ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ ИЛМИЙ АХБОРОТНОМАСИ

НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА

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обучения каждой из них.

В этой научной статье показано использование игровых технологий в улучшении когнитивного развития молодых учащихся с использованием игр в обучении.

Ключевыеслова:аудитория, языковые навыки, развивающие игры, инновационные, соревнования, изучающие иностранные языки, познавательное развитие.

INGLIZ TILI DARSLARIDA O'YINLAR VA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: Maqolada ingliz tili darslarida o'yinlar va innovatsion texnologiyalardan foydalanishga alohida e'tibor qaratilgan bo'lib, to'rtta til ko'nikmalariga qarab belgilanadi: o'qish, yozish, tinglash va gapirish va o'yinlar ularning har birini o'rgatish uchun foydali bo'lishi mumkin.

Kalitso`zlar:sinfxonasi, tilnibilish, o'quvo'yinlari, innovatsion, raqobat, chet tillarini o'rganuvchilar, bilimnir ivojlantirish.

Introduction. The article I am working on the use of games and innovative technologiesinside the classroom and it argues that games can be a good teaching method when teaching foreign languages. It looks at why games should be used as a teaching method and how in order to maximize the positive result on language learning.

Also, this scientific article explains various game categories and it gives an example of at least one game from each category which can be especially good in language teaching.

In addition, the article discusses four areas oflanguage skills: reading, writing, listening and speaking and provides reasons why games can be beneficial for teaching each of them. Last but not least I created 3 new games as an innovative technology that can be utilized inside the language classroom.

Almost everybody loves playing whether they are young or old. From early childhood playing is an enormous part of most children's lives and it plays a full-sizecomponent of their development as well. Children start playing as early as childhood but as they enlarge throughout their childhood they keep playing, and as they grow up and mature the nature of their play changes. When children enter middle childhood (6-12) their play starts to change into games which are different from play in the sense that they are more organized and designed, and they usually include a variation of rules and a detailed objective.When playing most games participants are almost forced into communicating with each other in order for the game to work. The need for communication during games, and the informal setting games make available encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill.

The national curriculum for foreign languages in Iceland emphasizes the importance of learning languages and especially the importance of communication. Because of this fact it is vitally important for teachers to create a positive learning environment, and to try to spark interest amongst their students both in the foreign language and culture because that is important to a successful language learning process.

Main part. Games facilitate accomplish these goals as they help satisfy the requirement of the national curriculum that language learning should be enjoyable for students.

Why games? There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Second, games also play a big part in helping participants build associations, and to feel one and the same. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency.

Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level.

Fourth, language learners need to become familiar with the language in a variety of situations, and games satisfy that need. Foreign language learners also need to be prepared for the experience, keeping an open mind and being interested participants. Again, games make this possible.

Fifth, foreign language learners need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as pleasure, enthusiasm, enjoyment and apprehensionpermit students to feel completely about their learning circumstances and are therefore likely to have a positive consequence on language learning.

Sixth, games are good for shy and low confidence students because they then have the opportunity to speak in front of smaller audiences instead of expressing themselves in front of the whole class. In addition, it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work. A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools. Many participants in that study complainedabout the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school.

Game categories. Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model.

Ingvar Sigurgeirsson has divided games into the following categories: games for dividing

larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games.

Group games. An example of a group game is the game "Fruit basket" which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to "be". One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats.

The one in the middle has to try and "steal" a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit. This game could easily be augmented to suit different situations or to train some other vocabulary just by using other categories of words, for example clothes, names of relatives, or different types of food instead of fruits.

Physical games. An example of a physical game is "Walking the line" where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example "everybody has to walk backwards".

Another example of a physical game could be the game "Simon says", where someone plays Simon and gives the others orders, for example "Simon says jump" or "Simon says clap your hands". I categorize this game as a physical game because of the fact that the Simon's orders are usually physical.

Activities like "Simon says" fits into a teaching method called Total Physical Response (TPR) in which languages is taught by allowing students to observe and take their time to understand the language before having to speak it. TPR is thought to be a good teaching method for learning a foreign language for two reasons. The first one is that it is thought to reduce the stress level of learning a language and therefore making the learning more enjoyable, and the second one is that it resembles the learning of children`s native language, where children are exposed to the language for many months before starting to talk.

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much more rare than it was 10, 15 or 20 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are. Another consequence this change might have is decreased social skills because, according to Piaget, children`s games reflect society and that by playing games children learn many of society`s rules and regulations.

Teaching English to young learners is rapidly growing and the main goal of teaching young learners has become not only to improve young learners' cognitive skills, competency

and culture using different effective innovative ways of teaching, such as playing English games, watching English cartoons or interesting TV programs in order to encourage pupils to use English in real communication, but also have them speak proficiently and independently in various situations. While communicative activities are in progress, the teacher no longer "teaches", she organizes, sets up activities and "monitors" her pupils using different interaction patterns. Thus, knowing the abilities and capabilities of the children of different ages is of vital importance to teach them effectively.

