

Article

The New Approach to Teaching Foreign Languages

Jurakobilova Hamida¹

1. PhD in Political Science, Associate Professor, Department of Western Languages, Turon University, Karshi, Uzbekistan

* Correspondence: xamidajuraqobilova@gmail.com

Abstract: This article seeks to explore the possibility of games as a means of improving the teaching and learning process of foreign languages in primary schools. Kirriem explains that through incorporating games into learning, it is possible to achieve a highly interactive and participative, and proactive student approach to learning games in classroom. Games act to encourage students to work through the difficulties connected with language learning but presenting the process in an entertaining, engaging and interactive manner. This they foster in the learner; teamwork, innovation, and trouble-shooting skills as they enhance learning of the language hence boosting confidence in this aspect of language. Also, games are fun and provide a real-life setting for students to use the language to convey messages in ways that are easy to remember. Games being a part of classroom learning turns lessons into play thereby making them more student friendly, able to accommodate all manner of learners in a single classroom and guarantee that all children remain interested in what is being taught. At last, this article points that applying game strategies in language learning help a person to have a clear insight about foreign languages and forms a strong base for future language learning skills.

Keywords: game, communicative game, interactive method, educational technologies, technological attitude, mental attack, competency, conversacion, esthetic game, poetic game.

1. Introduction

In the evolving landscape of foreign language education, a new approach has emerged that emphasizes the use of communicative games as a central pedagogical tool. This approach seeks to shift away from traditional, teacher-centered methods, focusing instead on interactive, student-driven learning experiences. This article explores the importance of games in organizing foreign languages lessons in primary schools, how they can transform the classroom experience and contribute to a deeper understanding of the language.

The importance of implementing communicative games in the process of teaching foreign languages in primary schools is considered as the most important factor in the effectiveness of teaching. Communicative games, such as role-playing, simulations, and problem-solving tasks, foster authentic language use in context, enabling learners to actively engage with the language while promoting fluency, vocabulary acquisition, and grammatical accuracy. By incorporating these games into the classroom, teachers can create an immersive environment where learners are encouraged to use the language in meaningful ways, simulating real-world interactions. This paper explores the benefits of integrating communicative games in foreign language instruction, including increased student motivation, reduced anxiety, and enhanced social and cognitive skills. It highlights how games support the development of cultural awareness and critical thinking, which are essential for mastering a new language. The findings suggest that

Citation: Jurakobilova. H., Shahobova M. The New Approach to Teaching Foreign Languages.

Pindus Journal of Culture Literature and ELT 2025, 5(1), 25-30.

Received: 24th Dec 2024

Revised: 28th Dec 2024

Accepted: 7th Jan 2025

Published: 15th Jan 2025



Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license

(<https://creativecommons.org/licenses/by/4.0/>)

communicative games are a highly effective and engaging method, offering a more dynamic and holistic approach to foreign language education.

Language learning, especially in primary school, is a crucial phase in a child's educational journey. For young learners, acquiring a new language can be both exciting and challenging. While traditional methods like lectures and textbooks have their place, increasingly, educators are turning to more dynamic, hands-on approaches to teach languages effectively. One such approach is the use of games in the classroom. In particular, games offer a fun, engaging, and interactive way to teach foreign language, enabling children to practice their language skills in real-world contexts. The incorporation of games into foreign language lessons not only makes learning enjoyable but also enhances students' motivation, social skills, cognitive development, and language acquisition.

2. Materials and Methods

Primary school students first think with shapes, colors, sounds, and senses, so education should be strongly organized in a demonstrative way. At the age of the educational institution, the functions of the mind that are weak in relation to other processes come into active use, and it is in the educational institution that the mind develops as nowhere else. Here, the experience and knowledge of the teacher are of great importance. Thinking develops along with their speech. Educational institution education not only enriches the child's vocabulary, but also teaches the skills of expressing one's thoughts in writing and orally. Memory is also of great importance, and the child's memory is of a demonstrative-figurative nature. Interesting, especially vivid information is remembered without errors. But children cannot work with their memory. Therefore, teachers must teach the skills of self-control, checking, repetition. The growth of a child at the age of an educational institution as an individual is influenced by communication with adults and peers, new types of activities and new relationships.

