

**GAME MODELING AND EFFECTIVENESS OF USING
COMPUTER GAMES IN TEACHING VOCABULARY AT HIGH
SCHOOL**

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Abstract: *For effective organization of foreign language teaching it is necessary to pay attention to educational and cognitive motivation students, the desire to learn new things, to search for information. The emergence and maintenance of cognitive needs among students at high school is associated with the use of gaming technologies, emotional methods of organizing a lesson.*

Key words: *Language teaching, information, foreign language, lexical games, educational games, vocabulary*

Today, the educational sphere of society has undergone significant changes. In this regard, in teaching a foreign language there is a need for some transformations in order for graduates to meet the requirements modern society and state and were competitive in the labor market [2].

The main task of teaching a foreign language at the main stage is the formation of lexical skills. The use of lexical games when teaching a foreign language contributes to the development of cognitive activity and creative abilities of students, which in turn provides an opportunity for searching and processing necessary information.

Thus, it is advisable to use educational games in foreign language lessons for schoolchildren, since games are a certain modeling activity that promotes the development of interest, attentiveness, and resourcefulness. Game modeling of the educational process is understood as the use of games, which are specific exercises in which the possibilities of repeating a speech pattern with the corresponding signs of purposefulness and surprise are determined [5].

So it is important to organize the learning process as a game as it is a special kind of activity, which gets its heyday in childhood and accompanies a person throughout his or her life. The game not only satisfies the basic needs of the child, but it is also one of the effective means of teaching a foreign language. Researchers note that during the game there is simultaneous interaction of the child's subconscious, mind and imagination. Feeling of equality provides children with an atmosphere of interest and inspiration during the game. And it gives the opportunity to overcome the feeling of uncertainty in using foreign language vocabulary in speech [3].

In most cases the fundamental motivation for learning is game, and it does not matter their age. When organizing the educational process through application of game modeling in foreign language lessons the following requirements must be taken into account:

- in conducting gaming activities, the stages of the game must be clearly organized and analyzed so that, at the time of implementation, students understood their role;
- the game process contributes to the development of new knowledge in students;
- when conducting the game, students could freely use new vocabulary;
- games should evoke only positive emotions;
- the use of the game is aimed at developing lexical abilities of students

The game develops in students the ability to quickly make decisions and improves their mental activity without requiring emotional stress. So nowadays we can easily find interactive educational resources with games on the internet. For example, *Plickers* is a convenient application for lightning-fast assessment of students' knowledge right in the classroom.

One of the effective learning resource is *Quizlet*. By using this service, teachers and students can practice foreign language when preparing test for a lesson or use Quizlet at the main part of the lesson when studying or checking vocabulary tasks and module.

Another useful application is *Classtime*. This is a tool for teachers, which helps to instantly assess the progress of the class and each student individually. Classtime allows you to create interactive lessons using different types of questions, beautiful formulas, images and Youtube videos, team games and puzzles.

It is worth noting the *Kahoot* application for the development of educational projects. You can use it to create a test, survey, educational game, or organize a knowledge marathon.

All above mentioned games are the most effective and prevalent nowadays and including these games during the lessons helps teachers to make their students more active. Such games increase the active vocabulary only due to mechanical introduction of new vocabulary. And games with communicative vocabulary focus through the creative use of already learned vocabulary in new contexts [1].

Thus, in the course of a comparative analysis of lexical games, we come to the following conclusion. For maximum optimization of learning processes English language it is logical to initially use lexical games to expand vocabulary in order to introduce the student new lexical units.

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