COMPUTER GAMES IN TEACHING FOREIGN LANGUAGES

Kenjaeva Zukhra Taxirovna
English teacher of the Academy of Internal Affairs of the Republic of Uzbekistan
Yuldashev Rustam Anvarovich
Cadet of the Academy of Ministry of Internal Affairs of the Republic of Uzbekistan

Annotation: *The article outlines the usage of modern information technologies, namely computer games in teaching a foreign language. Problems of the development of methodical recommendations for teachers on use of computer games at lessons are touched upon. The article reviews the most popular computer games in the field of foreign languages.*

Keywords: *computer game, foreign language, motivation of students, learning process, learning efficiency.*

The game in teaching a foreign language has always been one of the main methods of activating the activity of students. Computer games have been used in the field of education relatively recently. To date, supporters of traditional teaching methods are not ready to use ICT tools in the learning process. The uniqueness of the phenomenon of computer games lies in the possibility of independent learning of the language by students and increasing their interest.

Research in the field of didactics of game technologies and methods of computerization of the learning process was carried out by such foreign and domestic authors as D. Dikson, R. Khaled, S. Detreading, M.A. Kitaygorodskaya, D.B. Elkonin, A. Martsevsky, Y.P. Oleynik, D. Dicheva and others.

A game is an activity in which social relations between people are recreated, a recreation of human activity in which its social, properly human essence is extracted from it, i.e. its tasks and norms of relations between people.

A computer game is a type of educational game activity that imitates real situations with the help of computer technologies, and is designed to activate the educational process. A significant difference between a regular game and a computer game is the creation of an artificial environment and the construction of an individual learning trajectory. In the process of the game, the student is forced to make independent decisions for its successful completion.

An important feature of the game is that it allows students to feel free, self-reliant, and independent. In order for the game to be effective, a number of conditions must be met. One of them is the correct position of the teacher in the game. He should not act as a judge, observer, or role assignator, but "must play and be part of the game".   As a result, a positive effect is observed in the formation of students' cognitive interests, their conscious approach to the study of educational material. The game has a positive effect on the development of students' personal qualities, for example, such as independence, initiative, communicativeness, and can be used at different stages.

A computer game is designed to organize the learning process in such a way that the educational material is assimilated simply and effectively. "The use of color, graphics, sound, and modern video equipment makes it possible to simulate various situations and environments". At the initial stage of learning, computer games such as "Dora's Big Birthday Adventure" or "Dora's Lost and Found Adventure", created on the basis of the animated series for learning English "Dora Explorer", familiar to many children, can be used. These games expand the child's vocabulary on the topic of "Holidays" and "The World Around Us", improve his listening and reading skills thanks to authentic materials, contain the rules of word formation.

Another example of a computer game for primary school students is a game called Fun English for Kids. It is voiced by a native English speaker, which contributes to the formation of phonetic skills for the successful implementation of oral communication in English. The repeated repetition of cliché phrases used to greet, say goodbye, and express gratitude introduces the player to the rules of etiquette.

A series of games containing two or more products on the same topic are created for the opportunity to learn English at different stages. The collection of computer games "English from A to Z" consists of three parts: Part 1: Mission Spy, Part 2. Mission Detective and Part 3. Mission: Space Tourist. The main idea of this series is to search for various information and use it to complete tasks. The first part contains a linguistic and cultural component: historical facts about England and the English language. The second part introduces the player to the vocabulary on the topic "Transport", offers to compare the expressions used in the speech of the two languages to answer the question "What time is it?". In the third part, the player is asked to perform a large number of substitution exercises aimed at training the formation of sentences according to the established direct order of words.

Nevertheless, the gamification of the process of learning a foreign language does not always involve the use of only educational computer games. Today, most popular games that are not intended for use in the field of education are created in English.

Often, developers are limited to translating the names of commands and controls into different languages. For example, the creators of the computer game "Fable" paid special attention to the plot and narrative. The player is offered dialogues with a total volume of 370 thousand words. The heroes' responses are not adapted, and all game indicators are closely related to the player's actions and require him to make a quick decision. All of the above indicates the need for knowledge of a foreign language and the impossibility of using this product by players with an initial level of foreign language proficiency.

Moreover, for example, in computer games such as billiards or Tetris, there is no plot and characters, which reduces the amount of textual material to separate terms. The process of improving listening skills with subtitled dialogues is faster than without textual accompaniment.

