



GAME SIMULATION IN ACTIVITY LOCAL TEACHER OF THE UNIVERSITY

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ABSTRACT

The article is devoted to game modeling in the activity of university language teachers. Games serve not only for entertainment, but also for the development of mental and physical skills. For the development of mental activity, there are games such as puzzles, riddles, word games, etc.

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INTRODUCTION

Since childhood, we know the word "game". And what does this word mean. Each dictionary defines it differently. There are about 30 meanings of this word. Games serve not only for entertainment, but also for the development of mental and physical skills.

For the development of mental activity, there are games such as puzzles, riddles, word games, etc.; the development of physical skills, strength, dexterity is helped by ball games, jumping, and racing.

The main difference between a linguistic game and a language game is that the linguistic one is aimed at the learning process, it forms the students' language knowledge, skills and abilities [1;35].

A language game is a game of language units in speech, involving the development of mental abilities, linguistic instinct, but not aimed at the learning process - this is a game in the language as a whole.

MATERIALS AND METHODS

A large group of linguistic games develops mental activity, encourages school teachers, university professors and students to be active. Linguistic games are used to explain a topic or reinforce it in practice.

For example, in the methodology of teaching the Russian language there are linguistic games that are understood as games in linguistics. those. in the science of language, their goal is to help the learner learn the material more deeply and more effectively.

The game should have its own rules of conduct and not take up the entire lesson, 15-20 minutes from two academic hours or 5-10 minutes from one lesson at school is enough [2;78].

Often, when learning a language, a student experiences difficulties or lacks confidence in his abilities, he loses interest in learning it. The peculiarity of the linguistic game in the process of language learning is in the game situation, which has an element of entertainment, which creates positive motivation and helps to overcome uncertainty.

In a linguistic game, the main action is to create or disassemble a language construct, often such games are also called "language" or "word games", because the word is the most natural and important unit of the language. "Linguistic games" make players think about the content of the game, act as experimenters, discovering the laws of the language. which should be facilitated by comments on games, in which attention is drawn to the linguistic content of the game action.

In linguistic games, both formal and substantive conditions are often encountered. For example, the Crossword game, which has no equal in popularity, considers the conditions for the coincidence of certain letters in words (formal) and information about the meaning of these words (semantic). In linguistic games with formal conditions, generally accepted conventions apply, the rejection of which must be specifically stipulated.

DV Lyubich in the book "Linguistic Games" cites such types of linguistic games as rebus, chain word, bullshit, anagrams, met grams. word inside out, dictionary - wit, ciphers,

taut gram, palindrome, expanded anagrams, logogram, words from numbers, curly texts, motorhome, riddles, hot-cold, charades, linguistic microscope, crocodile, hare, fox, etc.

All linguistic games are created according to certain rules, models. For example, a rebus belongs to the type of puzzles that help develop logic and imagination. rebuses are divided into two stages - matching the game task and solving. Usually they use a short text known to everyone (word, proverb, aphorism). When compiling a rebus, a number of letters forming this text are divided into chains, and then the meanings of the constructed words or their combinations are described using drawings. To create a rebus, various graphic designations are used, for example: a rebus for the term "linguistic game": "sheet" + ng + "whistle" + "hairstyle" + i + kettlebell (2.1.3) i = a [3;90].

In the learning process, puzzles can be used both in the classroom and outside of school hours. They increase the learning motivation and cognitive activity of students: they allow you to repeat and consolidate the material studied earlier, expand the horizons of students; help develop attention, imagination, logical thinking, flexibility and non-standard thinking, creativity, relieve emotional stress in the classroom, diversify the learning process.

Metagrams. The game is given two four-letter words, you need to go from one word to another in several steps, changing only one letter at each step, while all the resulting chains of letters must be existing words in the language. For example, hay turns into zero in four steps: - hay - village - solo - salt - zero; cat in dispute; cat - court - port - sport - dispute.

Taut gram. They name one of the letters of the alphabet with which many words begin, in five minutes you need to write a longer text from grammatically correct sentences, all words. which begin with a given letter, while it is forbidden to use denominative sentences and homogeneous members.

