



**INGLIZ TILI DARSLARIDA TA'LIMIY O'YINLARDAN FOYDALANISH  
QANDAY AHAMIYATGA EGA BO'LADI?**

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*Andijon viloyat Izboskan tuman 57-IDUM ning ingliz tili fani o'qituvchisi*

O'quvchilarda chet tilida talaffuz qilish, o'qib idrok etish, gapirish hamda bog'lanishli nutq malakalarini shakllantirishni taqozo etadi. Bunda ta'limiy o'yinlardan foydalanish ham muhim ahamiyatga ega. Bunday o'yinlarning mohiyati shundan iboratki, o'yin jarayonida o'quvchilar uchun tabiiy sharoit yaratilib, dars materiallarini ongli idrok etish va ularni nutqiy faoliyatida qo'llash imkonini yaratiladi.

Ta'limiy o'yinlardan sinfda va sinfdan tashqari darslarda foydalanish o'quvchilarning so'z boyligini oshirishga katta yordam beradi. O'yin musobaqa tarzida tashkil etilsa, o'quvchilarning unga qatnashish istagi yanada kuchayadi.

**O'quvchilar dars davomida qanday qiyinchiliklarga duch keladilar?**

Butun dars davomida o'quvchilar doimiy faoliyatda bo'ladilar. O'quvchilarning o'rganilayotgan tilga nisbatan qiziqishlarini susaytirmaslik, 45 daqiqa vaqtdan unumli foydalanish maqsadida ularni qiziqtiruvchi vosita tanlash kerak bo'ladi. Ana shunday vosita sifatida o'yinlardan foydalanish mumkin.

**O'yin uchun dars davomida qancha vaqt ajratish mumkin?**

Darsning aniq maqsadi va vazifalaridan kelib chiqqan holda uning qaysi bosqichida o'yindan foydalanish kerakligi aniqlanadi. O'yin uchun ajratilgan vaqt miqdori quyidagi omillarga bog'liq: o'quvchilarning tayyorgarlik darajasi, darsning maqsadi va unda hal qilinayotgan didaktik vazifalar. Mustahkamlash bosqichida o'yin uchun 20-25 daqiqa, takrorlash yoki dam olish bosqichida 3-5 daqiqa vaqt ajratishi mumkin.

**Ta'limiy o'yinlarning samaradorligi nimaga yoki kimga bog'liq?**

Ta'kidlash lozimki, ta'limiy o'yinlarning samaradorligi ko'pincha o'qituvchining mahoratiga, darsda zaruriy psixologik muhit yaratish qobiliyatiga bog'liq.

Albatta, chet tili, jumladan, ingliz tili darslari o'yin darsi emas. Biroq aynan o'yin jarayonida o'qituvchi va o'quvchi orasida erkin muloqot paydo bo'lishi imkoniyat yaratadi.

Shuningdek, o'yin davrida g'oliblarni adolatli aniqlash va taqdirlash ham zaruriy shart hisoblanadi. O'z navbatida taqdirlashni o'yinning oxirida amalga oshirish maqsadga muvofiq. Quyida shunday ta'limiy o'yinlardan ayrimlarini ingliz tilida e'tiboringizga havola etishni ma'qul deb topdim.

**Memory game.**

1. Show the picture cards to the children and repeat the words all together.
2. Show the children the word cards with the picture cards and repeat again.
3. Divide the class into groups of four and give each group a set of cards. One child in each group shuffles the cards and lays them face down on the desk.

