

## The Effect of using Games in Foreign Language Lessons on the Psyche of Children and Adolescents

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**Abstract:** The article deals with necessary details according to the effect of using games in foreign language lessons on the psyche of children and adolescents. Moreover, advantages of utilizing games in class and positive reaction of pupils were given by the help of results of researches.

**Keywords:** physical activity, problem-solving, cognitive processing, creativity, collaborative effort, self-esteem, emotions, intrinsic, extrinsic.

Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge. “Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly”. That quote summarizes my beliefs about using games to teach, practice and reinforce a foreign language. Games provide a constructivist classroom environment where students and their learning are central. “Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing”.

Students draw their own meaning from these experiences while learning from their mistakes and also from each other. The students also build upon their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it. Furthermore, the teacher is now able to make observations on each student and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group. Montessori classrooms are world renowned for implementing constructivism successfully. Their teachers are trained in theories which promote learning through experience. They remind us that when small children learn, trial and error is a part of everyday life [1].

“The learning process should be interesting, easy and it should be fun to learn. It also should fit with an everyday task and the working environment in order to achieve optimum results”. Games allow for creativity, independence and higher order thinking. Usually, questions posed by the classroom teacher are fact based and have only one answer, not allowing for creativity, personal expression, or testing hypotheses. The answer is either right or wrong, but games can allow for multiple answers. They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem. Games stimulate interactivity. The students are actively processing and working with the material as well as with classmates. In a grammar translation classroom, the students are working solely with the text and few voices are heard throughout the class session.

In a foreign language classroom, it is imperative that the students practice speaking with each other. The goal of the foreign language learner is to speak proficiently and independently in various situations. He or she will never be able to do so unless there are ample opportunities for guided and independent practice. The interactivity amongst the students also promotes a community of learners[2]. The students will begin to see each others as individuals and will learn more about each other instead of seeing what they are on the surface. Interactivity will remove stereotypes and barriers, all of which

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are very common in high schools across America Games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other. Students must supply reasons for why their answer is the best, listen to their teammates' rationale and then determine which answer is the best and why. So now, the collaborative effort is promoting a spontaneous discussion about the material, improving pronunciation, increasing participation, aiding in comprehension, all while the students are thinking quickly on their feet. The students are also developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal players in the game.

Games are as old as history of humanity. Despite many generated theories about them, their effects on human development have not been explained inclusively. Therefore, games are a field of study that is needed to be thought and studied scientifically. Games are developmental activities for individuals' physical, mental abilities, artistic and aesthetic qualities and skills. Games also make our life enjoyable. Games are entire activities that are based on voluntariness and express themselves freely, become a source of joy and contribute the development of a child, also develop senses and emotions [3].

Generally, games are activities that are based on intelligence, skill, talent and vigilance, include a specific goal for child's entertainment, health and education with volunteer groups in mentally and physically restricted time and place except for daily routines, have their own rules and provide no pecuniary advantages, give pleasures and develop emotional maturity and social adaptation. The emotional interactions in the games played by children are also important for future communities' mental health. Children learn many feelings such as happiness, joy, pain, fear, anxiety, resentment, hatred, love, dependence, independence and separation in the games. At the same time, children reflect these reactions to the games. Children also learn to know themselves and control their emotions during the games. Children, who express themselves more easily during the games, are much more free and creative. For this reason, they are essential parts of educational environments Researchers have studied several times to understand the mind, find how it works and prove the superiority of it. The mind has been considered to be the most important element in several fields for years. It has only been used and senses have been neglected. The mind has always been foregrounded; therefore senses have not been considered far more important. Emotions have a significant role in understanding people's thoughts and behaviors. According to Salovey & Mayer, emotions generally consist of intrinsic or extrinsic reactions responded to an incident that has a positive or negative meaning for the individual. According to Frijda emotions are subjective experiences. Emotion is a state of generic stimulated condition in the consciousness and the body that is created by a strong realized feeling. What make us different from other people are our emotions [4].

Goleman describes emotions such properties that allow learning by mobilizing one's individual learning potential, allow to look for the unknown by asking questions, develop one's capacity and adopt a particular attitude by practicing the learned.

To sum up it should be highlighted that, games help children to think differently, develop their creativity, express their joy, sadness and realize their emotions, obey social and moral rules by socializing in groups of friends, enhance muscle strength and power, and develop vocabulary and expression skills. During the game, the children have activities such as expressing their emotions and thoughts, analyzing a problem, making a prediction and transferring information. To build a proper emotional structure of an individual has an important role in every aspect of life, particularly in adolescence[5]. Owing to the fact that people with high emotional intelligence build the society on a solid basis, activities such as educational games that affect the development of emotional intelligence positively are frequently put into practice in the education, school and social life of young people.



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