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LANGUAGE TEACHING PROCESSES

(dedicated to the 75<sup>th</sup> anniversary of Candidate of Philological Sciences,  
Associate Professor M.Kh.Alimova)

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INTEGRATSIYASI”

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mavzusida tashkillashtirilgan Xalqaro ilmiy-nazariy anjuman



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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ**

**Инглиз тилшунослиги кафедраси**

**ПРАГМАЛИНГВИСТИКА, ФУНКЦИОНАЛ  
ТАРЖИМАШУНОСЛИК ВА ТИЛ ЎРГАТИШ  
ЖАРАЁНЛАРИ ИНТЕГРАЦИЯСИ**

(Филология фанлари номзоди, доцент М.Х.Алимова таваллудининг 75  
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**Прагмалингвистика, функционал таржимашунослик ва тил ўргатиш жараёнлари интеграцияси (Филология фанлари номзоди, доцент М.Х.Алимова таваллудининг 75 йиллигига бағишланади):** мақола ва тезислар тўплами, тўпловчи ва нашрга тайёрловчи: М.А.Шукурова, О.И.Жумаева, И.И.Акрамов; Бухоро; “Дурдона” нашриёти, 2020 йил, 574 бет.

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Тўпламда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилни эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилни ўргатишнинг психологик аспекти, чет тилни ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илғор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпламда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

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## TEACHING YOUNG LEARNERS THROUGH INTERACTIVE GAMES

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**Annotation.** The article is about the role of interactive games in teaching young learners. As we know utilizing interactive games during the lesson is the best way of creating warm atmosphere with young learners. For the reason that kids love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task or activity. Several interactive games and their usage are given in this article.

**Аннотация.** Статья посвящена роли интерактивных игр в обучении младших школьников. Как мы знаем, использование интерактивных игр во время урока лучший способ создать теплую атмосферу с маленькими учениками. По той причине, что дети любят играть, и они участвуют в игре с большим энтузиазмом и готовностью, чем в любом другом классном задании или деятельности. Некоторые интерактивные игры и их использование приведены в этой статье.

**Annotatsiya.** Ushbu maqolada yosh o'quvchilarni o'qitishda interfaol o'yinlarning o'rni haqida so'z yuritiladi. Ma'lumki, dars davomida interfaol o'yinlardan foydalanish yosh o'quvchilar bilan iliq muhit yaratishning eng yaxshi usuli hisoblanadi. Bolalar o'ynashni yaxshi ko'rganliklari sababli, ular har qanday boshqa berilgan vazifalardan ko'ra ko'proq ishtiyoq bilan bir o'yinlarda faol ishtirok etadilar. Ushbu maqolada yosh o'quvchilarni o'qitish uchun qo'llaniladigan bir-necha interaktiv o'yinlar va ulardan foydalanish usullari berilgan.

**Key words:** interactive, skills, creativity, games, learning style, idea, education, activity

**Kalit so'zlar:** Interfaol, ko'nikmalar, ijotkorlik (yaratuvchanlik), o'yinlar, o'rganish usuli, g'o'ya, ta'lim, mashg'ulotlar.

**Ключевые слова:** Интерактив, навыки, творчество, игры, стиль обучения, идея, образование, деятельность.

Among numerous sources of children's interest in the language learning process, games seem to be very important. Obviously, there are a lot of other sources, such as pictures and stories. Pictures serve as a visual stimulus, while games use both visual and audial channels and activate language production and, sometimes, physical movement.

Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task or activity. Yet, games are sometimes perceived as entertaining activities, playing which children

are not really learning. There are teachers who fail to realise the importance of games, considering them not a wealth of various techniques and an opportunity for real communication but an uncontrolled and noisy waste of time. However, children in general learn better when they are active.

Thus, when learning is channelled into an enjoyable game, they are very often willing to invest considerable time and effort in playing it. Moreover, in view of diverse learning styles and preferences the students display, benefits from games seem to cater for everyone as children find playing activities much richer language studying work than doing other kinds of practice. If games are properly designed, they may become an excellent and essential part of a children's learning programme.

The more variety we can introduce into teaching, the more likely we are to meet the needs of all the different learners. What is more, as children need to be motivated, exciting and relevant classroom exercises appear to be necessary if real understanding and acquisition is to take place. For games are activities with rules, a goal to achieve, and an element of fun; they seem to be challenging and interesting enough to keep the young students occupied and eager to complete the task. The majority of activities, which are found in resourceful materials for teachers, are based on the belief that the games children enjoy and are interested in playing outside the classroom can be adapted and exploited for use in the English language classes. Furthermore, as they use English for real purposes, they make the children play and learn at the same time. Moreover, games help to create a context in which children's attention is focused on the completion of a task without realising that language items are being practised. As a result, language learning takes place in a context that children can directly relate to.

However, it is always necessary to keep in mind the interests and needs of the learners. Games can provide a valuable learning experience in which the children practise and revise language only if they are carefully chosen, according to students' styles of learning. While playing some games young learners can learn not only some subject but also how to behave themselves among lots of people or how to make a new friends and so on. If children want to learn new language like Korean, English or French speaking using these languages during the games with their teacher and friends play a crucial role to increase their speaking skills.

On the other hand, it is noteworthy that games like any other activity or tool can be overused when exploited too much so that the motivating element disappears rapidly. Since children's concentration and attention spans are short, variety is a must. This means variety of activity, variety of pace, a variety of organizations. As already mentioned, children have an amazing ability to absorb language through play and other activities which they find enjoyable. That is why games seem to be a challenging and exciting tool to make the young learners motivated and satisfied with making progress in acquiring a language.

There are many reasons why creating activities for young children's language learning is very important. First of all, it is extremely valuable because it allows for meeting pupils' individual needs. Complete dependence on the

textbook is not suitable for all students as they are of different levels and have different interests and diverse learning styles.

Furthermore, the textbook being designed for a general audience may not fully match the students' specific requirements. However, creating materials for learning can be very time consuming and often needs resources, like photocopying facilities. Moreover, the most common barriers can also be the cost involved in realizing some conceptions, lack of handbooks from which to get ideas, lack of skills to design some activities. A good solution to overcome some of the difficulties mentioned above seems to be to involve pupils in preparing activities. They are full of ideas and enthusiasm. They can do some illustrations, they can prepare short stories and dialogues or riddles, and they can also make rhymes, chants, or short poems. It gives them a real reason for using language; and gradually, they can create activities for each other.

Finally, it is meaningful to provide activities which allow children to be creative with the language and give them opportunity to experiment with it. This will help the young learners to test out their limit, talents, skills and hypotheses about the language and assist the development of their internal language system.

To sum up, the process of adapting an activity is a helpful way of gaining fresh perspectives on our teaching. What is more, it also helps to stand back from our teaching and look at it in order to find out what works and what does not. It is also beneficial to get pupils' opinion as a check on our own perceptions. The main argument for adapting the materials is not only to ensure a better fit between our teaching and the needs of our students but also to stand back from the routine of our daily teaching and consider it from a different perspective.

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