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THE ROLE OF GAME TECHNIQUES IN TEACHING SPEECH CULTURE IN THE PHILOLOGICAL FIELD

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ABSTRACT

This article explores the role of game techniques in the process of teaching speech culture in the philological field. It highlights the relevance of using game approaches in educational practice in order to effectively develop students' communication skills. The author analyzes the basic principles and methods of game learning, revealing their applicability and effectiveness in the context of the formation of speech culture. The pedagogical aspects of the introduction of game techniques into the educational process of philological specialties, including the selection and adaptation of game tasks, evaluation and monitoring of results, are also considered. The results of the study emphasize the importance of game techniques as a means of stimulating active communication, increasing students' motivation to study speech culture and developing their skills of language adaptation and etiquette. Possible obstacles and ways to overcome them when introducing game approaches into the educational process are also analyzed. In general, the article represents an important contribution to the pedagogical practice of teaching speech culture in the philological field, justifying the need and prospects for using game techniques to achieve educational goals.

KEYWORDS

Teaching speech culture, philological direction, game techniques, the role of games in education, the development of communication skills, the effectiveness of learning through play, methods of teaching speech, interactive lessons, creativity in learning, active learning, game scenarios in the educational process.

INTRODUCTION

Teaching speech culture in the philological field is a key aspect of the formation of students' competence in the field of language and literature. Speech culture includes not only knowledge of the language, but also the ability to use it correctly and culturally in various fields of communication. In this context, the use of gaming techniques becomes an effective learning tool that promotes the activation of language activities and the formation of communication skills. Game techniques in teaching speech culture in the philological field are a variety of games and exercises aimed at developing students' lexical, grammatical and communicative skills[1]. These techniques are based on the principles of interactivity, collective interaction and active learning activities, which contributes to more effective learning and increased motivation to learn.

One of the main advantages of using gaming techniques is their ability to create an atmosphere of friendly cooperation and interaction between students. During the game exercises, students actively communicate with each other, exchange information and develop cooperation skills, which contributes to the formation of communicative competence. In addition, game techniques make the learning process more interesting and exciting for students. By playing various linguistic games and role-playing exercises, students not only deepen their knowledge of language and literature, but also develop creative thinking, creativity and imagination.

An important aspect of using gaming techniques is their adaptability and flexibility. Taking into account the individual needs and level of training of students, the teacher can select various games and exercises that best meet the goals and objectives of learning.

Thus, game techniques play an important role in teaching speech culture in the philological field[2]. They contribute to the effective formation of language skills, the development of communicative competence and increase the motivation of students to study. The use of game techniques makes the learning process more interesting, exciting and productive for all participants.

In the modern educational process, the emphasis is placed not only on the transfer of knowledge, but also on the development of diverse skills and competencies. One of the important aspects of learning is the formation of students' speech culture, especially in the philological field. Speech culture plays a key role in the professional development of future philologists, since their ability to adequately analyze texts, communicate and express their thoughts depends on their level of language proficiency[3]. In the context of teaching speech culture in the philological field, game techniques play a significant role. They provide students with the opportunity not only to practice the language, but also to develop their communication skills, critical thinking and creative thinking. In this article, we will consider the importance and effectiveness of using game techniques in teaching speech culture in the philological field.

Approaches to teaching speech culture

Teaching speech culture in the philological field requires an integrated approach that includes not only the study of grammar and vocabulary, but also the development of norms and rules of communication, etiquette, and cultural features of the language. Traditional techniques such as lectures, reading texts,

and analyzing literary works play an important role in learning, but game techniques complement them, making the learning process more interesting, effective, and memorable. Games stimulate students' interest and motivation to learn, as they represent an intellectual challenge and a pleasant pastime[4]. Many games are based on interaction and communication between participants, which contributes to the development of students' skills of argumentation, persuasion, dialogue and conflict resolution.

Game tasks can stimulate students' creative thinking by helping them find non-standard solutions and see things from unexpected points of view. During the games, students actively use language skills such as speaking, listening, reading and writing, which contributes to their consolidation and development. Students can play the roles of characters in literary works or simulate real communication situations, which helps them understand the nuances of language and cultural characteristics of communication. For example, games for the development of lexical skills, making associations, puzzles to test grammar knowledge, etc[5]. Tasks aimed at analyzing texts, searching for errors, discussing thematic issues and debates.

