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ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

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- take into account the age, physiological, psychological and personal characteristics of students, objectively monitor and evaluate their activities;
- Democratization and humanization of the educational process;
- have the basic pedagogical, psychological and methodological knowledge to organize the educational process at the level of modern requirements;
- be able to use the opportunities of modern information technology in the teaching of science;
- to be able to "see" the team, to be able to understand and sympathize with the interests and aspirations of students, the difficulties they face, to be able to understand their opinions in a timely manner, to understand the character, abilities, will of each child be aware of the form, method, means of successful exposure;
- have the ability to improve their personal qualities (fluency of speech, organizational skills, artistic needs, taste, etc.). [3] Many scientists propose using achievement tests as one of the auxiliary means of a comprehensive assessment of mastering professional competencies, without abandoning the traditional assessment of professionally significant knowledge and skills. This approach to identifying the level of professional training of future specialists is called portfolio - portfolio. The purpose of conducting assessment work in this direction is to make the research as reasonable and realistic as possible. The portfolio will allow you to get information about all the most important positive changes in the development of professional knowledge and skills, if necessary, adjust the process of vocational training itself, increase its efficiency [4].

In conclusion, it can be said that the pedagogical competence of a teacher is formed in pedagogical higher education institutions. The requirements for the training of high-level pedagogical staff, the improvement of their professional development and retraining system, the formation of a teacher who can adapt to the continuous development of their profession, ensure the growth of the national status of the future teacher. When a teacher participates in the process of educating a harmoniously developed generation, he should not only be an example to others with his spiritual and moral culture, but also demonstrate pedagogical skills, cultivate a perfect person as a mature teacher; highly qualified personnel should make a worthy contribution to the work of preparation.

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PROJECT DESIGN IN L2 AND ITS IMPLEMENTATION

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Аннотация. Мазкур мақолада талабаларга тил ўқитишида интерактив ўйинлар кўмагида уларни дарсга қизиқиши ва муносабатини янада юксалтириши, ҳар бир дарсни интерактив усулларда олиб бориши, дарслардан сўнг уларга қўшимча машғулотлар бериши ва бу жараёнда ноанъанавий услублардан кенг фойдаланганлиги ҳақида айtilган.

Калит сўзлар: *Замонавий таълим, педагогика, таълим технологияси, методика, ўқув жараёни*

Аннотация. *В данной статье было сказано, что при поддержке игр в обучении английского языка студентов необходимо дополнительно повышать их интерес и отношение к уроку, проводить каждый урок в интерактивных методах, давать им дополнительные занятия после занятий, а также использовать в этом процессе нетрадиционные методы.*

Ключевые слова: *современное образование, педагогика, образовательные технологии, методология, образовательный процесс*

Abstract. *In this article, it is well discussed that with the support of gamified activities in teaching English to the students, it is necessary to further increase their interest and attitude to the lesson, to conduct each lesson in interactive methods, to give them additional classes after classes, and to use non-traditional methods in this process.*

Keywords: *modern education, pedagogy, educational technology, methodology, educational process*

How is L2TL practice game-informed and how can it be gamified? Game-informed L2TL is a broad term referring to the informed application of theories of games and play to the practice of L2 teaching and learning (Sykes and Reinhardt 2012). It encompasses what has been termed **gamification**, the application of game design elements to activities not traditionally considered gameful, like learning or working. The distinction between game-informed and gamification made here is that in the former, gameful elements are not immediately recognizable, or if they are, they're not considered unusual, while in the latter they are both identifiable and unconventional for that system or activity. Many past and current L2 teaching practices and learning theories are informed by the concepts of game and play; for example, in TBLT the main precept is that formal learning activity should be goal-oriented, and CLT mandates that language use should always be meaningfully contextualized. Educators in tune with their students have practiced game-informed pedagogy ever since Plato said "do not keep children to their studies by compulsion but by play" (Plato 1943, p. 537a).

Although there are many models one might follow, a basic design for a game-enhanced project would start with an initial session and conclude with a follow-up session. Between them are one or more gameplay sessions, each of which is comprised of pre-play, during-play, and post-play phases. The instructor devises wraparound activities with sub-tasks for each phase of the gameplay sessions, the project briefing phase, and the final session, which may include final product descriptions.

Each session might reflect different stages of a pedagogical cycle; for example, if a bridging activities framework is used, session 1 would focus on observation and collection, session 2 on exploration and guided analysis, and session 3 on creation and participation. While the project briefing and follow-up phases are usually done as a whole class, the gameplay phases might be done as a class, in pairs or groups, or individually. A short project might be only one phase, in which case one session has a briefing, a play, and a follow-up phase. A long project might span an entire semester.

- The **initial session** comprises a project briefing. The session introduces and outlines the project, including what to do before, during, and after each play session, and providing directions where necessary on how to locate, start, and shut down the game. It should also include discussion and awareness-raising tasks focused on gaming, L2 learning strategies, and learnful gaming strategies.

- Each **pre-play** phase should introduce the wraparound task, and possibly do any preview sub-tasks, for example, vocabulary preview activities. If it is not the first session, a pre-play phase should also review the past play sessions and debriefing tasks (post-play phases), with a focus on new goals and strategies for the next during-play phase and anything else the instructor might have noted.

- Each **during-play** phase should be limited in time and expectations. Players might be told to play for 30 min, until they finish a goal set by the wraparound tasks like to answer particular questions, or to accomplish an in-game goal like reaching a level or finishing a quest.

If the project is done solo, during-play sub-tasks that focus explicitly on language should be limited, unless the game allows the player to stop in-game time or pause gameplay. If the project is done in pairs or groups, students should have assigned roles; at the minimum, controllers play the game and recorders interact with them while completing the sub-tasks.

