

MOTIVATIONAL GAMES FOR FOREIGN LANGUAGES TEACHING

Iminova Muslima Akmaljon qizi

*4th year student of foreign language faculty
in Fergana State University*

Abstract. *A useful method for teaching foreign languages is the use of motivational games, which make learning engaging and participatory. They increase students' confidence and excitement by giving them the chance to practice vocabulary, grammar, and communication skills in a fun and encouraging setting. A variety of learning styles are accommodated and active engagement is encouraged through activities including word games, role-playing, linguistic charades, and digital interactive tools. Using real-world scenarios, competition, and prizes, these games produce an engaging and unforgettable educational experience. Furthermore, they improve teamwork, critical thinking, and cultural awareness, which helps students grow socially and linguistically. This method makes learning a language a fun and significant experience.*

Keywords: *gaming in language teaching, computer games, gaming technologies, motivation, motivational games, language skills, vocabulary-building games, traditional teaching methods.*

Annotatsiya: *Chet tillarini o'rgatishning foydali usuli - bu o'rganishni qiziqarli va faol qiladigan motivatsion o'yinlardan foydalanish. Ular qiziqarli va rag'batlantiruvchi muhitda lug'at, grammatika va muloqot ko'nikmalarini mashq qilish imkoniyatini berib, o'quvchilarning ishonchi va hayajonini oshiradi. Turli xil ta'lim uslublari moslashtiriladi va faol ishtirok so'z o'yinlari, rolli o'yinlar, lingvistik charades va raqamli interfaol vositalar orqali rag'batlantiriladi. Haqiqiy stsenariylar, musobaqalar va sovrinlar yordamida ushbu o'yinlar qiziqarli va unutilmas ta'lim tajribasini yaratadi. Bundan tashqari, ular jamoaviy ish, tanqidiy fikrlash va madaniy xabardorlikni yaxshilaydi, bu esa talabalarning ijtimoiy va lingvistik jihatdan o'sishiga yordam beradi. Ushbu usul tilni o'rganishni qiziqarli va muhim tajribaga aylantiradi.*

Kalit so'zlar: *til o'rgatishda o'yinlar, kompyuter o'yinlari, o'yin texnologiyalari, motivatsiya, motivatsion o'yinlar, til ko'nikmalari, lug'at o'stirish o'yinlari, an'anaviy o'qitish usullari.*

Аннотация: *Полезным методом обучения иностранным языкам является использование мотивационных игр, которые делают обучение увлекательным и интерактивным. Они повышают уверенность и воодушевление учащихся, давая им возможность попрактиковаться в словарном запасе, грамматике и коммуникативных навыках в веселой и воодушевляющей обстановке. Применяются различные стили обучения, и активное участие поощряется посредством таких занятий, как словесные игры, ролевые игры, лингвистические шарады и цифровые интерактивные инструменты. Используя реальные сценарии, соревнования и призы,*

эти игры создают увлекательный и незабываемый образовательный опыт. Кроме того, они улучшают командную работу, критическое мышление и культурную осведомленность, что помогает учащимся расти в социальном и языковом плане. Этот метод превращает изучение языка в увлекательное и значимое занятие.

Ключевые слова: *игры в обучении языку, компьютерные игры, игровые технологии, мотивация, мотивационные игры, языковые навыки, игры по формированию словарного запаса, традиционные методы обучения.*

INTRODUCTION

Motivational games are a great way to add fun, interaction, and engagement to learning a foreign language. These games turn conventional teaching strategies into engaging exercises that encourage students' active engagement and excitement. They offer a productive method of honing vocabulary, grammar, pronunciation, and conversational abilities in a laid-back and encouraging environment by combining enjoyment, competition, and collaboration. Games that improve cognitive abilities and boost learners' confidence in their ability to use the language include charades, role-playing, word puzzles, and trivia. They make the lessons inclusive and accessible to all pupils by accommodating a variety of learning styles. Additionally, motivational games have the ability to incorporate cultural aspects of the language, providing pupils with important background and tradition knowledge. Students of all ages and skill levels benefit from these games, which make language learning fun and memorable whether used in traditional classroom settings or online.

