



## Modern teaching methods with computer games in the educational process

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ABSTRACT

This article is about the emotional activity of learning English, the ability to learn the language, the level of development of competencies, the development of teaching and methodological guidelines, recommendations for their application in the learning process, the analysis of their effectiveness. The step-by-step logical structure of the English text is called a logical algorithm. The logical algorithm serves as a basic guide in achieving the goal in the study of teaching material in English, that is, in understanding the content of the material.

**Keywords:**

Clothing, Technology, Style, Equipment, Resource, Digital Technology

The use of the following information and communication technologies in teaching English serves to improve the quality of education, develop students' creativity, perfect learning of English: programmed learning, interactive dialogue, computer visualization of educational information, computer modeling, use of curricula. One of the technologies used in higher education institutions and ready to give effective results is gamification.

In teaching English to university students through gamification, information and communication technologies are very effective in their acquisition of knowledge, because the technology of a set of games is much more convenient than conventional technologies. These technologies change the nature of the development, acquisition and dissemination of knowledge, allowing to deepen and expand the content of the studied disciplines, update it quickly, apply more effective methods of teaching, as well as significantly expand learning opportunities. Based on the available literature, scientific and internet sources, we give the following definition of the concept of "gamification": Today, gamification is increasingly used in business and manufacturing. In our opinion, methods of

praise, rewards, and intimidation (such as not putting a final grade) are almost ineffective when new motivational methods are needed instead of the old incentive methods when gamification is applied to the educational process. Especially for students aged 18-24 years, gamification is considered to be learned in life experience.

Questions can be used in English classes to "negotiate", "force customers to buy products with interest", "tell works of art" by "engaging" in business, sports, art. For example, getting a discount can be organized as a quest, and sales as a game.

Geymification can also be used effectively in pedagogy and psychology. For example, managing the "staff" that students envision, building team relationships, increasing productivity - all of these can be more effective if they are conducted on a game-by-game basis. Didactic play is one of the ways to increase students' motivation. Hiring new professionals can also be done as a game. For example, a "beginner" goes through different game levels, gets acquainted with the company, answers interviews in English, solves tests. And if he plays at the highest level, he has a better chance of winning. They use additional

operating principles to keep customers on the site longer. For example, a calculator to calculate interest, fees, and payment terms is posted on a credit institution's website.

**Motivation.** It is a foundation based on the principle of any game. Because gamification participants need to interact with each other, they use the simplest options for motivation - encouragement, gaining status, and so on. If communication takes place in an external environment, for example, with customers, motivation can be service, convenience, free product.

**Discovery and encouragement.** In implementing the principles of gamification, it is important to maintain the desire of students to create new, unexpected content. By opening new levels, the activity of the participants will increase. This is what it takes to turn training participants into a "live" team.

**Increase prestige.** Every student wants to be recognized in the community as an individual according to their dignity. Gamification suggests that this should be done through the status principle. Surprisingly, even a prize does not motivate students to pursue academic endeavors with the same zeal as receiving appreciation from the team and educators.

**Prize.** Proponents of gamification believe that the principle of reward is the best tool for new technologies. This process increases the activity of the participants, but it is very important that the prize is interesting for the player. Gamification helps solve the problem of motivation in a new, non-standard way.

The principles of gamification should be used in the learning process in the following order: Motivation and interaction - interesting content - we encourage you to get status, respect - it is a reward for the result achieved.

The most popular language learning games: Arena, AnyLogic, SIMSCRIPT, SLAM, SIMAN, AweSim, GPSS.

Developmental technologies in teaching English to students using grammar: problem-solving, lecture-discussion, analysis of specific situations, organizational and mental games, critical analysis of educational and professional texts, project method, creativity development

trainings, diagnostic training seminar, developmental diagnostics, practice focused tasks are used.

The use of the principles of gamification in the following order increases the effectiveness of education: Motivation and interaction of subjects of education, participation and enjoyment. Gamification produces a relaxation hormone from a psychological point of view, through the enjoyment of victory, praise, and rewards. Gamification encourages to solve complex problems, to play sports, to lead a healthy lifestyle, to protect nature.

**Experience.** Gaming is not a rigid idea, but a mobile system designed to take new knowledge to a new level. In Japanese corporations, employees who make unsuccessful attempts to solve a company's problem are never fired, but instead take into account that an employee who has already gained experience will not make a mistake.

**The result.** The world's leading corporations such as Microsoft, Nike, American Express and Samsung are focusing on the use of gamification in the educational process. The testing of the new technology in the enrichment of English language teaching methodology was determined based on the research object. Here are a few examples. Nike Corporation has made regular running a real quest. The corporation has developed a digital app that calculates calories burned, heart rate, walking distance and other features. By adding a competitive advantage to the program to become the best runner, the company has increased its customers' motivation to exercise and buy Nike sneakers. Or the Marriott hotel chain attracts employees through expressive research. Gaming is the use of methods specific to computer games in a variety of situations for applications and websites in order to engage users and consumers, increase their activism in solving practical problems, and using products and services. Therefore, these principles are already being implemented where certain relationships already exist, i.e. in the educational process. The dynamics of gamification used in the learning process is the

use of scenarios that require the student's attention and response in real time;  
mechanics - from the elements of the scenario that are characteristic of the game, for example, virtual prizes, status, bonuses, virtual goods;  
statics - creating an overall gaming experience that promotes emotional communication;  
social interaction - a wide range of techniques that provide user interaction that is typical for games. In simulations based on one-way fast events, there is only one current event. However, multi-wire simulation systems and simulation systems that support interval events may have the ability to solve several current problems. In both cases, there are serious problems with synchronization between existing events.

Thus, in the teaching of English to students using digitalization in the context of digital technologies, students learn to prepare independently for lessons and to strengthen the acquired English phrases and sentences, their individual activity increases.