Their obedience, trustworthiness, tendency to imitation, and amenability to education provide good opportunities for personal development. The organization of education and games that demonstrate initiative, interaction, and competition together will give good results. Their interest in knowing the world, their activeness, and their demand for movement should be satisfied and provided with all-round beneficial activation. In short, only if the lesson is organized based on interactive methods, creativity, and innovation are implemented, will the effectiveness of education reach a new level.

Every child is very curious from a young age, and they are very happy with their newly acquired knowledge and skills. Therefore, the lessons given to them should be understandable and easy, that is, they should not extinguish their enthusiasm, but rather increase it. The lesson should be high-quality, emotional, and most importantly, productive. Only in this way will the knowledge acquired be retained in the minds of children for a long time and become a solid foundation for subsequent knowledge. Experts recognize that the earlier a child is taught a foreign language from birth, the easier it will be for them to master it. [6].

Today, the advantages and positive results of applying various interactive methods in teaching foreign languages are clearly visible from world pedagogical experience. Lessons using such methods are aimed at helping students to search for the knowledge they are acquiring, to independently study and analyze it, and even to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, learning, and upbringing of the individual and the team, while also performing the role of management and guidance. In this educational process, the student becomes the main figure.

Foreign language lessons differ from other subjects in two ways, namely the purpose and content of the lesson. Foreign language lessons mainly teach speech. Therefore, the main feature of a foreign language lesson is its practical, i.e. verbal orientation, during the lesson students practically acquire language competencies such as speaking, listening comprehension, reading and writing. [1].

While preserving the traditional form of teaching, enriching it with different methods that implement the activities of students in the district will lead to an increase in the level of

student learning. This requires rational organization of the lesson process, the teacher to increase students' interest and continuously encourage their activity in the educational process, dividing the educational material into small parts, using methods such as brainstorming, working in small groups, discussion, problem situations, guiding text, and role-playing games to reveal their content, and encouraging students to independently perform communicative exercises. In primary grades, the use of various games, taking into account the age characteristics of students, is more effective in mastering language materials. These methods are also called interactive or interactive methods. Interactive methods are understood as methods that activate students and encourage independent thinking, and that place the learner at the center of the educational process. When these methods are used, the teacher encourages the learner to actively participate. The learner is involved throughout the process.

3. Results

The goal of a lesson focused on student interactivity is to give them as many active opportunities as possible and to allow them to communicate more freely during the lesson. That is why in recent times, terms such as "game", "communicative games", and "communicative exercises" have been frequently used in the educational process.

What is a game?

The French term "jeu" ("game") comes from the Latin word "Jocus", which means "plaisanterie", that is, "joke", that is, the person playing should enjoy, have fun [2]

Play is always an activation of emotional and mental powers, as well as the ability to make decisions. [4]

Play is a part of our lives. It allows us to imagine, create, and test our abilities and capabilities in solving new problems at a given time. It gives people pleasure, allows them to create something, prevents mental stress, and unleashes their intellectual potential. It attracts all members of society, regardless of age or social background.

Pablo Neruda said this about the importance of play in human life: "L'enfant qui ne joue pas n'est pas un enfant, mais l'homme qui ne joue pas a perdu l'enfant qui vivait en lui", that is, "A child who does not play is not a child, but a person who does not play loses his childhood".

At this point, it is natural to ask, "What are the advantages of implementing games in the educational process?"

