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KICHIK MAKTAB YOSHIDAGI BOLALARGA XORIJIY TILNI O‘YIN ORQALI O‘RGATISHNING SAMARALI USULLARI

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Annotatsiya. Ushbu maqolada kichik maktab yoshidagi bolalarga xorijiy tilni, xususan ingliz tilini o‘yin texnologiyalari asosida o‘rgatishning pedagogik va metodik jihatlari yoritilgan. Tadqiqotda o‘yinli metodlarning bolalarning intellektual, lingvistik va ijtimoiy rivojlanishiga ta’siri tahlil qilingan. O‘yin orqali tashkil etilgan darslar bolalarda tilga bo‘lgan qiziqishni oshirishi, nutqiy faollikni kuchaytirishi hamda yangi leksik birliklarni tabiiy muhitda o‘zlashtirishga yordam berishi asoslab berilgan. Maqolada qo‘shiq va she’rlar, rol ijro etish, mavzuga mos muhit yaratish, topishmoqlar, multfilmlar, ko‘rgazmali qurollar va sezgi a’zolari orqali o‘qitish usullarining samaradorligi yoritilgan. Shuningdek, kichik yoshdagi o‘quvchilarning psixologik xususiyatlarini inobatga olgan holda interfaol va kommunikativ yondashuvlardan foydalanish zarurligi ta’kidlangan. Tadqiqot natijalari o‘yin asosidagi ta’lim xorijiy tilni o‘rganish jarayonini samarali tashkil etishda muhim omil ekanini ko‘rsatadi.

Kalit so‘zlar: o‘yin texnologiyalari, xorijiy til, kichik maktab yoshi, interfaol metodlar, rol ijro etish, ko‘rgazmali qurollar, multfilm, sezgi a’zolari, lingvistik qobiliyat.

ЭФФЕКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА ЧЕРЕЗ ИГРУ

Аннотация. В статье рассматриваются педагогические и методические аспекты обучения иностранному языку, в частности английскому, младших школьников с использованием игровых технологий. Анализируется влияние игровых методов на интеллектуальное, лингвистическое и социальное развитие детей. Обучение, организованное в игровой форме, способствует повышению интереса учащихся к иностранному языку, развитию речевой активности и естественному усвоению лексического материала. В работе подробно описаны такие методы, как обучение через песни и стихи, ролевые игры, создание тематической среды, использование загадок, мультфильмов, наглядных пособий и сенсорных органов. Особое внимание уделяется учету психологических особенностей детей младшего школьного возраста и применению коммуникативного и интерактивного подходов. Результаты исследования показывают, что игровая методика является эффективным средством организации процесса обучения иностранному языку и способствует формированию устойчивой мотивации у учащихся.

Ключевые слова: игровые технологии, иностранный язык, младший школьный возраст, интерактивные методы, ролевая игра, наглядные пособия, мультфильмы, сенсорное обучение

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EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGE TO YOUNG SCHOOL-AGE CHILDREN THROUGH GAMES

Abctract. This article discusses pedagogical and methodological aspects of teaching a foreign language, particularly English, to primary school children through game-based learning. The study analyzes the impact of game-based methods on children's intellectual, linguistic, and social development. Lessons organized through games increase learners' motivation, enhance speaking skills, and facilitate natural acquisition of vocabulary. The paper highlights effective teaching techniques such as learning through songs and poems, role-play activities, creating topic-based environments, using riddles, cartoons, visual aids, and sensory-based learning. Special attention is given to considering psychological characteristics of young learners and applying communicative and interactive approaches in the teaching process. The results show that game-based learning creates a positive learning atmosphere and significantly improves the effectiveness of foreign language acquisition. The study concludes that integrating games into language teaching plays an essential role in developing learners' interest and communicative competence.

Keywords: game-based learning, foreign language, primary school learners, interactive methods, role play, visual aids, cartoons, sensory learning.

Introduction. In the context of today's globalization, proficiency in foreign languages is regarded as an integral component of forming an educated and competitive individual in modern society. Foreign languages not only enhance a person's communicative competence but also broaden their worldview, cultural awareness, and professional opportunities. In particular, the ability to compete in international arenas, as well as in the fields of science and technology, has made the learning of foreign languages a fundamental requirement. Therefore, engaging the younger generation in foreign language learning from an early age is considered one of the priority areas that receive special attention at the level of state policy. In the Republic of Uzbekistan, the resolutions adopted in 2012 aimed at improving the system of foreign language education serve as a strategic legal framework in this field [1]. These documents focus on enriching the process of language learning in education both systematically and methodologically, as well as on ensuring the prompt and effective development of students' language skills. Moreover, the Presidential decree adopted in 2021 emphasized the involvement of young school-aged children in learning foreign languages through games, competitions, and interactive activities [2]. This decree highlights language learning not only as an effective process but also as one that is engaging and motivating. Furthermore, the capacity of young school-aged children for language acquisition is at its highest level. Consequently, game-based methods facilitate children's acquisition of a foreign language in a natural and interactive environment, making a significant contribution to their speech and linguistic development. Teaching through play not only attracts children's attention but also encourages creative thinking, independent learning, and the development of social skills. At the same time, this approach enriches the pedagogical process and ensures maximum effectiveness in foreign language education.

