

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАҢЛАР  
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ  
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

# **ХОРАЗМ МАЪМУН АКАДЕМИЯСИ АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

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**THEORETICAL SUBSTANTIATION OF THE USE OF GAME TECHNOLOGIES IN TEACHING LISTENING IN FOREIGN LANGUAGE LESSONS**

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**Annotatsiya.** Ushbu maqolada - o'yin texnologiyalaridan foydalanish asosida o'rta maktabda ingliz tilini tinglashni o'rgatish uchun mashqlar majmuasini nazariy asoslash va amaliy ishlab chiqish masalalari berilgan. Shuningdek, tinglashni o'rgatishda o'yin texnologiyalaridan foydalanish matni yaxshiroq tushunishga yordam berishi, jarayonni samarali va qiziqarli qilishi hamda chet tili testlarini tushunmaslik qo'rquvini yo'q qilishi haqida fikrlar yuritilgan.

**Kalit so'zlar:** tinglash, psixofiziologik mexanizmlar, kommunikativ kompetentsiya, monolog va dialogik nutq, suhbat, ta'lim jarayoni.

**Аннотация.** Целью работы является теоретическое обоснование и практическая разработка комплекса упражнений для обучения аудированию английскому языку в средней школе на основе использования игровых технологий. Мы, также, выдвигаем гипотезу о том, что применение игровых технологий при обучении аудированию способствует большему пониманию текста, делает процесс эффективным и интересным, а также снимает страх непонимания иноязычных тестов.

**Ключевые слова:** аудирование, психофизиологические механизмы, коммуникативная компетентность, монологичная и диалогическая речь, интервью, учебный процесс.

**Abstract.** This article discusses the theoretical substantiation and practical development of a set of exercises for teaching English listening in high school based on the use of gaming technologies. We also hypothesize that the use of gaming technologies in teaching listening contributes to a greater understanding of the text, makes the process effective and interesting, and also removes the fear of not understanding foreign language tests.

**Key words:** listening, psychophysiological mechanisms, communicative competence, monologue and dialogical speech, interview, educational process.

**Introduction:** It is known that mastering speech in a foreign language includes not only the ability to present, reveal your thoughts and thoughts, desires, intentions, goals, but also the ability to understand the speech of other individuals, considering both the process of direct communication and the media. Therefore, among the tasks that secondary schools face in teaching a foreign language is also the task of teaching students to listen and understand a foreign language. Hearing, or listening, is the most difficult process. The main problem is that there is a large gap between transmitted and perceived information. You need to be able to concentrate on information, analyze it and take notes. In this case, psychophysiological mechanisms of perception operate. Listening, as a receptive type of speech activity, requires simultaneous perception and understanding of speech by ear. In this regard, there is an intense work of all mental and mental processes. In the process of academic listening, the student has to make a lot of effort to understand the audio material, as well as to respond to it. Therefore, listening should not be put on the back burner. In the process of teaching children, you need to use audio texts at the initial stage. What will help to further get used to a foreign language environment and adapt to the understanding of a foreign language speech.

**Methods:** Thus, the methods of the work is determined by the following factors:

- the importance of listening skills as a part of communicative competence in order to apply this skill in the conditions of real communicative activity;
- insufficient level of formation of foreign language listening skills among students, associated with a high degree of difficulty in the listening process;
- insufficient theoretical and practical development of the problem of teaching listening at the middle stage.

One of the ways to solve the problem opens up in the use of game technologies in teaching educational listening. Using a playful teaching method is an interesting and effective stage in the orderly process of student learning. The use of this method contributes to the creation of a positive

psychological atmosphere of communication and helps students to see a real means of communication in a foreign language. Game activity in a foreign language lesson organizes the process of communication in this language, in addition, it brings it as close as possible to natural communication. The game develops mental and volitional activity, trains memory, and it develops speech. Game forms of learning make it possible to use all levels of knowledge assimilation: from reproducing activity through transforming to the main goal set - creative search activity. The use of the game method of teaching contributes to the development of the cognitive activity of students in the activity of the language. The following research methods were used to implement the set tasks: theoretical analysis and generalization of literature data; pedagogical supervision; tests, diagnostics of the level of formation of listening skills; analysis of the received data; experiment.