In the modern world, where information technology penetrates into all spheres of life, it is important not only to have knowledge, but also to be able to communicate effectively. This is especially true for students of philological fields, where the study of language and literature is the main component of education. In this context, game techniques occupy a special place in teaching speech culture.

The importance of speech culture in philological education

Information transfer, communication, persuasion - all this is impossible without the proper use of language. Speech culture encompasses not only knowledge of grammar and spelling rules, but also the ability to adequately express one's thoughts, take into account the audience, and adapt the style and form of communication to a specific situation. For students of philological fields such as linguistics, Russian or foreign philology, mastery of speech culture is a key element of professional competence. They not only study languages and literature, but must also be able to analyze texts, express their thoughts clearly and convincingly, and work with arguments and evidence. In the process of teaching students of philological fields, game techniques occupy an important place. The game is not only a way to make the learning process more interesting and attractive, but also an effective means of developing speech skills.

One of the main goals of game techniques is to create communication situations in which students can practice their speech skills. This can be a role-playing game, debates, game exercises for the development of vocabulary and grammar, crosswords, games for memorizing literary works and much more.

Teaching speech culture is an important aspect of philological education, since language is a key communication tool, and its competent use is an integral part of successful academic and professional activities. In the context of the philological field, special attention is paid not only to the knowledge of the language system, but also to the ability to adequately and culturally communicate in the language. Game techniques are an effective tool in teaching speech culture. They create a comfortable and stimulating environment for students, allowing them to actively participate in the learning process and at the same time

develop their communication skills[6]. One of the main advantages of gaming techniques is their ability to create authentic communication situations. In a playful way, students have the opportunity to immerse themselves in real language situations that simulate various communicative situations that they may encounter in life or in the workplace. For example, role-playing games allow students to get used to different roles and use language in accordance with the context, which contributes to the development of adequate and cultural communication skills.

In addition, game techniques contribute to the development of students' creative thinking. Games based on creative and improvisation tasks can help students expand their language stock, learn to express their thoughts and ideas more accurately and creatively, and improve their language perception and understanding skills. An important aspect of gaming techniques is their ability to motivate students. Participation in games brings pleasure and stimulates interest in the material being studied, which contributes to a more effective assimilation of knowledge and skills. In addition, game techniques can contribute to the formation of a positive attitude towards language learning, which is important for long-term success in language learning.

However, it should be remembered that game techniques should be competently integrated into the learning process and correspond to the goals and objectives of learning. It is important to select games that are not only interesting and entertaining for students, but also contribute to achieving specific language goals. In addition, it is important to provide adequate feedback and further discussion after the game, so that students can realize their successes and mistakes and improve their skills. Thus, game

techniques play an important role in teaching speech culture in the philological field. They contribute to the creation of authentic language situations, the development of creative thinking and motivation of students, which makes them an integral part of the modern educational process. The correct use of game techniques allows you to create an effective and exciting learning environment that contributes to the successful development of language skills and the formation of a speech culture among students.

Game techniques in teaching speech culture in the philological field play an important role in the formation of professional competencies of future philologists. They not only make the learning process more interesting and effective, but also contribute to the development of communication skills necessary for successful professional activity. The use of games in the educational process is not only a fashionable trend, but also an effective tool for personal development and the formation of key competencies. In modern education, the importance of innovative methods and approaches in the learning process is increasingly recognized. One of such techniques, which is increasingly being used in teaching speech culture in the philological field, is gaming techniques. Play is not only a form of leisure, but also a powerful learning tool that promotes the development of communication skills, emotional intelligence and cultural education. In this article, we will consider the role of game techniques in the formation of students' speech culture in the philological field.

Play is a natural form of human activity that allows you not only to have fun, but also to learn. In the context of teaching speech culture in the philological field, game techniques help students to master the norms of the Russian language, improve communication skills,

develop creative thinking and expand their vocabulary. The main idea of game techniques in teaching speech culture is to create situations as close as possible to real ones, in which students can practice language skills, test their communication abilities and overcome language barriers. Game techniques in teaching speech culture in the philological field play an important role in the formation of effective communication skills, understanding of language norms and the development of communicative competence. They make the learning process more interesting, motivating and effective, contributing to the comprehensive development of students and the formation of their speech culture.

CONCLUSION

Game techniques play an important role in teaching speech culture in the philological field. They help students not only to acquire language skills, but also to develop communicative, creative and critical abilities. Therefore, it is important to include game elements in the learning process in order to make learning more interesting, effective and productive.

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