METHODOLOGY

Motivational games are used in foreign language instruction according to a methodical process that combines interactive learning opportunities with educational goals to increase student interest and language proficiency. To ensure that all students can participate fully, teachers first evaluate their language skills and learning preferences before selecting games that are appropriate and productive for the class. The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. Actually, it is often used to describe certain sorts of behaviour. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behaviour.¹⁷ The games are then chosen according to the particular language skills that are being worked on, including conversational practice, grammar, vocabulary, or listening comprehension. For instance, vocabulary-building games like word associations or flashcards can help students increase their vocabulary, while role-playing exercises provide them the chance to practice speaking in authentic situations. To make sure the game goes well and that the children understand

¹⁷Good, T.L. and Brophy, J.E. 1994. Looking in classrooms. 6 th edition. New York: HarperCollins

the rules, the teacher sets expectations, clarifies the objectives, and gives clear directions. The teacher assists the pupils during the task, providing direction and feedback as required. Reflection is crucial after the game. Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.¹⁸ Instructors should guide conversations regarding the task, offer comments on how well students performed, and restate the learning goals. Students can keep track of their progress and stay motivated with the help of this reflection. Regular evaluations should also be utilized to ascertain how well the games help players reach the intended language proficiency objectives.

DISCUSSION AND RESULTS

Motivational games have been shown to significantly enhance the language learning process, making it more engaging and effective. These games encourage students to actively participate and practice language skills in a stress-free setting by including entertaining and engaging features. When learning is combined with fun activities, kids are more likely to retain linguistic skills, according to research and classroom experiences. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners.¹⁹ Through repetition and active participation, immersive experiences created by games like word puzzles, role-playing, and vocabulary challenges aid learners in solidifying new vocabulary and grammar structures. An important outcome of utilizing motivating games is that students become more motivated and enthusiastic about learning. Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc... Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality.²⁰ Traditional language classes are boring to many pupils, which might cause them to lose interest. On the other hand, when games are added, they foster a spirit of friendly competition and excitement that motivates effort and participation. Students consequently feel more comfortable speaking the language in written assignments or discussions in everyday contexts. Furthermore, games offer chances for social contact, promoting peer cooperation and communication. This fosters collaboration and peer learning in addition to language practice. Since our schools are equipped with various audio visual materials such as cassette recorders, videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening, while we need to include a

¹⁸ Ushioda, E. 1997. The role of motivational thinking in autonomous language Learning. In Little, D. and Voss, B. (Eds.). *Language centres: Planning for the new millennium*. Plymouth: University of Plymouth, CERCLES, Centre for Modern Languages, pp. 39-50

¹⁹ Little, D. 1991. *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik

²⁰ Philip Morgan. *Motivation and emotion*. New York. 2001y

computer in any e-lesson or a lesson about designing a website or an internet page about your school.²¹ Students frequently feel more at ease making mistakes in a game environment, which lowers anxiety and boosts self-esteem. Regular language game play has been linked to quantifiable outcomes, such as increased fluency, faster vocabulary learning, and better language retention. However, careful implementation is necessary for these games to be effective. To accomplish the intended learning outcomes, games should adjust to students' skill levels and be in line with the instructional objectives. All things considered, motivational games are a strong instrument for improving language learning in an entertaining way.

CONCLUSION

To sum up, motivational games are essential for improving the experience of learning a foreign language since they make it more engaging, fun, and efficient. Students can practice important language skills including vocabulary, grammar, pronunciation, and communication in an enjoyable and relaxed setting with these games. They encourage pupils to actively participate by including enjoyment and competition, which lessens the boredom that is sometimes connected to traditional teaching methods. Furthermore, games strengthen social language abilities and promote peer cooperation and communication, creating a feeling of community. Additionally, learners are better able to comprehend the meaning and usage of the language when cultural factors are incorporated into games. Motivational games can dramatically improve retention, fluency, and general language competency when they are carefully selected to match learning objectives and customized to students' skill levels. All things considered, motivational games provide an engaging and successful method of teaching foreign languages to students of all ages and ability levels.

REFERENCE:

1. Good, T.L. and Brophy, J.E. 1994. Looking in classrooms. 6 th edition. New York: HarperCollins
2. Ushioda, E. 1997. The role of motivational thinking in autonomous language Learning. In Little, D. and Voss, B. (Eds.). Language centres: Planning for the new millennium. Plymouth: University of Plymouth, CERCLES, Centre for Modern Languages, pp. 39-50
3. Little, D. 1991. Learner autonomy 1: Definitions, issues and problems. Dublin: Authentik
4. Philip Morgan. Motivation and emotion. New York. 2001y
5. Rogers, C. 1991. On becoming a person. Boston, MA: Houghton Mifflin

²¹ Rogers, C. 1991. On becoming a person. Boston, MA: Houghton Mifflin