

PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF GAMES IN THE TEACHING OF ENGLISH

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ABSTRACT: In this article, the organization of English lessons on the basis of various interesting games and the effectiveness of their application, as well as the psychological and pedagogical characteristics of games in English language lessons are highlighted.

KEYWORDS: psychological and pedagogical characteristics, games, didactic principles, psychological principles, psychological and pedagogical essence, imitation methods, pedagogical psychology.

Introduction

The XXI century is a time of modern, rapidly developing technologies. This is an age in which international relations are rapidly expanding, the age of new scientific industries. The process of integration of the Republic of Uzbekistan into the world space and cooperation with other countries in scientific, technical, economic, educational and other spheres is developing. Therefore, the state needs competent, mobile and competitive specialists.

Methods

It should be noted that the process of mastering a foreign language in artificial conditions has a number of features and difficulties. The fact is that the training of students takes place in conditions when the personality of the student has already been formed in many respects and the influence of the native language is very great. In teaching English language, didactic, psychological, linguistic and methodological principles of teaching are distinguished. Among the methodological principles, the hierarchy of general, particular and special principles of teaching English is considered, which describe the educational process depending on the goals and conditions of training, as well as the contingent of students.

The effectiveness in mastering a foreign language in the process of educational and professional activity in an educational institution, as well as in practical life, in general, largely depends on the psychological readiness of a person to learn and apply foreign language speech, on the ability to overcome existing stereotypes and ideas about their capabilities [4]. Students who do not believe in their abilities, expect failure, experience increased anxiety, "tightness", fear of mistakes do not feel confident in their abilities, are not able to overcome the existing psychological barriers.

Very often, students' interest in English language is underestimated; there is apathy, indifference, anxiety caused by the difficulties that the student faces when studying the subject; this is especially pronounced in first-year students, who, in addition to the above-mentioned psychological manifestations, have an incomprehensible feeling of fear and fear of pronouncing words and building statements in English. Therefore, one of the main tasks of English language teacher is to maintain interest in the subject.

The pedagogical essence of the business game is to activate the students' thinking, to increase the independence of the future specialist; to bring the spirit of creativity into training, bringing it closer to career guidance; to prepare for professional practice. The main question in problem-based learning is "why", and in the business game - "what would happen if..." [6]

This method reveals the student's personal potential: each participant can diagnose their abilities alone, as well as in joint activities with other participants.

In the process of preparing and conducting a business game, each participant should have the opportunity for self-affirmation and self-development.

The teacher should help the student to become what he/she wants to be in the game, to show him/her the best qualities that could be revealed in the course of communication.

A business game is a controlled system, as the game procedure is prepared and adjusted by the teacher. If the game takes place in the planned mode, the teacher cannot interfere in the game relations, but only observe and evaluate the

game activities of students. But if the actions go beyond the plan, disrupt the goals of the lesson, the teacher can adjust the direction of the game and its emotional mood [1].

Methods

The psychological and pedagogical essence of the business game is to activate the students' thinking in English language, to increase the independence of the future specialist, to bring the spirit of creativity into training, to prepare the student for future practical professional activities.

This method reveals the student's personal potential: each participant can diagnose their abilities alone, as well as in joint activities with other participants.

Role-playing, as a problem-based learning method, aims students to achieve a situation of success; stimulates a stable, systematic manifestation of personal qualities; promotes the development of independent cognitive activity; establishes a psychologically comfortable microclimate within the student group. This allows you to overcome the indecision in presenting your own position, since the game behavior affects the success of the final result.

By participating in role-playing games, students acquire intellectual, organizational, and communication skills; the ability to make decisions independently. This helps them in their further studies, increases their cognitive interest and forms them:

- ✓ a sense of self-confidence;
- ✓ ability to adequately respond to the audience's reaction;
- ✓ skillfully and confidently correct your statement, using the "feedback".
- ✓ stable positive motivation for the subject "Foreign language".

we consider the classification of active learning methods for higher education, proposed by A. M. Smolkin [5]. He identifies imitation methods of active learning, that is, forms of conducting classes in which educational and cognitive activity is based on imitation of professional activity. All the others are non-imitative; they are all ways of activating cognitive activity in lecture classes. Simulation methods are divided into game and non-game methods. Non-game tasks include analyzing specific situations, solving situational problems, and others. Let's focus in more detail on the classification of game simulation training methods. These are, first of all, business games, game design, etc., as well as:

An internship with the performance of an official role is a form and method of active training of a specific type, in which the reality itself acts as a model, and the imitation mainly affects the performance of the role (position).

Simulation training involves the development of certain specialized skills and abilities to work with various technical means and devices.

Role-playing (staging) is a playful way of analyzing specific situations, which are based on the problems of relationships in the team, the problems of improving the style and methods of leadership.

