



Specificity of Using Educational Games in German Language Learning Lessons

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Abstract: *Foreign language teaching is teaching communication through communication, and learning activity in foreign language classes is the interaction of teacher and students with each other. Learning a foreign language should not be a boring and routine activity, but an interesting journey into an unexplored world where everyone can feel himself a discoverer and reveal his creative abilities. With this in mind, success in learning is ensured not only by following the methodological systems defined in the teaching and methodical sets, but also by a creative approach to their implementation, for example, the development of thinking skills, speech activity, creative abilities and the manifestation of abilities, which, in turn, allows to conduct rational work, to form in students the need for learning. An important condition for successful foreign language teaching is to create a comfortable atmosphere in the classroom, which is achieved by using additional materials, for example, various game technologies. Teachers turn to practical games for most students to relieve fatigue and use them only for relaxation. But games also have great educational potential. Therefore, it is very important to study and practice this topic.*

Keywords: *lexical games, phonetic games, spelling games, creative games, auditory games.*

Play, called *das Spiel* in German, is a specially organised activity that requires emotional and mental energy. Play involves decision making, willingness to work. The game sharpens the mental activity of the players. Everyone is equal in the game. It is suitable even for students with learning disabilities. Resourcefulness and ingenuity in the game is sometimes more important than knowledge of the subject. The feeling of equality, the atmosphere of joy, the feeling of fulfilment of tasks - all this allows to overcome shyness, which prevents the free use of foreign language words in speech and favourably influences educational results. In many cases, language material is learnt imperceptibly and there is a sense of satisfaction.

A play is a small situation, similar to a dramatic work, with its own plot, conflicts and characters. In the course of a play, the situation is replayed several times and each time in a new way.

Game situations are real life situations and its realisation has its own contradictions. The main conflict is competition, the desire to win, mobilisation of the player's mind and strength, creating an atmosphere of tension. Despite the specific conditions of the game and limited language material, there is an element of surprise in the game. The game is characterised by the immediacy of speech. That is, the game is a situational and variation exercise, which creates an opportunity to repeatedly repeat the speech pattern.

Games help to solve important methodological tasks:

- forms psychological preparation for oral communication;
- provides a natural need for repetition of language material;

- teaches students to choose the right speech variant. In general, it prepares students for situational and spontaneous speech.

German language classes also include preparatory (grammatical, lexical, phonetic, orthographic) and creative types of games. Preparatory games are used as training exercises at the initial and subsequent reinforcement stage. Creative games have the feature of further development of speech skills.

The role of games in the lesson and the time allocated to the game depends on a number of factors:

- Student learning;
- the material learnt;
- the specific purpose and conditions of the lesson.

If the game is used as a learning exercise in initial training, 20-25 minutes of the lesson can be allocated to it. Later on, the game can be played for 3-5 minutes and will serve as a repetition of the learnt material, as well as a break in the lesson. The same game can be used at different stages of the lesson. All this depends on the specific conditions of students' work.

The purpose of preparatory games is to form speech skills:

- grammatical games help students to use speech forms containing certain grammatical difficulties, create a situation for using a given speech pattern, develop students' speech activity and independence.
- lexical games teach pupils to use vocabulary in situations close to the natural environment, activate pupils' speech thinking, develop speech reactions, familiarise pupils with word comparison.
- phonetic games teach students how to pronounce foreign sounds, teach them to recite poems loudly and accurately, and study them for role-playing games.
- Spelling games are aimed at practising the spelling of German words.

Creative games aim to develop speech skills:

- listening games - help to achieve the following listening objectives:
- teaching students to understand the meaning of a single sentence;
- teaching students to recognise the main content of an information stream;
- teaching students to recognise individual speech patterns and word combinations in a stream of speech;
- developing students' auditory memory;
- development of auditory response.

A series of listening games should be conducted using sound. It is important that the audio recording and the teacher's speech are played at a natural pace and presented once. Otherwise they lose their meaning.

Speech games fulfil the following tasks:

- teaches students the ability to express thoughts in a logical sequence;
- teaches students to acquire and practically and creatively use the acquired speech skills and speech reactions in the process of communication.