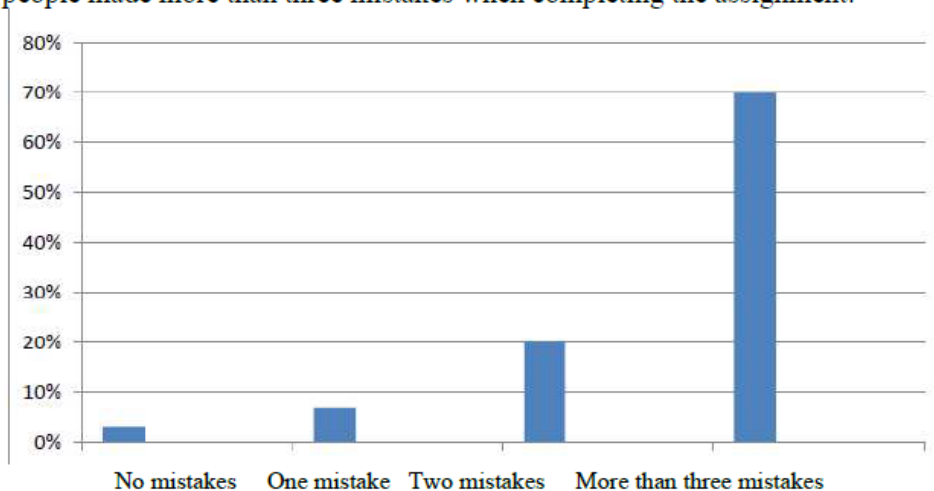
**Results and Analysis:** With the aim of approbation of methodological developments, a study was carried out consisting of three stages: diagnostic, formative, control stage. At the diagnostic stage, entrance testing was carried out to determine the level of formation of students' auditory skills, for further compilation of a set of exercises.

#### Stage 1 - Diagnostic.

Purpose: to assess the level of formation of auditory skills.

Firstly, the students were asked to listen to the audio text and complete assignments to it from the BBC Learning English training site. Entrance testing materials are presented below. This will allow us to identify the level of formation of students' auditory skills and select the appropriate material for a set of exercises. (Annex 1).

The results of the study showed that students have different levels of understanding of the audio material. (Figure 1). A total of 35 students took part in the test. As a result of writing, three of them did not make a single mistake, six people made one mistake, nine people made two mistakes, and seventeen people made more than three mistakes when completing the assignment.



Picture 1. Entry Test Results

#### Stage 2 - Formative

Purpose: development of students' auditory skills through a specially designed system of exercises. We have developed a set of game exercises aimed at developing listening skills. The selection of audio material was made independently, taking into account the age of the students (secondary school) and the stages of the formation of listening skills. Audio material includes fragments of news, songs, monologue and dialogical speech, interviews. The main source of information is the Internet. Each task includes three stages: pre-text, the stage of listening to the text, post-text. Exercises within the system are grouped according to the types of listening: selective, global, detailed. Let's present the results of understanding audio text. And also compare the results that the students had before the start of the study, and which became after listening to a block of audio material and performing the corresponding exercises in a playful way. (Figure 2). After the final testing, five people did the job without mistakes, eight people made one mistake, and eight made more than three mistakes. Fourteen people made two

mistakes, and they represent the largest percentage of all students. Based on this data, more students completed the work with minimal or no errors.

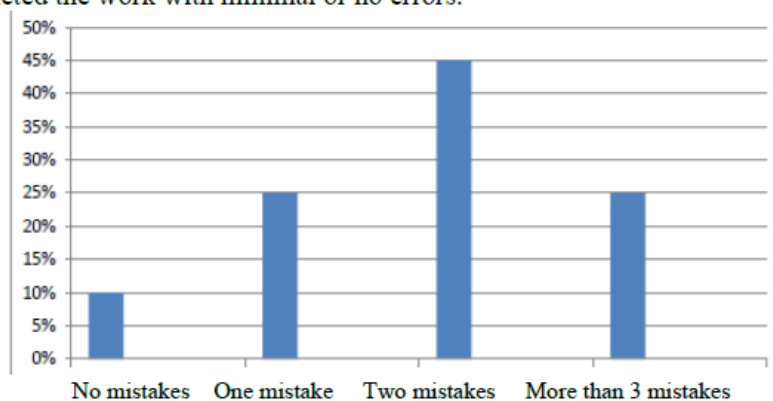


Figure 2. Final test results

We will also present the results of comparative diagrams of research data at the diagnostic and control stages. (see Figure 3)