⊙ Engagement and motivation:

- active participation: games make learning fun, which naturally increases student engagement. When children play, they are more likely to participate actively, even in tasks that might otherwise feel tedious;
- intrinsic motivation: games foster intrinsic motivation as students are motivated by the fun and challenge of the game rather than external rewards;

⊙ Language acquisition:

- contextual learning: games provide a context for students to use the French language in real-life scenarios. This helps them practice vocabulary, pronunciation, and grammar in an interactive way, making it more meaningful and easier to remember.
- repetition and reinforcement: through games, students encounter vocabulary and structures repeatedly, which aids retention and helps them internalize the language naturally.

⊙ Differentiated learning:

- catering to different learning styles: games can be adapted to suit various learning styles (auditory, visual, kinesthetic). For example, word-based games benefit students who excel at reading and listening, while movement-based games help those who learn best through physical activity.
- inclusive education: games can accommodate children with different abilities by offering varied levels of difficulty or allowing modifications to ensure everyone participates and learns.

Creating a positive learning environment:

- reduced anxiety: learning a new language can sometimes feel intimidating, especially for young learners. Games reduce the pressure, making the classroom feel more relaxed

and enjoyable. This leads to greater comfort and willingness to make mistakes and learn from them.

- fostering creativity: games often encourage children to think creatively, which can also improve their ability to express themselves in French more freely and inventively.

Development of cognitive skills:

- problem-solving: many language games require students to solve puzzles or think critically, thus helping them develop cognitive skills while applying French in the process.

- memory and recall: memory games, for example, strengthen memory skills as students recall words, phrases, and structures they have learned in previous lessons.

Encouraging repetition without boredom:

- Fun practice: games allow for the repetition of language concepts in a fun and engaging way. Repetitive practice is essential for language acquisition, and games make this process enjoyable rather than monotonous.

The main purpose of applying games to the teaching process is to prove to the students the conditionality of education, to allow some low-assistance students to actively participate in the tasks in the teaching process, so that the child gets pleasure and enjoyment from doing something, the level of mastery and effectiveness is high, and the students express their opinions freely. is to create an opportunity. Moreover, it is true that a good game implemented into the lesson process is more effective than grammar or other similar activities.

4. Discussion

First, before introducing games into the lesson, the teacher should clarify questions such as the purpose of the selected game, what types of games should be used to master which language material, what knowledge students can acquire during the game, and at what stage of the lesson, which type of game is most effective.

For example, games using the "brainstorming" technology can be used at the beginning of a lesson to help students review new words and phrases they have learned on the topic, while demonstration games, are best used at the first stage of a lesson to help defuse the classroom atmosphere. In order to repeat the language material learned from the "role-playing games" and to control the level of mastery, we recommend using it at the last stage of the training.

In foreign language learning, the language learner is in a state of excitement in expressing whatever language material he has learned. That is, he feels the fear of saying something wrong when expressing the language material he has acquired in front of the team. Games prevent such excitement, stress, and fear, help the student to behave freely, overcome his anxiety. He enters into a natural dialogue not only with the teacher, but also with his partner, his team, strives to achieve his goal, fights for his team, defends himself in certain situations, and gives him the opportunity to demonstrate his abilities and at the same time evaluate the language competencies he has acquired.

In addition, the introduction of various types of games into the lesson process helps to unite the group, create an atmosphere of trust between students, as well as provide each member of the team with the opportunity to fulfill their duties and responsibilities, and establish friendly relations between different participants. This kind of environment makes students happy, they come to class with a lot of fun and interest. By engaging in such activities, children's memories are refreshed. They learn things not only from their teachers, but also from each other.

According to scientists, the formation of language skills and abilities in most cases takes place through several repetitions of actions. Actions are repeated during the educational process through communicative exercises and games. It is known that the effectiveness of exercises and games largely depends on its organization. [5] This directly depends on the skills of the teacher.

In order to learn the communicative games of the language, the teacher should be able to read, receive, open, read, and explain at the same time. At the same time, he used the grammatical, phonetic and lexical language materials he had collected in his own language.

