

# TURKEY

INTERNATIONAL SCIENTIFIC  
ONLINE CONFERENCE

## DEVELOPMENT OF PEDAGOGICAL TECHNOLOGIES IN MODERN SCIENCES





DEVELOPMENT OF PEDAGOGICAL TECHNOLOGIES IN  
MODERN SCIENCES

International scientific-online conference



**WOC**

WORLD  
ONLINE  
CONFERENCES



**TURKISH** International Scientific  
Online Conference:

«**DEVELOPMENT OF PEDAGOGICAL  
TECHNOLOGIES IN MODERN SCIENCES**»

A collection of articles by Central Asian scholars  
Issue 7, Part 1

Indexed databases:



May 25, 2024

[woconf.com](http://woconf.com)





**DEVELOPMENT OF PEDAGOGICAL TECHNOLOGIES IN MODERN SCIENCES:** a collection scientific works of the International scientific conference (25th May, 2024) – Istanbul, Turkey: «AID», 2024. Part 1.

**Languages of publication:** Polish, Russian, English, Maldaski, Kazaqsha, o'zbek, limba rombnă, Kyrgyz tili, Հայերեն

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**DEVELOPMENT OF PEDAGOGICAL TECHNOLOGIES IN MODERN SCIENCES**». Which took place in Istanbul on May 25, 2024.

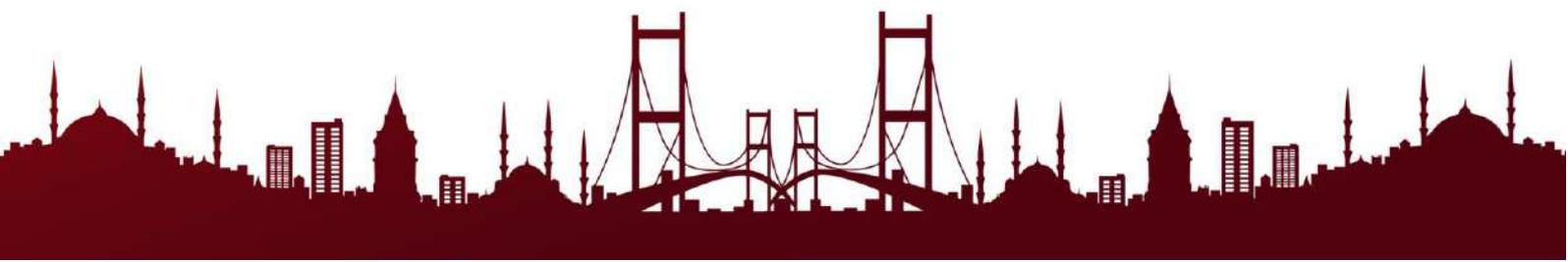
Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

© «AID», 2024

© Authors, 2024



	<b>Almosova Shahnoza</b>	
26.	EVOLUTION OF COOPERATION OF STATES IN THE FIGHT AGAINST TRANSNATIONAL CRIME IN THE FIELD OF INFORMATION TECHNOLOGIES <b>Jonuzokova Yulduz</b>	140
27.	SIMILARITIES AND DIFFERENCES OF GENDER IN ENGLISH AND UZBEK LANGUAGES <b>Hasanova Xurshidabonu Bahtiyarovna, Karimova Marjona Bahriddinovna</b>	143
28.	DIRECTIONS FOR IMPROVING UNDERWRITING PROCESSES IN COMMERCIAL BANKS <b>Bobojonov Khursand Kadamovich</b>	147
29.	MAKTABGACHA YOSHDAGI TARBIYALANUVCHILARNING PSIXOLOGIK RIVOJLANISHIDA O'YIN FAOLIYATINI TASHKIL ETISH IMKONIYATLARI <b>Fayzilloyeva Maxliyo Mustafoyevna</b>	151
30.	MILK AND MILK PRODUCTS PROCESSING TECHNOLOGY. <b>Turakulov Mamaraym, Ungarov Azizbek, Qabulov Ibrohim, Suyunov Mirodil</b>	157
31.	TASKS AND METHODS OF RESEARCH OF PRODUCTIVE DEVELOPMENT OF ECOLOGICAL CULTURE OF SCHOOL EDUCATION <b>Obdova Gulmira Kuzibaevna</b>	162
32.	THE ROLE OF THE RUSSIAN LANGUAGE IN IMPROVING THE LEVEL OF HUMANITARIAN TRAINING OF SPECIALISTS OF TECHNICAL UNIVERSITIES. <b>Sirajitdinova Nargiza Usmanalievna</b>	166
33.	THE BENEFITS OF INCORPORATING GAMES AND PLAY IN LANGUAGE LEARNING <b>Ruziyeva Nafisa Zarifovna, Shaxnoza Maxmudova Kadam kizi</b>	172
34.	ПРОФИЛАКТИКА ИНСПЕКТОРИНИНГ ВОЯГА ЕТМАГАНЛАРГА САЛБИЙ ТАЪСИР КЎРСАТУВЧИ ИЖТИМОЙ ИЛЛАТЛАРНИНГ ОЛДИНИ ОЛИШ ФАОЛИЯТИ БЎЙИЧА АЙРИМ ФИКРЛАР <b>Нарзиев Шахзодбек Зойирович, Ақромов Нодирбек Баҳромжон ўғли</b>	177
35.	ИЧКИ ИШЛАР ОРГАНЛАРИ ТАЯНЧ ПУНКТЛАРИ НЕГИЗИДА ҲАМКОРЛИКНИ ҲУҚУҚИЙ ТАЪМИНЛАШНИ ТАШКИЛ ЭТИШ <b>Нарзиев Шахзодбек Зойирович, Омонов Нуъмонжон Ўткир ўғли</b>	184