Games as a means of innovative technologies are considered to be a very effective way of learning a foreign language, because game technologies can play a big part in developing children's cognitive skills, as well as, helping them to build relationships and to feel equal. Very often games teach a language which is used in real situations, for example when travelling, shopping, therefore these technologies prepare pupils to the real life. It is easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

The aim of teaching through innovative technologies is not only organize learner-centered learning, but also to accomplish learning through active discovery learning and the role of the teacher is to facilitate learning, rather than direct tuition.

According to Jean Piaget, the first psychologist, who made a systematic study of cognitive development in children, and whose contributions include a stage theory of child cognitive development, "children are born with a very basic mental structure (genetically inherited and evolved)" on which all subsequent learning and knowledge are based".

Young learners' cognitive skill development involves the progressive building of learning skills, such as attention, memory and thinking. These skills enable them to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect. Therefore, as Jean Piaget pointed, teachers should encourage the following within the classroom:

1. They should focus on the process of learning rather than the product of it.

2. They should use active methods (games) that require rediscovering or reconstructing "truths"

3. They should use collaborative, as well as, individual activities (so children can learn from each other)

4. They should devise situations that present useful problems and create disequilibrium in the child

5. They should evaluate the level of the child's development so suitable tasks can be set.

Moreover, in order to improve young learners' cognitive skills various alternative ways of motivation can be used in teaching young learners:

1. In order to be able to impact on children to motivate them, a person should himself keep motivated. A teacher is a role model for the children and children repeat what their teacher does in the class.

2. The second way is to encourage them time by time. Children are keen on praise, nonetheless, sometimes they are lack of self-confidence. If you want them to regard you and be inspired in your class, you need to show them a mass of positive attention.

3. Children are energetic and sometimes they don't even cognize that they are learning if they are taking pleasure of playing games. If we compare the situation which children are stuck with

the worksheets and the situation which they are involved with English games, the latter one seems to be more intriguing and efficient as well.

4. Children are mostly kinesthetic learners and they may simply get bored sitting in one place for a long time. Getting children to move from a place to another one and changing their places keep them industrious.

5. Children are inclined to communicate with those who are pleasant to talk to because they feel safe and cared. When a child asks for sweets and gets a response from the other person, he learns that communication is a useful way to get the needs met. Spontaneously, teacher and the pupil use words and exchange ideas in context.

Games, as a means of innovative technologies and communication, 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, as they:
- can lower anxiety,
- are highly motivating and entertaining,
- can give shy pupils more opportunity to express their opinions and feelings,
- enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson,
- encourage, entertain, teach, and promote fluency.

Conclusion. Pupils may wish to play games purely for fun, but teachers need reasons that are more convincing. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or program and how, more specifically, dissimilar games will advantage pupils in different ways, because if games are to bring desired results, they must correspond to either the pupil's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all pupils irrespective of their age. Different age groups require various topics, materials, and modes of games.

We want to say that thesettlement of game technologies in improving young learners' cognitive development are great not only for learners but also for teachers, because using games in teaching:
- lowers affective filter, motivates;
- encourages creative and spontaneous use of language, promotes communicative competence;
- focuses on grammar communicatively, reinforces vocabulary, utilizes all four skills;
   - builds class cohesion, fosters whole class participation, promotes healthy competition.

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"ТЎРТ УЛУС ТАРИХИ"ДА ТАРИХИЙ РИВОЯТЛАР ТАҲЛИЛИ

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Аннотация. Мазкур мақолада Мирзо Улугбекнинг "Тўрт улус тарихи" асарида келтирилган тарихий ривоятлар таҳлил этилган. Тарихий насрда ривоят жанрининг ўрни белгиланган. Асардаги ривоятлар тасниф қилинган. Тарихий ривоятнинг ўзига хос томонлари пайғамбарлар тўғрисидаги "зикри" орқали очиб берилган. "Тўрт улус тарихи"да пайғамбарлар зикрида бу жанрнинг адабий хусусиятлари ёритилган.

Калит сўзлар: тарихий наср, "Тўрт улус тарихи", тарихий ривоят, пайғамбарлар, зикри, таҳлил.

АНАЛИЗ ИСТОРИЧЕСКИХ ЛЕГЕНД В "ИСТОРИИ ЧЕТЫРЕХ НАРОДОВ"

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Аннотации. В статье анализируются исторические легенды в «Истории четырех народов» Мирзо Улугбека. Определено место повествовательного жанра в исторической прозе. Легенды в произведении засекречены. Особенности исторического повествования раскрываются через «зикр» пророков. В «Истории четырех народов» описаны литературные особенности этого жанра в память о пророках.

Ключевые слова: историческая проза, «История четырех народов», историческое повествование, пророки, зикр, анализ.

ФИЛОЛОГИЯ ФАНЛАРИ
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