Literature Review. The importance of game-based methods in teaching foreign languages has been extensively studied by many educators and researchers in recent years. In particular, Hasanov investigated the effectiveness of communicative and interactive approaches in foreign language teaching. In his research, he emphasizes that interactive methods, including role-playing, dialogues, and group work, are especially effective in engaging primary school

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students in language learning [3]. According to his analysis, these methods not only help to develop grammatical knowledge but also contribute to the improvement of learners' communicative competence and foster their confidence in communication. Azizxo'jayeva substantiates the necessity of organizing the educational process by taking into account the psychological characteristics of learners [4]. At the same time, she points out that game-based methods provide psychological support for students, increase their motivation to learn, and reduce stress levels. This indicates that games play an important role not only in cognitive development but also in creating a positive emotional learning environment. Xolmuhamedova highlights the didactic significance of game technologies in primary education [5]. In her study, she proves that the application of game technologies leads to a noticeable improvement in students' vocabulary, pronunciation, and communication skills. In particular, interactive games and visual materials designed for young learners serve as effective tools for understanding grammatical rules and applying them in practice. Bekmuratova, in turn, discusses the role of innovative technologies in teaching English, including multimedia tools and electronic resources [6]. According to her analysis, multimedia resources enable learners to acquire knowledge through both visual and auditory channels, and when these tools are integrated with game-based methods, the effectiveness of language acquisition increases significantly. For example, audio-visual games make it easier to memorize new vocabulary and to apply grammatical structures in practical contexts. These sources provide a solid theoretical foundation for the present research and make it possible to scientifically justify the application of game-based methods in teaching foreign languages to young school-aged learners.

Methodology. The methodological basis of the study was formed by various scientific research methods. In the research, the methods of analysis, comparison, observation, and generalization were widely used. Through the method of analysis, the theoretical foundations, pedagogical advantages, and effectiveness of game-based methods in teaching foreign languages were thoroughly examined based on various sources. The comparison method was applied to identify changes in students' speech activity, motivation, and level of interest before and after game-based lessons. By means of this method, the effectiveness of different pedagogical approaches in the educational process was compared, and the impact of game-based methods on students' speaking skills and active participation was determined. The observation method constituted the main experimental part of the study. During the lessons, game-based methods were implemented in practice, and students' speech activity, level of interactivity, interest in the lesson, and degree of participation were regularly recorded. Based on the results of observation, the positive influence of game-based methods on the educational process and their role in increasing children's motivation for language learning were identified. In addition, methodological literature and normative-legal documents were studied. In this process, the decisions of the Republic of Uzbekistan aimed at improving the system of foreign language education, Presidential decrees, and other scientific sources were analyzed. These documents served as pedagogical and legal foundations for the present research and made it possible to justify the application of game-based methods in a systematic and theoretical manner. At the same time, the methodological approach made it possible to demonstrate the pedagogical effectiveness of game-based methods through concrete evidence.

Results and Discussion. The results of the study show that organizing lessons through game-based methods has a significantly positive impact on children's foreign language learning process. In particular, teaching through songs and poems, role-playing activities, riddles, cartoons, and other interactive tasks considerably increases learners' vocabulary, improves pronunciation, and develops their speech culture. According to the data observed during the

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research, lessons organized with the help of games enhanced students' active participation, increased their ability to concentrate, and strengthened their retention of the studied material. The obtained results are consistent with the findings of previous studies. For instance, Hasanov and Xolmuhamedova emphasized that teaching through game-based methods increases children's speech activity and facilitates language acquisition in a natural environment. At the same time, the present research revealed that the effectiveness of game-based methods depends not only on the content and interactivity of the lessons but also largely on the teacher's methodological competence. The teacher's ability to select appropriate games, manage the lesson effectively, and monitor students' activities plays a crucial role in improving lesson efficiency. Thus, the results confirm the pedagogical significance of applying game-based methods and demonstrate that they can be effectively used as a powerful tool in teaching foreign languages to young school-aged learners. This approach not only enhances language skills but also strengthens students' motivation, makes lessons more interactive and engaging, and significantly improves the overall quality of the educational process.

Conclusion. In conclusion, teaching foreign languages to young school-aged children through games is an effective pedagogical approach. Game-based activities have a positive influence on children's intellectual and linguistic development and make the learning process more interesting and motivating.

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