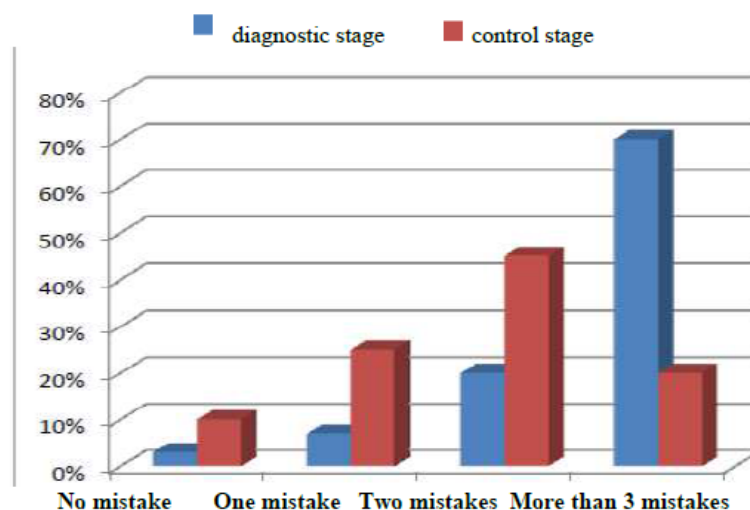


Figure 3. Comparative diagram of research data at the ascertaining and control stages

**Discussion:** Thus, based on the data obtained, after the study, our hypothesis was confirmed. The use of gaming technologies in teaching listening activates the work of students, makes it possible to listen to texts without fear of misunderstanding, makes the learning process interesting and enjoyable, positively affects the assimilation of audio information and increases the effectiveness in the classroom. After using game exercises in the classroom, we can assume, based on personal observations, an increase in the level of motivation for the subject among students. Also, the general attitude towards audio material has changed for the better. The fear of hearing new information is gone. Students have a positive attitude towards text comprehension tasks. They showed a high result, the understanding of the texts increased significantly.

Consequently, we have proven the effectiveness of using gaming technologies in the classroom when teaching listening. We were able to see that play also increases motivation to learn a language, positively attunes to work, liberates student behavior and transforms the educational process, making it more interesting. In schools, students must master types of speech activities. But, as already mentioned, listening is not allocated enough time to achieve the highest level of understanding of a foreign language. We have already mentioned gaming technologies and the effectiveness of their use in the classroom. We also described the principles of using such technologies in the classroom. And then we presented a developed set of exercises that was created for use in the classroom by teachers.

**Conclusion:** When teaching English at school, the main task is to teach the child to understand and speak a foreign language. The use of gaming technology is one of the forms of learning in an interesting and fun way. An informal atmosphere also forms a friendly team, makes it possible to enjoy the educational process.

Listening as a type of speech activity is one of the most difficult processes. The problem of teaching how to understand a foreign language by ear exists in schools when teaching a language. Therefore, there is a development or creation of new methods and technologies that can meet the needs of the time and satisfy the orders of society. Listening is one of the skills tested in exams. Therefore, our task, as teachers, is to teach how to listen to texts, understand them and extract the necessary information. In our work, we have revealed the advantages and proved the effectiveness of the use of gaming technologies in teaching listening in high school. We have achieved the goal set for us, for which we have taken certain steps. It was found that when teaching listening, learning through games brings the greatest effect. the game activates mental activity makes the educational process more attractive and interesting, and the difficulties that arise during training are overcome with the greatest success and ease. For the development of auditory skills in teaching English, we have developed a system of games.

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