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Zahiriddin Muhammad
Bobur tavalludining
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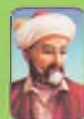
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Husan SAFARALIYEV
Gulnoza VALIYEVA

Nashr uchun mas'ul:

Dono XO'JAYEVA
Emma TOROSYAN

Tahririyat manzili:

100011, Toshkent shahri, Navoiy
ko'chasi, 30-uy.
Telefon: (0 371) 244-04-18,
244-04-15, 244-20-63, 244-26-89.
e-mail: til@sarkor.uz
veb-sayt: www.tilvaadabiyot.uz

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MUNDARIJA

ZAHIRIDDIN MUHAMMAD BOBUR TAVALLUDINING 533 YILLIGIGA

Ibrohim Haqqul. Dilbar shaxsiyat, sohir she'riyat	3
DARS – MUQADDAS	
Shahnoza Jiyanova. Alisher Navoiy asarlarida "sifat darajalari" ifodasi	7
Sharofat Toshmirzayeva. Bobur ijodida qo'shma gaplar uslubiyati	9
Dilafroz Jabborova. Akademik litseylarda Cho'lpon ijodini o'rganish	11
QIROQ BESH DAQIQ	
Uldona Abdurahmonova. Takrorlash – bilimlar asosi	14
ILG'OR PEDAGOGIK TEXNOLOGIYALAR	
G'ofir Hamroyev. Fonetik mashq va topshiriqlar	18
Saida Maqsumova. "Nutq madaniyati asoslari" fanini o'qitishda innovatsion texnologiyalardan foydalanish	19
Madina Irgasheva. Using games to develop efl students' speaking skills	21
TEACHING ENGLISH	
Planning lessons and courses 1: Describing assumptions and potential problems	23
Planning lessons and courses 2: Selecting resources	24
TAHLIL	
Valijon Qodirov. "Farhod va Shirin" dostonida ramziylik ifodalari	25
Kavsar Turdiyeva. Bola qalbini so'zlatib	27
G.Hakimova. Zoonimik leksikaning frazeologizmlarda o'rganilishi	29
TAVSIYA	
S.Shirmatov. Ingliz tili nutq madaniyati qoidalari	31
TADQIQOTLAR	
Obidjon Karimov. She'riy asarlarda metaforik mazmun mohiyati	33
Dilorom Ergasheva. Ruhiy ta'sir – ijobiy samara garovi	35
M.Yuldashev. Ta'lim muassasalarida sifat menejmentini joriy etish masalalari	36
F.Karimova. Alisher Navoiy hamda Husayn Boyqaroning do'stona va ijodiy hamkorligi	39
K.Ermamatova. Radioeshittirishlardagi nutqiy xatolar	41
Feruza Qo'chqarova. O'quvchi o'zlashtirishining psixologik-didaktik bosqichlari	42
N.Ibragimov. "Vaqt" tushunchasining xalqlar madaniyatida qo'llanishi	45
KICHIK TADQIQOT	
Nazora Bekova. Navoiy ijodida gul badiiy timsol sifatida	47
QO'SHIMCHA MATERIAL	
E.Umarov. Alisher Navoiyning "Muhokamat ul-lug'atayn" asaridagi unlilar konvergentsiyasi	48
К 575-ЛЕТИЮ АЛИШЕРА НАВОИ	
Г.Х.Мансурова, Н.М.Султанова. «... Мой труд! Найди к душе народной путь»	49
АКТУАЛЬНОЕ СЛОВО ДНЯ	
Д.Б.Ахмеджанова. Формирование культуры у студентов в процессе изучения иностранного языка	52
МЕТОДИКА. ОПЫТ	
А.-М.Х.Бабарахимова. Правописание суффиксов имен существительных	53
З.Н.Рузметова, Г.Ш.Артыкова, О.И.Палванова. Использование методов и приемов мнемоники в практике школьного обучения русской литературе	57
Ш.Т.Нишанов. Современные тенденции повышения качества обучения русскому языку в общеобразовательной школе	59
ПРОБЛЕМЫ. ПОИСКИ. РЕШЕНИЯ	
С.С.Магдиева, Н.Нематова. Развитие когнитивно-творческой деятельности студентов на занятиях по литературе в контексте технологических ситуаций	62
Б.У.Мингбаева, А.Алимова. Развитие компетентности у педагогов посредством исследовательской деятельности	64
З.К.Эгамназарова. Современные тенденции развития русистики при обучении русскому языку	66
ИЗУЧАЕМ ИНОСТРАННЫЕ ЯЗЫКИ	
А.Х.Жураев, М.К.Абдуллаев. Использование интерактивных технологий в обучении испанскому языку	67
НАУЧНЫЕ ИССЛЕДОВАНИЯ	
Э.А.Алиева. Семантико-функциональная трансформация императива в художественном монологе	70
ЛИТЕРАТУРОВЕДЕНИЕ	
Ш.Р.Адилова. Жанровая система произведений массовой беллетристики	73
ИСПОЛЬЗУЙТЕ ЭТИ МАТЕРИАЛЫ	
М.Э.Рахимова. «Время, вперед!»	75
Д.С.Султанова. Способы обучения лексике английского языка	77
ВОПРОСЫ КУЛЬТУРЫ	
Ф.Д.Мирзаев. Лингвокультура и ее коммуникативный аспект	79