Ar prederour gall brudet Jean-Jacques Rousseau en deus displeget eo ar c'hoari unan eus an doareoù efedusañ en argerzh deskadurezh evel-henn: “Donner à l'enfant le désir d'apprendre et toute méthode sera bonne”, that is, “Give the child the desire and enjoyment of learning, and then all methods will be effective”.

The fact that introducing games into the teaching process is one of the effective methods of learning foreign languages is also promoted in the pan-European document “Common European Framework of Reference for Languages: Teaching, Learning, Assessment” (SEFR). It emphasizes the importance of applying any aesthetic, poetic and other types of games to the teaching process (4.3.4 and 4.3.5 sections) [5].

At this point, we would like to draw your attention to the following statistical data. Practitioners have also experimentally determined that a person remembers 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, and 50 percent of what they hear and see at the same time. If we think about what attracts our attention, talk about it, and do it, we can remember 90 percent [2].

5. Conclusion

In conclusion, it should be noted that, games allow the learner to demonstrate his ability to be both a doer and a receiver at the same time, to respond to what he hears when spoken to, and to engage in real social interaction. Incorporating games into French language lessons in primary schools is an effective and enjoyable way to teach young learners. It enhances engagement, language acquisition, social skills, and cognitive development, while also fostering a positive, inclusive, and creative learning environment. By using games, teachers can create a more dynamic and effective approach to language learning that motivates students and helps them build a strong foundation in French. This is the main goal of implementing games in the teaching process.

REFERENCES

1. Jamolov J. Methods of teaching foreign languages. - Tashkent, 2012. – P. 342.
2. Jérôme Carrière. La pédagogie du jeu, une méthode active de la plongée à part entière. – Paris, 2010. – P. 81.
3. Lobuzova E.A., Afanaseva O.V. Game as a way of teaching a foreign language. Vestnik MITU-MASU, 2020, № 4. –P.64-70.
4. Minyar-Beloruhev R.K. Methodology of training in French language. – Moscow: Prosveshchenie, 1990. – P.224.
5. Common European Framework of Reference for Languages: Teaching, Learning, Assessment. Council of Europe. Points 4.3.4 et 4.3.5. - Strasbourg, 2004. – P. 196.
6. Rulomov S.S. Factors to improve the effectiveness of learning a foreign language // Materials of the international scientific-practical conference on “Issues of creating a modern model of determining the level of knowledge of students in foreign languages”. – Tashkent, 2014. –P. 3-6.
7. Khalikova, L. U. (2019). INNOVATIVE APPROACHES IN THE METHOD OF TEACHING FOREIGN LANGUAGES IN UNIVERSITIES. Theoretical & Applied Science, (11), 654-657.
8. Abdyhalykova, A. M. (2016). Innovative methods of foreign languages teaching. Indian Journal of Science and Technology, 9(22), 1-7.
9. Khasanova, D. K. (2020). Methods of teaching foreign languages. Scientific Bulletin of Namangan State University, 2(11), 371-376.
10. Amanov, A. (2023). Innovative Methods of Foreign Language Teaching in Universities. Журнал иностранных языков и лингвистики, 5(5).

11. Khoshimova, D., Otajonova, D., & Khaldarchayeva, G. (2020). Modern technologies in teaching foreign languages. *Academic Research in Educational Sciences*, (3), 504-508.
12. Elsner, D., & Viebrock, B. (2013). Developing multiliteracies in the 21st century: Motives for new approaches of teaching and learning foreign languages. *Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education—An Interdisciplinary Approach*, 7-13.
13. Amanov, A. (2023). EFFECTIVE METHODS AND MEANS OF TEACHING A FOREIGN LANGUAGE. *Журнал иностранных языков и лингвистики*, 5(5).
14. Halbach, A. (2022). *The literacy approach to teaching foreign languages*. Palgrave Macmillan.
15. Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The modern language journal*, 98(1), 296-311.