A common example of a taut gram is the lines from a song

"Four black little devils";

Four black, grimy little imps drew little imps in black ink.

In fiction, taut grams are actively accepted as an artistic device:

Night sky over the sky...

Reading the sad message...

He amused me with a sweet dream...

Doubts of the heart word ...

(A.S. Pushkin. "Eugene Onega")

Mystery. A figurative expression in which one object is depicted by means of another, which has some, at least a remote resemblance to it, by which it is possible to guess the conceived object:

Himself scarlet, sugar,

Kaftan green, velvet (watermelon);

How many times will the clock strike?

If you move your mustache? (twelve);

For the New Year, everyone is happy with her,

Although her outfit (tree) is prickly;

No arms, no legs

And the gates will open (wind).

Etymology. The game offers a list of 10-15 words taken at random, which within 10 minutes you need to come up with original "etymological explanations". Those indicate other words from which the given ones allegedly originated and motivate this semantic transition [4;72].

RESULTS AND DISCUSSION

During the game, hidden words can acquire additional meanings or meanings that are not related to the original ones. For example, in the Etymological Dictionary of B.Yu. Norman, comic interpretations of words are given: archivist - chef (from the borrowed affix archi- which has the meaning of the highest degree, various from the word "cook"); dune - the owner of the bar (bar-institution; khan, kagan - in the Turkic title of the sovereign); varenok is a cook's apprentice.

Attempts to seriously understand the origin of a word often lead to false, "folk" etymologies. If in serious scientific research the laws of phonetic changes are taken into account, similarities in a variety of related languages are analyzed, then folk etymology relies only on external similarity. There are such explanations as morality - from the word dirty, krassovki - from showing off.

It should be noted that true explanations are usually more interesting than false ones. For example, Russian hackwork goes back to the Latin chartularium - "Funeral list" (of the same root chart, card), and our meaning arose through intermediate "free meal at the wake", and then "bribe, booty".

The doctor is the one who is "lying", i.e. speaks, speaks pain, etc. False etymologies are often used by children to explain meaningless words.

Such neoplasms as a kolotok (in place of a hammer), a kusarik (cracker), etc., are a reflection of attempts to clarify the structure of a word.

Charades. Each player finds a word that is made up of several others, for example, wine + hail = grapes. pa + sport = passport.

times + a + treatment = entertainment.

half + ovine + a = half.

Partners are presented with an interpretation of each of the components and the whole word; you have to guess what the word is. The first person to find the answer wins a point.

For those who find it difficult to find words that completely decompose into others, we recommend partial charades w + duck, sweat + ex, demon + by + row + ok. The meaningless combinations of letters formed in this case are called solving.

Since ancient times, the charade has existed as a small literary genre, the interpretation of parts and the whole is clothed in poetic form.

Such linguistic games are widely and actively used by teachers in Russian language lessons for students to assimilate educational material.

It's practical exercises. built with the help of educational linguistic games, allow

students to move from passive consumption of information to active participation in the learning process [5;86].

In interactive interaction, even the shyest and timid learners, who are afraid of any public communication, as a rule, become active participants and contribute to the decisions made by the team.

CONCLUSION

The linguistic game contributes to the activation of the mental activity of students, the development of their creative potential, creativity is possible only if it is based on a good theoretical base and involves a certain set of practical skills.

First is that linguistic games can be held in the classroom on phonetics, lexicology, word formation, morphology, syntax and culture of speech, for this their linguodidactic description is necessary according to the characteristics of each level of the language and the stage of language learning.

Second is that in recent years, the concept of a linguistic game has been comprehended in a new way - as a social, multi-aspect category, which is why games are beginning to actively enter the practice of language teaching.

Third, the linguistic game is one of the most effective, flexible and versatile teaching methods that can activate the learning process and make it more productive. to form and develop motivation for learning, improve creative thinking. help to consolidate knowledge, skills and abilities in the studied language.

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