The presence of text in the form of instructions, memos, letters and hints helps to memorize the spelling of foreign words. "Firewatch" is an example of an adventure game designed for 5-6 hours of playthrough and includes extensive audio material. The

peculiarity of this computer game is that the player can choose one of the possible response options to the interlocutor's remark. Subtitles accompany the dialogue between the characters throughout the adventure. "Firewatch" is popular among foreign language learners.

First of all, the Firewatch game space is filled with various inscriptions, letters, reports, diagrams, and maps, since the hero is in the forest and everything he sees helps him navigate the terrain. Knowledge of the vocabulary on the topic of "Nature" allows the player to create their own entries on the map as they explore the virtual world, such as "a patch of forest with burnt grass" or "a large and old oak tree".

Secondly, the dialogues are filled with colloquial expressions and phrases, as the characters react very emotionally to the dramatic events that occur during the game. Communication between the characters by means of radio messages involves the use of short expressions and simple grammatical constructions in speech.

Based on the above, we can conclude that the computer game offers several additional options to the usual one: firstly, the choice of difficulty, secondly, taking into account the level of language knowledge when choosing tasks, thirdly, the element of randomness when moving from one level to another. But despite the fact that computer games can be used at any stage of the lesson and at any level of language proficiency, they remain auxiliary tools. The teacher must have knowledge in the field of using information technology in a foreign language lesson. The use of computer games in the classroom makes it possible to motivate students and maintain their interest in learning.

For the successful use of educational game programs, it is necessary to form a special game thinking in the teacher. The teacher must understand what exactly is required of him in order to involve the student in the process of playing. Despite the existence of a huge number of electronic educational resources, the teacher remains a translator of information: the teacher speaks, the student listens.

This form of presenting information does not take into account the individual characteristics of each student. The use of computer games in education can be a way out of this situation by creating the right conditions for studying the material of the school curriculum at home and in the classroom.

Learning as such already contains elements of play: many educators use different ways and methods of teaching that students perceive as play. The development of methods for the use of computer games is due to the relevance of the informatization of education, which is able to motivate students to independent activity. The methods and methods of teaching used in the traditional education system cannot be used in the new paradigm of education, which presupposes the maximum degree of independence of the student.

Computer games have been used in education for a long time, "their didactic potential is high." This is due to the fact that the study of new material becomes an exciting activity that can turn the student from a passive listener into an active participant in the learning process, create conditions for a new understanding of the studied material. The effectiveness of this method is related to the "transition from level to level", which allows you to perform new game actions.

Nevertheless, students in artificially created conditions follow a certain situation designed by the developer. Therefore, the result of game development should meet the standards of modern education and be used as a teaching method along with others. Their task is to improve the learning process, not to replace it.

Thus, the computer game provides: firstly, the motivation to learn a foreign language, secondly, the effective memorization of lexical and grammatical units through the imagery and visuality of the language material, thirdly, the ability to learn the language independently, and fourthly, the presence of a competitive component in learning due to the ability to play with other participants online.

REFERENCES:

1. Agaeva, O.V. Teaching dialogical speech in English lessons // Current problems of pedagogy: materials of the International. scientific conf. (Chita, December 2011). - Chita: Young Scientist Publishing House, 2011. pp. 92-94.

2. Azimov, E.G., Shchukin, A.N. New dictionary of methodological terms and concepts (theory and practice of language teaching). - M.: IKAR Publishing House, 2009. - 448 p.

3. Alexandrov, K.V. Is it possible to teach a foreign language without ICT? // Higher education in Russia. Moscow, 2011. No. 3. P. 80-86.

4. Antsyferova, L.I. Psychological patterns of adult personality development and the problem of lifelong education. - Psychologist. magazine, 1980, vol. 1, no. 2 - 91 p.

5. Afanasyeva, O.V. Personal approach to learning // School psychologist. -2001. - No. 32. - P.32-40

6. Balandina, L.A., Ganina, E.V. Linguistic aspects of globalization // Humanities. Bulletin of the Financial University. 2016. No. 3. pp. 73-84

7. Bartosh, D.K., Galskova, N.D., Kharlamova, M.V. Electronic technologies in the system of teaching foreign languages: theory and practice: textbook. - M.: MGPU, 2017. - 220 p.

8. Bezborodova, M.A. Motivation in teaching English // Young scientist. 2009. No. 8. P. 156-160.

9. Belyaeva, L.A., Novikova, O.N. Game as a way of constructing personal identity//Education and Science. - M., 2012. No. 5. -P.73-82.

10. Beam, I.L. Methods of teaching foreign languages as a science and problems of a school textbook. - M.: Education, 1977. - 278 p.