

**"ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ
ТИЗИМЛАРНИ ҚЎЛЛАШ: ФИЛОЛОГИЯ ВА
ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ
ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ
ОМИЛЛАРИ"**

**"ЦИФРОВЫЕ ТЕХНОЛОГИИ В
СОВРЕМЕННОМ ОБРАЗОВАНИИ:
СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И ФАКТОРЫ
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ADVANTAGES OF TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS THROUGH GAMES.

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Teaching younger learners is different from teaching teenagers or adults. Young children are very imaginative, social, active and creative, as well as full of enthusiasm and energy, and learn more if they are enjoying what they are doing, as Scott and Yetrebeg describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times", moreover, they have their own characteristics, that teachers and parents should know:

1. They have short attention span. So teachers should vary their techniques to break the boredom, they should give varied activities as songs, games.
2. They are very active. So teachers should try to ask them to play games, role play dialogues and involve them in competitions.
3. They are less shy than older learners. That's why they can repeat utterances, resort to mechanical drills, enjoy playing different games.
4. They enjoy learning through playing games. Therefore teachers should know not only various types of games, but also which games to use, when to use them and how to implement them in learning process.

So, games are considered to be a very effective way of learning a foreign language, as they encourage, entertain, teach, and promote fluency of young learners. That is why teachers should pay more attention to few important things regarding the games:

First of all, games should be interesting. They should include visuals, materials, sounds, mime and ought to be clear enough and simple so that children can understand what they are expected to do.

Secondly, games should be designed in such a way that children should be involved actively as much as possible. It is well-known that children learn easily and more quickly if an activity requests their physical involvement.

As young learners may wish to play games purely for fun, teachers, however, should be very careful about choosing games if they want to make them profitable for the learning process. Not all games are appropriate for all pupils irrespective of their age. Different age groups require various topics, materials, and modes of games. Therefore methodologists suggest the following strategies to English teachers of primary schools. While using different games they have:

- to change the games every 5-10 minutes;
- to vary the pace during the lesson, mixing up energetic games with quiet ones;
- to use short games to review vocabulary and phrases they have already taught;
- to make lessons playful and full of physical movement;
- to teach in a relaxed and friendly atmosphere with plenty of encouragement;



- to encourage and support young learners;
- to focus on listening and understanding, building vocabulary and the acquisition of short phrases;

- to concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions;
- to avoid abstract concepts and focus on concrete items that children understand. Games are not just time-filling activities but have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms.

Games have memorizing and communicating stages:

Memorization games (or in memorizing stage) are designed to fix the meaning of the word in the learner's mind and their focus is on accuracy rather than fluency. The games used in this stage are very simple versions of matching, guessing, miming and their aim is to get the learners to remember and to produce the right word.

In Communication games (or in communicating stage) the focus is on successful completion of a goal such as finding a person, solving a puzzle, rather than on correct production of lexis and structures. In this stage, language is less controlled and there is more flexibility and creativity required.

The following games are mostly used in primary language classes: Find someone who, Information Gap games, Puzzle-solving, Miming, Bingo, Listen and do, Guessing, Matching, Board games, Role plays and etc. These games are highly motivating and entertaining, and they can give shy pupils more opportunity to express their opinions and feelings. In addition, using games in teaching foreign languages to young learners lowers affective filter, encourages creative and spontaneous use of language, promotes communicative competence and healthy competition, motivates, fosters whole class participation, reinforces vocabulary, focuses on grammar communicatively and utilizes all four skills. So, the advantages of using games in language-learning can be summed up in nine points, as they:

- are learner-centered and construct a cooperative learning environment.
- create a meaningful context for language use and integrate all linguistic skills;
- increase learning motivation, as well as reduce learning anxiety;
- encourage creative and spontaneous use of language;

In conclusion, we want to say that the use of games in the learning process stimulates verbal communication, promotes the formation of motivation and interest in learning a foreign language.

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