A German lesson is not only a game. But in many cases, the trust and ease of communication between teacher and students is due to the game environment. With the help of a game, the teacher encourages students to have serious conversations and discuss any real-life situations. The game

contributes to the development of cognitive activities of German language learners. Possesses an ethical principle, makes sure that the work is done in a fun and creative way.

Language games include phonetic games such as "I hear - I don't hear", "What word sounds like?" and "What word sounds like?"

Examples of lexical games are "Word", "Sound Picture", "Storytelling through Drawing". The purpose here, of course, is to activate the studied vocabulary, to develop the skills of dialogic speech.

Examples of grammar games are "Modal Verbs", "Ball Game", "Cubes" for automating the use of modal verbs in oral speech, automating the use of verb forms and constructions in oral speech.

The main task of the group of game exercises for work with lexico-grammatical material is to organise intensive independent work at the lesson to manage students' learning and cognitive activity and to form their lexical and grammatical skills, as well as to master the rules. use of a certain language. For example, the purpose of the game "Remember things" is to memorise and control vocabulary.

In turn, there are psychological games that teach the skills of lexical and grammatical design of speech utterances. The main tasks of psychological games in teaching a foreign language are to create in pupils an internal view necessary to represent a certain situation in the lesson, as well as intensive training in the use of the learnt lexical and grammatical material. The aim of the game "Forest", for example, is the formation of lexical skills on the material of the thematic group of words.

The educational potential of games for pupils as a means of forming lexical skills in young children has been known for a long time. In the game, the abilities of a person, in particular of a pupil, manifest themselves especially fully and sometimes unexpectedly. The game is an integral part of the activity of junior schoolchildren, and with its help the effectiveness and communicative orientation of teaching a foreign language as a means of learning is increased.

It is known that primary school age is the most favourable for learning a foreign language. Natural curiosity, high ability to imitate, plasticity of the natural mechanism of language acquisition, the need to learn new things are very favourable factors for successful acquisition of a foreign language. At the same time, unstable attention, impulsive behaviour and increased fatigue can complicate the process of acquiring language skills and the formation of speech skills and competences.

The game as "requiring emotional and mental tension, especially organisational activity" allows successfully solving important methodological and psychological tasks, for example:

- to create children's psychological readiness for speech activity and communication;
- to provide their natural need to repeat language material many times;
- to teach students to choose the right speech variant, which consists in preparing them for situational spontaneous speech;
- relieving fatigue and tension.

Thus, the game form of lessons helps young pupils to avoid additional loads and creates conditions for lasting assimilation of language material in a natural environment.

The game exercises may differ in purpose, content, ways of organising them, material equipment, number of participants, etc.

They can be used to solve any task (improvement of phonetic, grammatical, lexical, spelling skills) or a number of tasks: formation of speech skills, observation, attention, development of creative abilities, etc.

M.F. Stronin divides educational games into preparatory (grammatical, lexical, spelling, phonetic, games for learning reading rules) and creative (listening and speaking) by aspects of language. [3].

L.G. In Denisova's classification, apart from the above mentioned types of learning games, the author adds role-playing games or "dramatisations" [2]. All types of learning games used in teaching students a foreign language are of great importance [All types of educational games used in teaching students a foreign language are of great importance. They have specific goals and can be used at different stages of language acquisition and formation of speaking skills.

Lexical games help to memorise lexical units, teach students to use vocabulary in situations close to the natural environment, develop students' speech response, familiarise them with the comparison of words, that is, they serve the formation of solid lexical skills.

At the initial stage of activation and learning game techniques "Imagine", "Find a word", "Dominoes", "Pantomime" help to acquaint and activate a large number of lexical units, to reveal emotional and personal reserves of the learner, not only in all kinds of lexical games, allowing to bring the learning process closer to the natural environment, but also emotionally positive. A very promising idea can be the use of educational games not only in the process of lexical skills formation at all stages of foreign language teaching, but also during the whole period of teaching junior pupils.

However, it should be noted that games cannot replace systematic teaching and intensive training. The teacher should use them moderately, in accordance with the purpose, and also remember that the game is one of the various means of teaching foreign languages to junior schoolchildren.

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