Game design is a practical activity, the essence of which is to develop engineering, design, technological and other types of projects in a game environment that recreates reality as much as possible.

A didactic game is a model, that is, the substitution of a real-life object, process, or phenomenon, carried out by various means [7].

Play is a form of activity in conditional situations, aimed at recreating and assimilating social experience, fixed in socially fixed ways of implementing objective actions, in the subjects of science and culture [8].

"...In turn, psychology is also a complex integrated knowledge, the basis of the structural representation of which, according to A.V. Petrovsky, is psychological aspects: "1) specific activity, 2) development, 3) the relationship of a person (as a subject of development and activity) to society (in which his activity and development is carried out)" [2]. Pedagogical psychology is considered as an independent branch of general psychological knowledge, distinguished mainly on the basis of "concrete activity", which reflects two other aspects of it. This statement means that in the foundation of pedagogical psychology there are general psychological laws and mechanisms of the educational activity itself, or, according to the definition of one of the founders of pedagogical psychology P. F. Kapterev, the educational process. Educational psychology is related to many other sciences for a number of reasons. First, it is a specific branch of general psychology..."[9]

Educational psychology is one of the most important branches of psychological science. The basis for the allocation of this branch of psychology is the psychological side of the specific activity of teaching, learning. Two other bases for the classification of branches of psychology are-the psychological side of development and the attitude of a person to society — on these grounds, for example, age and social psychology are distinguished.

Pedagogical psychology is closely related to age psychology, which studies "the age dynamics of the human psyche, the ontogenesis of mental processes and psychological qualities of a developing person". Accordingly, all problems of pedagogical psychology are considered on the basis of taking into account the age characteristics of a person. In turn, both branches — both pedagogical and age psychology—are based on the knowledge of general psychology, which"... reveals general psychological patterns, studies mental processes, mental states and individual psychological characteristics of the personality of an already established person".

Pedagogical psychology as an independent branch began to take shape at the end of the XIX century, absorbing the achievements of pedagogical thought of the previous centuries, the results of psychological and psychophysical experimental research.

A great contribution to the formation of Russian pedagogical psychology was made by the works of K. D. Ushinsky ("Man as a subject of education", 1868), P. F. Kaptelev ("Pedagogical Psychology", "Didactic essays"), W. James ("Conversations with a teacher about psychology"), L. S. Vygotsky ("Pedagogical Psychology"), P. P. Blonsky ("Fundamentals of Pedagogy", "Development of Schoolboy thinking"), A. S. Makarenko ("Pedagogical Poem"), the works of N. K. Krupskaya and other outstanding teachers and psychologists.

Educational psychology includes the psychology of teaching, the psychology of education, and the psychology of the teacher. The psychology of human learning and education is considered in the general context of such sections of age psychology as the psychology of preschool, junior, middle, and senior school students, and the psychology of student age. This book will address issues related to the psychology of student learning. This branch of psychological knowledge, in turn, can be differentiated into more specific branches, branches, depending on the academic subject, academic discipline. Thus, the psychology of teaching music, drawing, mathematics, literature, native and foreign languages, etc. are distinguished. The specific branch of pedagogical psychology that interests us is the psychology of teaching foreign languages in general and at school, in particular. Note the importance of its connection with didactics.

In educational psychology, as well as in other branches of psychological knowledge, the study of an object, conducted by different methods, is often short-term, pursuing mainly ascertaining, diagnosing goals. But it can also be very long, aimed at identifying the development, genesis (the actual genetic method) of a phenomenon, property, characteristics of a student, class group, etc. According to the criterion of duration, continuity of the study of psychological phenomena, two methods are distinguished — the method of "cross-sections" and the method of "longitudinal sections", the longitudinal method (long). By the first method, the teacher can make a general description of the effectiveness of learning or assimilation at a certain moment based on a large amount of material received. The teacher can determine the average values, the "norm" and deviations from it. The distribution curves of the studied phenomena can be obtained for various reasons, for example: age, learning success, learning strength, motivation, etc.

The longitudinal method allows us to trace the evolution of the phenomenon, its formation and formation. The advantage of this method over the cross-sectional method " ... affects the solution of two problems: 1) foreseeing the further course of mental evolution, scientific substantiation of psychological prognosis; 2) determining the genetic relationships between the phases of mental development". This method can be used by the teaching staff as a whole as a tool for teaching language. So, this method can be used, for example, to study the effect of a new training program over several years of training of the same student, group, class, etc.

Conclusion

In place of the conclusion, we can say that the organization and application of English lessons on the basis of various interesting games increases the effectiveness of language learning. In this regard, by studying and analyzing the pedagogical and psychological characteristics of the use of games in English language lessons, we can know them as a motivational and effective factor for Learning English.

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