Madina IRGASHEVA,

O'zbekiston davlat jahon tillari universiteti o'qituvchisi

USING GAMES TO DEVELOP EFL STUDENTS' SPEAKING SKILLS

Uzbekistan takes part in the integration processes of the world community, the successful development of external affairs in various fields of international relations, tries to enter the prestigious and influential international organizations, and determines the reform of science and education, as science is one of the major factors that affect the improvement of training system as a whole. The President of the Republic of Uzbekistan I.A. Karimov says: "The purpose of science is forming our future. Science should be the means of force, driving forward the development of society".

Development of linguistic science is connected not only with the decision of actual scientific problems, but also with features of internal and foreign policy of the state, the implementation of the state educational standards which are the generators of progress providing the society socially and economically. It makes the society capable to adapt quickly in the modern world.

One of the language skills that must be mastered by any foreign language learner is the ability to speak. However, research findings have shown that most of the EFL students feel difficulty to improve their English speaking ability since they are accustomed to use their native language in their daily life. This is the reason why we cannot deny the fact that the students still consider the speaking skill as the most difficult one to be mastered.

The article aims to solve the problem by offering the strategy of games in language learning. According to Jill Hadfield, a game is an activity with rules, a goal and an element of fun. He also says that there are two kinds of games: *competitive games* and *co-operative games*. Competitive games are games in which the player or teams race to be the first to reach the goal. And co-operative games are games in which players or teams work together towards a common goal. Chen also states in the Internet TESL Journal that the advantages of utilizing games in language learning advance informative capability, make a significant setting for language use, increase increment learning inspiration, lessen learning anxiety, energize innovative and unconstrained utilization of languages, and build an agreeable learning environment. In teaching and learning activities, there are many activities to develop speaking skill and one of them is game. Games have an aim beyond the production of correct speech, and they serve as good communicative activities. The purpose of all language games for students is to utilize and practise the language. However, during the game play learners also utilize the target language to induce and arrange their approach to seek the outcome. Games offer students a fun and unwinding learning climate. At the point when learners join in games, tension is decreased and discourse familiarity is produced, so informative capability is accomplished, so communicative competence is achieved. Games are incredible methods for pushing learners to talk. Games introduce competition into language-building exercises. Besides, games make a significant setting for language use. The competitive environment additionally makes learners focus in the learning process. Language learning should be fun and enjoyable. Games help make it so. The students acquire a great deal of language by concentrating and listening intensively, but unconsciously. Much of our mother tongue competence is gained through using language in play.

Due to Caesar Klaeur, games have many characteristics:

1. A game is governed by rules, and to make a simple activity into a game rules are important.

2. A game has objectives and one of them is the achievement of an objective. This objective can be something like making points, correctness, and finishing an activity first.