Each **post-play** phase should have players complete wraparound activity sub-tasks, for example, to describe their avatar, the game world, another character, a game narrative or storyline; to recount a challenge encountered and how it was or wasn't met; to share a strategy employed; or to recall something done in the game that was fun, frightening, foolish, smart, or exciting. Players might also be asked to set goals and devise strategies for their next session.

After the final gameplay session, there should be **follow-up session** that includes a general debriefing, an introduction (or reminder) of an optional extension or final product phase, and general discussion about the project. Fan fiction might be of a variety of genres; for example, short story, comic or manga, video or anime, drama, or news report.

In each play phase, players complete the sub-tasks of the wraparound activity associated with that phase, typically presented on a digital or print worksheet. Final products might be presented to a class or public audience, for example, as a website with reviews, guides, or fan fiction pieces. Students should not be graded on their actual performance in the game, but on their performance on the wraparound activities.

Here it is given some sample projects:

1. **Whole class project in the classroom.** For a 10-minute session at the end of every class for 3 weeks, a game is played and watched by the entire class, projected by the instructor's computer. In the preplay phase of each session the instructor reviews what happened and what was learned in the previous session, previewing vocabulary, narratives, or other in game activities that will occur during play. In the post-play phase, the instructor reviews what happened and may assign a follow-up extension task.

2. **Pair project in the lab.** Another format might have pairs of players play 4 times, in 4 lab sessions, 4 weeks in a row. In the initial session project briefing phase, pairs choose their own game to play from a provided list of possible games the instructor has chosen and evaluated. For each play session, the pairs switch roles between controller and recorder, and have a worksheet to complete. Each

during-play sub-task has them answer questions about vocabulary, rules, narratives, and characters. Each post-play sub-task asks them to recount (debrief) what happened, comment on the strategies they used to achieve goals, and to set goals and devise strategies for the next session. At the beginning of each subsequent session, each pair shares something from their previous session and their subsequent goals. In the final session follow-up phase, pairs have to take a quiz on game language and narratives, and as a final product, write a review of the game or a guide to using the game as an L2 learning resource.

3. **Independent project.** A third format is designed for solo play outside of class. Playing a game or games of their choice, the player keeps a game journal (perhaps a blog) that includes language learned, resources accessed, and a summary of each play session. The number of sessions and length of each session is determined ahead of time (e.g., 5 sessions, 1 hour each). The instructor responds to the journal entry of each play session. As a final product, the player develops a resource for other potential players or writes fan fiction piece using game characters, extending the game narratives. A player interested in game design might write a proposal for an educational game, based on the one played, for independent L2 learning. A player might also play two or three games and as a final product write a comparison of the two games.

Conclusion. How can vernacular digital games be used for L2TL? Designing environments for game-enhanced L2TL first entails evaluating potential games. After the game is selected, an

appropriate pedagogical framework can be applied to design wraparound activities and inform implementation. In summary, key points are as follows.

- Adapting a vernacular digital game for use in a formal L2 activity necessitates some form of pedagogical mediation, usually wraparound activities that include briefing and debriefing elements.
- Possible games should be evaluated based on their affordances for gameful L2 learning (language, time, shelter, goals, social collaboration, identity, (in)dependence, and autonomy), their appropriateness (learning potential, learner fit, meaning focus, authenticity, positive impact, practicality), and learner play preferences and dispositions.
- Instructional design practices should consider setting literacies development as a main objective, focus on the discourses and functions of the language in and around the game, include activities focused on goal-oriented game dynamics and that promote narrativization, and consider implementing activities according to an experiential learning or bridging cycle.
- A typical formal game-enhanced L2 learning activity format is split into an introductory session, one or more gameplay sessions, and a final session. If learners play solo, during-play tasks should be limited, but if they play in pairs or groups, players can take on different roles and have different tasks during play.

Project Ideas

1. Return to the game you played and evaluated it . Evaluate the game using the approaches for its potential for game-enhanced L2TL. Find another game that contrasts with that game somehow, but still might have potential.
2. Design a wraparound activity for a game for a particular group of L2 learners that you choose and define. Use one or more of the frameworks to inform your design.
3. Expand the activity from #2 into a full project with multiple play sessions and assessments.
4. Reflect further and do additional research on one of the following concepts. What implications are there for gameful L2TL?
 - briefing and debriefing
 - approaches to game evaluation
 - frameworks for game-enhanced instructional design
 - game discourses and gaming language
 - gaming literacies
 - narrativization
 - experiential learning-informed frameworks.

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SHAXSNI TAVSIFLOVCHI OT LEKSEMALARINING ATOQLI OTLAR BILAN BIRIKUVI

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Annotatsiya. Ushbu maqolada o'zbek adabiy nutqida shaxsni tavsiflovchi ot leksemalarining atoqli otlar, ya'ni kishi ism- sharifini anglatgan leksemalarning o'zaro tobelanishidan hosil bo'lgan va istalgan nutqiy sharoit ehtiyojidan paydo bo'ladigan SBlari haqida fikr yuritilgan.

Kalit so'zlar: Til, shaxs, nutq, so'z birikmasi, atoqli ot, leksema.

Аннотация. В данной статье представлена мысль в узбекской литературной речи о лексемах имён собственных, характеризующих человека, то есть словосочетаниях, образованных от взаимного подчинения лексем, означающих имя и отчество человека, и возникающих из потребности в любых речевых условиях.

Ключевые слова: язык, личность, речь, словосочетание, имя собственное, лексема.