

MODERN TEACHING METHODS OF TEACHING ENGLISH BY INTERACTIVE GAMES

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Abstract: the article deals with a great difference of methods of educating foreign languages to young generations namely pupils. Each teaching method is mainly based on a particular vision of comprehension the language or the learning process, frequently using specific techniques and materials used in a set sequence.

Keywords: method, specific techniques, games, communication, student, teacher, pupil, interactive, vocabulary, form of training.

Аннотация: в статье речь идет о большом различии методов обучения иностранным языкам подрастающего поколения, а именно школьников. Каждый метод обучения в основном основан на определенном видении понимания языка или процесса обучения, часто с использованием определенных методов и материалов, используемых в определенной последовательности.

Ключевые слова: метод, специальные приемы, игры, общение, ученик, учитель, ученик, интерактив, лексика, форма обучения.

Each teaching method is mainly based on a particular vision of comprehension the language or the learning process, frequently using specific techniques and materials used in a set sequence. Language teachers who deeply study and use various methods of teaching English are those who take care of their own value to self, to pupils, to family, to society and to a larger community of the world. Nowadays everything is changeful, particularly, in teaching the English language. In fact, there is a great difference of methods of educating foreign languages to young generations namely pupils [1, с. 42]. Diverse ways of educating English can be both demanding and challenging for teachers along with pupils, they can also be tremendously stimulating and rewarding.

Interactive fiction, often abbreviated IF, is software simulating environments in which players use text commands to control characters and influence the environment. Works in this form can be understood as literary narratives, either in the form of interactive narratives or interactive narrations. These works can also be understood as a form of video game,[1] either in the form of an adventure game or role-playing game. In common usage, the term refers to text adventures, a type of adventure game where the entire interface can be "text-only",[2] however, graphical text adventures still fall under the text adventure category if the main way to interact with the game is by typing text. Some users of the term distinguish between interactive fiction, known as "Puzzle-free", that focuses on narrative, and "text adventures" that focus on puzzles.

Due to their text-only nature, they sidestepped the problem of writing for widely divergent graphics architectures. This feature meant that interactive fiction games were easily ported across all the popular platforms at the time, including CP/M (not known for gaming or strong graphics capabilities). The number of interactive fiction works is increasing steadily as new ones are produced by an online community, using freely available development systems. The term can also be used to refer to analogue versions of literary works that are not read in a linear fashion, known as gamebooks, where the reader is instead given choices at different points in the text; these decisions determine the flow and outcome of the story. The most famous example of this form of printed fiction is the Choose Your Own Adventure book series, and the collaborative "adventure" format has also been described as a form of interactive fiction.[3] The term "interactive fiction" is sometimes used also to refer to visual novels, a type of interactive narrative software popular in Japan.

It is universally accepted that language teaching of pupils is the most complicated process. Due to the fact that current young language learners are big fan of learning several items or subjects, such as utilizing the computer, the mobile phone and so on. In this case, teachers ought to aware of pupil's interests and possibilities. Namely, the objective of the foreign language lessons in primary

schools is to develop learner's skills in understanding English speech and participating in conversation based on the topics covered [2, c. 74]. We know, in education system interactive games are very important for teaching learners especially for learning foreign languages. Usually teachers use a lot of interactive games during the lessons. So, students like this way of teaching lessons too. Thus, teachers need to keep modifying their lessons to fit this type of learners. While games are thought to be fun and benefit learners in various ways, games have become the most suitable activities for children. However, since teachers are solely responsible in making decisions what to teach in class, it is the best to explore the teacher's points of view on games as learning activities. Therefore, the research objectives of this study focus on teacher's primary purpose of using games, their perception on the effectiveness of games as teaching tools and the criteria considered by teachers when choosing games to use in young children classes. These games especially will be effective for learning languages. Every teacher should know interactive games how to effect to children. Teachers should plan the lessons with the true way, since learning is invariably changing, teachers don't have any other choices but to keep modifying their teaching methods and approaches [3, c. 51]. As a teacher of supplementing lesson plans in the classroom, he or she is often found to turn games. One of all the reasons would be a well demonstration of justification for using games in the classroom. Games are believed to benefit learners in a variety of ways ranging from the cognitive aspects of language learning to more co-operative group dynamics. In truth, every student wishes to play games purely for fun and nothing more than that.

Different from the students, teachers strictly need appropriate and nothing more than that. Different from the students, teachers strictly need appropriate and convincing reasons before including games in their lecture. Teachers are believed to take times to consider a variety of things such as what type of games to use, when to use them appropriately, how to correctly link them with the language focus, the syllabus, textbook or even the program, as well as how different types of games will benefit the students in different ways. The further precise explanation

on this fact is that teachers would spend time to 24 question themselves which skills or sub-skills are to be improved by games the learners status in the particular skill. If we speak about games we know there are a lot of interesting and active, easy games to use in lessons. Games can be used as an ice-breaker or warm-up at the beginning of class, as an introduction activity for new vocabulary or grammar, as a review exercise at the end of a lesson, chapter or before an exam. If we are still uncertain of what to teach English learners you may want to use or how to go about making them work for our classroom, perhaps the following examples may help us. Then, scramble the vocabulary words so that the students must discover from each scrambled word the vocabulary to go letter-by-letter in the boxes behind it. The target word can then be placed in a vertical fashion using those letters from the vocabulary. I hope those ideas and suggestions on games to teach English learners have been helpful for you and that you can find a way to use them in your next class. For example, memory games they feature the best ESL concentration games to help student's master English vocabulary and grammar. These vocabulary games help students develop good word recognition, listening, reading and spelling skills. So, I say in conclusion that interactive games are very useful, effective and easy to teach young children English language. Because every learner likes active games and want to spend the lessons with interesting games. Moreover, this way of teaching is used every country. So, every teacher should try to use interactive games in lessons.

References

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