3. A game is a closed activity. It means games must have beginning and an end. It must be easy for the players and teacher to know who is about to reach the aim. There are numerous points of interest of utilizing games in the classrooms. "Games are welcome break from the standard routine of the language class, they are inspiring and testing, games provide language practice in the different skills – speaking, writing, listening and reading. They make an important setting for the language use". Games encourage, engross, instruct, and promote fluency. They should be used because games help students see the magnificence in a foreign language and not just challenges and issues of the foreign language itself.

According to Wright, there are several types of games:

1. Picture games. A picture game is a game in which the use of pictures plays a major part. In this games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.

2. Psychology Games. This game includes the variety of games which might all lead to a greater awareness of the working of human minds and sense. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

3. Magic Trick. In magic trick games, repetition is needed. Because magic trick always attracts attention and invites comments, there is a potentially large occurrence of other language.

4. Caring and Sharing Games. All the games in this section demand encouragement, trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feelings and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.

5. Sound Games. Sound effects can create in the listener's mind impression of people, places, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

6. Card and board games. The examples of these games are snakes and ladders. We can make variations in order for the full value of achievement.

7. Story Games. This game provides a framework for a learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors, and then make a written or mental note of the errors during the story telling.

8. Word Games. This game initially focuses on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many



cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length.

TRUE

FALSE

9. True/False Games. This game is to decide which it is, someone makes a statement which is either true or false.

10. Memory Games. Essentially, these games challenge the player's ability to remember. Inevitably,

differences between what players remember lead to discussion, in which opinion and information are exchanged.

11. Question and Answer Games. This section is a variety of games designed to create contexts in which the learners want to ask question in order to find something out, usually connected with grammatical points.

12. Guessing and Speculating Games. In guessing and speculating game, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.

13. Miscellaneous Games. The example of these games is fortune teller.

Caesar Klaueur points out that there are four types of games:

1. Cooperative Games. In this type of game, the main action is centred in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the exchange of information to complete the task and in giving/following instructions.

2. Competitive Games. As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class. The competition may also be of individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The rules may require the players to produce correct language as part of the game and force students to draw conclusions more quickly.

3. Communication Games. The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example, when giving instructions, the player should give them clearly, and the player should follow them exactly. The tasks are usually practical, like following instructions, drawing, persuading other players, etc. This means that players will concentrate on the task rather than on the language; besides, students can see the results of their use of language at once which will help to build students' confidence.

4. Code-control Games. This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

Language learning is hard work. Someone must take an effort, which is required to understand and manipulate the language that can be used by many learners. Games offer the teacher to make context in which the language learning is helpful and meaningful. A helpful understanding of significance is that the learners react to the setting in a definite way. If they are amused, nervous, or surprised the context is clearly meaningful to them. Ersoz said that language learning is a hard task which can sometimes be frustrating. He also said well-chosen games are invaluable as they give students a break and, at the same time, allow students to practise language skills. Games are highly motivating because they are amusing and interesting. Games also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

Jill Hadfield states that the games make use of variety of technique as variety is important in language learning and teaching and a succession of games based on the same principle. Technique used, for instance, includes information gap, collecting, combining, role play, and simulation technique. Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully.

Games are also a tool for teachers to diagnostic the area of difficulty in teaching and learning process. Last but not least, although games use many kinds of techniques, the important reason for using games is simply that they are immensely enjoyable for both teacher and students. Games can be played by class, individual, pair and group work. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. Pair work is easy and fast to organize. It provides an opportunity for intensive listening and speaking practice. Group work is essential if some games require four to six players. Furthermore, Wright states that pair work is better than group work if there are discipline problems. He also said that for all the reasons, we often prefer to organize games in pair or general class work, rather than in group work.

We know that each game suggests which form of class organization is appropriate. Grouping pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. Membership of groups should be constant for the sake of goodwill and efficiency. Many teachers consider it is advisable to have a group leader. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure that game or activity is properly organized to act intermediate between learners and teachers.

In conclusion, teachers can use games in teaching in order to make the students more motivated, communicative, and active in joining the lesson. It is important for the teacher to create an enjoyable situation of learning process to make them eager to improve their English. Since the technique of games needs students' participation, they have to be active in learning. It has been proven that this technique can improve the students' speaking proficiency. Besides, they should encourage themselves to learn more, ask what they do not know, and learn as much as possible.

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