## THE BENEFITS OF INCORPORATING GAMES AND PLAY IN LANGUAGE LEARNING

**Ruziyeva Nafisa Zarifovna**

PhD teacher

of Bukhara State University

**Shaxnoza Maxmudova Kadam kizi**

4th grade Student

of Bukhara State University

<https://doi.org/10.5281/zenodo.11315489>

**Abstract:** In current years, the integration of games and play in language studying has received traction as an wonderful and attractive approach to beautify skill ability in a 2nd language. This article explores the advantages of incorporating games and plays in language getting to know and provides insights into how these techniques can be utilized to enhance language acquisition.

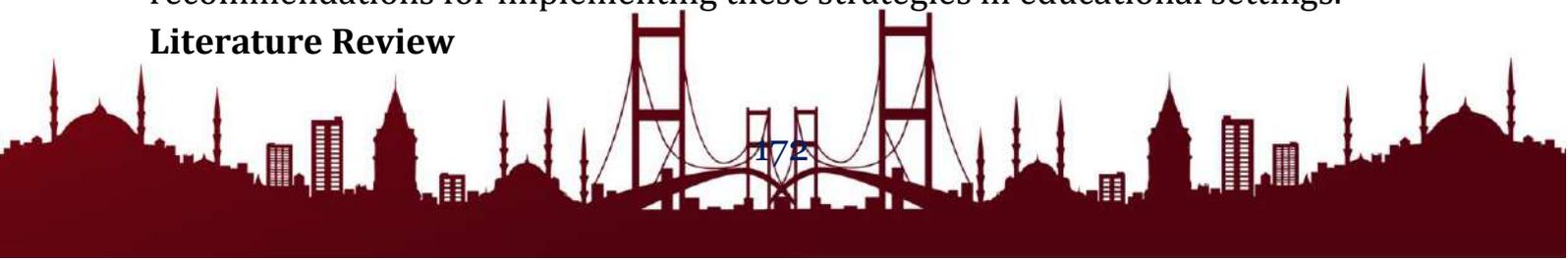
**Keywords:** games, play, language studying, approach, language acquisition

### Introduction

Language learning has traditionally been associated with textbooks, drills, and memorization. However, recent research has shown that incorporating games and play into language learning can have numerous benefits for learners. This article aims to explore the advantages of using games and play in language learning, focusing on how these methods can develop motivation and interaction.

Games are student-focused activities requiring active involvement of learners. Learners and teachers change their role and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning. From an instructional viewpoint, creating a meaningful context for language use is another advantage that games present. By using games, teachers can create contexts which enable unconscious learning because learner's attention is on the message, not on the language. Therefore, when they completely focus on a game an activity, students acquire language in the same way that they they acquire their mother tongue, that is, without being aware of it. This article aims to explore the benefits of using games and play in language learning and provide recommendations for implementing these strategies in educational settings.

### Literature Review



One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum. However, because of the limitations of the syllabus, games often cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English proficiency of the target language.

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real world. Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

### **Methods**

To inspect the benefits of incorporating games and play in language learning, a meta-analysis of existing research studies was once conducted. Relevant tutorial databases were searched for articles that centered on the use of games in language education. Studies that stated on the effectiveness of language games in improving vocabulary, grammar, pronunciation, and cultural competence had been blanketed in the analysis. Data extraction and synthesis had been carried out to become aware of common topics and findings across the studies.

### **Discussion**

The meta-analysis revealed consistent proof assisting the advantages of the use of games and play in language learning. Learners who engaged in language video games established upgrades in vocabulary retention, grammar accuracy, and oral fluency in contrast to these who acquired normal instruction. Games that integrated factors of competition, role-playing, storytelling, and problem-solving had been located to be particularly effective in merchandising language acquisition. Furthermore, inexperienced persons mentioned greater stages of

motivation, engagement, and enjoyment when collaborating in language games, main to multiplied willingness to exercise and communicate in the goal language.

The consequences advise that video games and play can serve as valuable tools for language educators to enhance the getting to know trip and effects of their students. By integrating video games into language lessons, educators can create dynamic and interactive getting to know environments that cater to numerous learning styles and preferences. Moreover, video games can be used to address unique language learning objectives, such as vocabulary expansion, grammar practice, speaking practice, and cultural immersion. The findings underscore the significance of incorporating games and play as pedagogical techniques in language education to foster holistic language development and tutorial success..