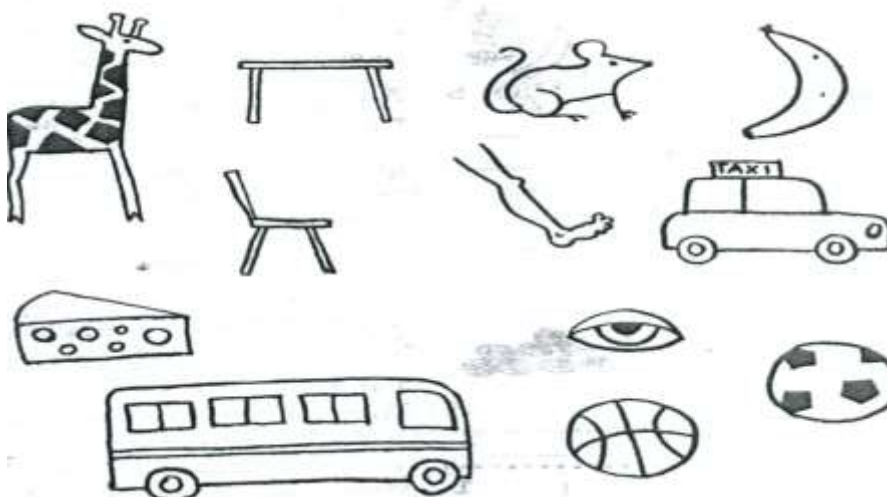


## TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR



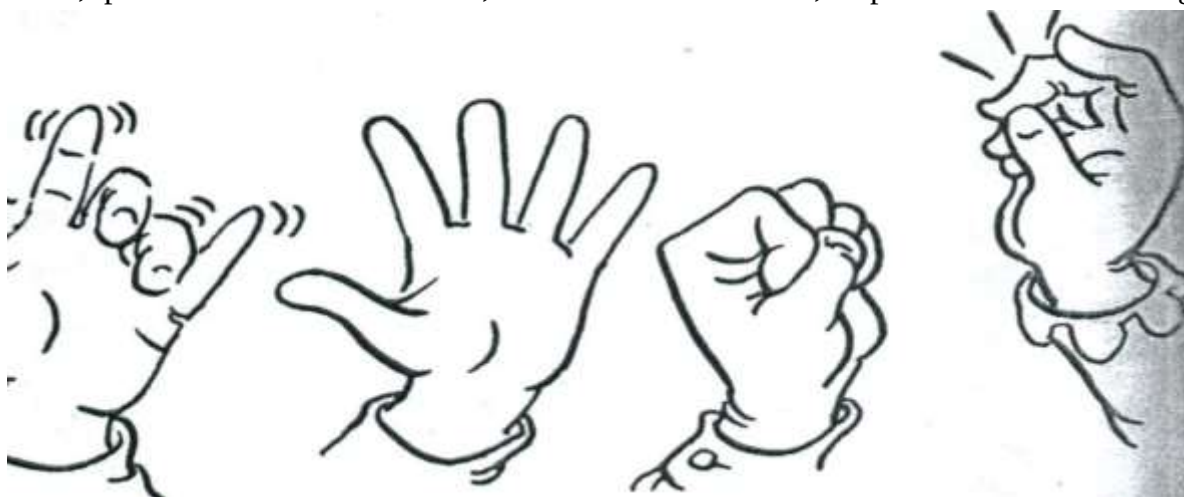
4.The children take it in turns to turn over two cards to try and find a picture-word pair.If the child is successful,they say the name of the fruit and take the card and turns over two more cards.If they are not successful,the cards are turned face down again and the next child has a turn.The child with the most cards at the end is the winner.

Notes:In activities where the children are working in groups,especially in competitive games such as this one, it can useful to nominate one child in each group as the group leader and give them responsibility for leading the activity and monitoring it.

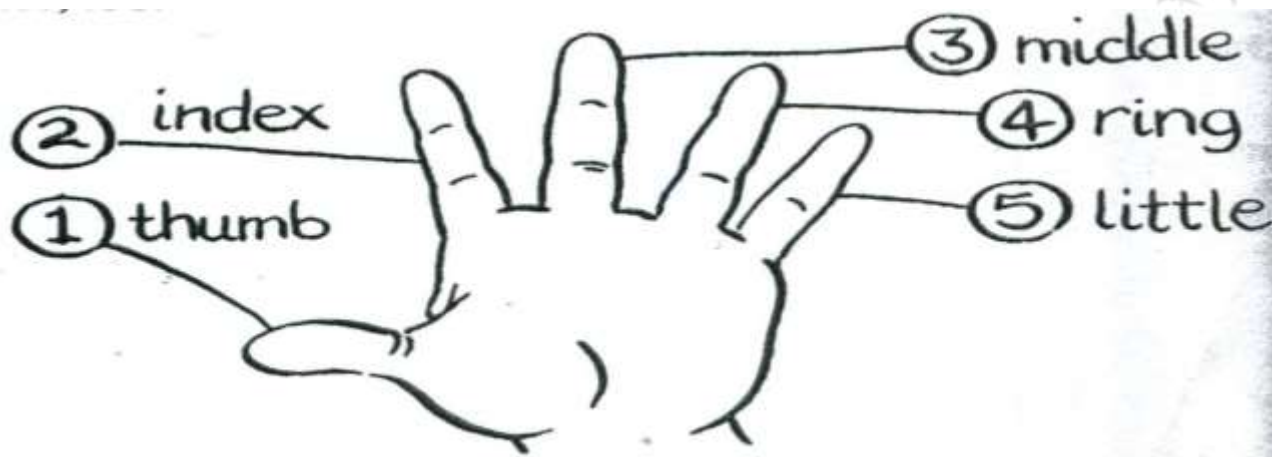


### Fingers.

1.Invite the learners to play with their fingers.Tell them to show you how they wiggle them,open them wide,make a fist,snap their fingers,etc.



2.Point at your fingers and say:" my first finger","my second finger","my third finger",etc.Get the learners to join you and point at their fingers,too.



3. Ask the learners to put some fingers together. Say, for example, "Put the second fingers together", "Put the fourth fingers together", etc. Make it more difficult by asking them to use a different finger on each hand, for example, "Put the first finger on your right hand and the fifth finger on your left hand together".

4. Tell the learners to come and sit in a circle. Say the rhyme. Open your hand, point at your fingers and make simple gestures. Invite the learners to mime with you.

Examples of mime and gestures.

### Counting sticks.

1. Divide the learners into pairs. Give each pair ten counting sticks. For example, a house using six simple lines on the board. Ask the pupils to make a similar house using the counting sticks.



2. Use the list of words you have prepared and ask the pupils to make the things or animals from the counting sticks. When they create many complex shapes, you may invite them to look at each other's work.



## TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR



3. Ask the pairs to use their imagination and make a picture of any thing or animal using the counting sticks. Then invite the pupils to stand up, walk around the class, and guess what the pictures the other pairs have created represent.

4. Tell the pupils to try out which letters of the alphabet they can make using the counting sticks.

Put the pupils into groups of four. Which words or sentences can they make using the counting sticks they have? Give each group a sheet of paper and pencil to record the words.

5. Ask each group to pick a word from their list for the other groups to make.



Ayniqsa, ushbu ta'limiy o'yinlar boshlang'ich sinflarda chet tili faniga yanada qiziqish uyg'otadi. Sizlarga yuqoridagilarni tavsiya qilaman.