inostrannogo-yazyka-v-aspekte-formirovaniya-kommunikativnoy-kompetentnostiuchaschihsya>.