### **Conclusion**

The findings of the present study demonstrate that games are effective as energizers and educational tools that can provide enjoyment, pleasure, passionate involvement, structure, and motivation among other benefits; the researchers supported the trend towards using them as short warm-ups.

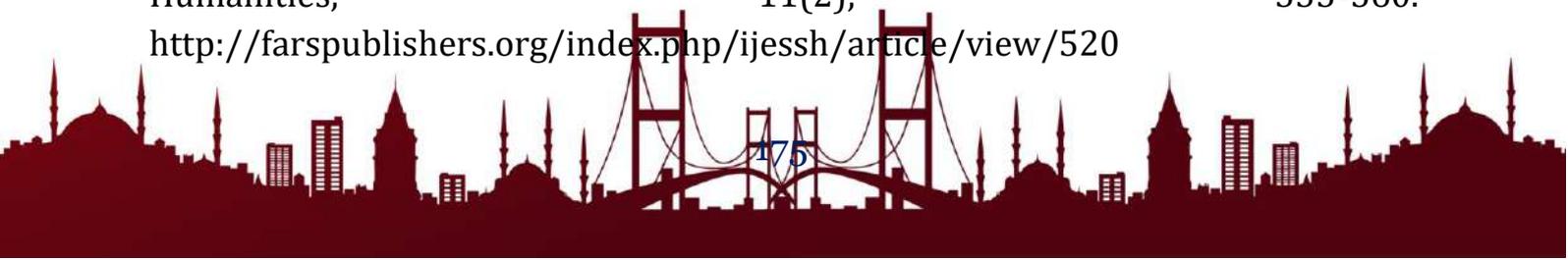
When learning exercises are held alongside games, instruction is assisted, and increases foreign languages students' achievement. Moreover, if English language is practiced with the help of games, the achievement of the learners can be higher than that from traditional education. This is a strong invitation for teachers to refer to games while teaching difficult tasks so as to maintain an interesting teaching environment.

### **References:**

1. Bransford, J. D., Brown, A., & Cocking, R. (1999). How people learn: Brain, mind, experience and school. Washington, DC: National Academy Press.
2. Clark, D., Tanner-Smith, E. & Killingsworth, S. (2013). Digital Games for Learning: A Systematic Review and Meta-Analysis. Retrieved from <http://www.sri.com/sites/default/files/brochures/digital-games-forlearning-brief.pdf>
3. de Freitas, S. & Neumann, T. (2009). Pedagogic strategies supporting the use of Synchronous Audiographic Conferencing: A review of the literature. *British Journal of Educational Technology*, 40(6), 980-998.
4. Eseryel, D., Ifenthaler, D., & Ge, X. (2011). Alternative assessment strategies for complex problem solving in gamebased learning environments. In D. Ifenthaler et al. (eds.), *Multiple Perspectives on Problem Solving and Learning in the Digital Age*, 159-178.



5. Rasulov Zubaydullo Izomovich. (2022). On the Basis of Information-Discursive Analysis. Indonesian Journal of Innovation Studies, 18. <https://doi.org/10.21070/ijins.v18i.621>
6. Rasulov , Z. (2023). LISONIY TEJAMKORLIKNING AXBOROT IFODASIDAGI ORTIQCHALIKKA MUNOSABATI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 42(42). извлечено от [https://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/10944](https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10944)
7. Rasulov, Z. I. (2023). THE NOTION OF NON-EQUIVALENT WORDS AND REALIAS IN ENGLISH AND UZBEK LANGUAGES. Finland International Scientific Journal of Education, Social Science & Humanities, 11(6), 35-40.
8. Rasulov , Z. (2023). Принцип когнитивной экономии как важный фактор в передаче информации. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 42(42). извлечено от [https://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/10954](https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10954)
9. Erkinovna, Y. F. . (2023). Four Current Approaches to Politeness. Best Journal of Innovation in Science, Research and Development, 2(6), 250–255. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/321>
10. Erkinovna , Y. F. . (2023). Grice’s Conversational Maxims in Our Everyday Life. Miasto Przyszłości, 32, 151–154. Retrieved from <http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1118>
11. Erkinovna, Y. F. . (2023). Expression of the Modesty Maxim in English. Best Journal of Innovation in Science, Research and Development, 2(6), 333–336. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/338>
12. Yuldasheva Feruza Erkinovna. (2023). Cross-Cultural Variation and Distribution of Politeness Strategies . American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(8), 31–34. Retrieved from <http://grnjournal.us/index.php/STEM/article/view/864>
13. Abdullayeva, G. (2022). LEARNERS’PSYCHOLOGY AS ONE OF THE MAIN ISSUES INFLUENCING LANGUAGE LEARNING PROCESS. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 11(11). [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/download/6321/40](http://journal.buxdu.uz/index.php/journals_buxdu/article/download/6321/40) 13
14. Abdullayeva, G. G. (2023). LANGUAGE LEARNING AND PSYCHOLOGY. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 555-560. <http://farspublishers.org/index.php/ijessh/article/view/520>



15. Abdullayeva, G. G. . (2023). Ways of Motivating Young Learners in EFL Classroom. Miasto Przyszłości, 32, 122–124.  
<http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1109>

