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A SYSTEM OF DIFFERENT EXERCISES IN TEACHING ENGLISH LESSONS

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Abstract
The article discusses the importance of organizing training sessions through games. In particular, in the creation of technological games in English lessons, it is necessary to pay attention to the fact that it arouses interest in students,meets their learning needs, and is quickly accepted by the listener.
The author emphasizes every teacher should have choice when using games,talking into account the abilities, interests, level of knowledge and aspirations of their students. There are also games that can be used to practice, listen to, speak,teach and develop language materials. Lexical, grammatical, phonetic, spelling, etc.

Keywords: Topic,learning games, lesson, process, level of knowledge, preparation, experience, practice, language materials, pictures.

Introduction
Today, games have become a tradition in schools. It is known that lessons based on various games help students to demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The recognition of games as one of the most effective methods of new pedagogical technologies is also a proof of our opinion. The basis of the use of game technology is an activity that activates and accelerates students. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express himself, to find a stable place in life, to self-manage, to realize their potential.
The focus of all games is often accepted from the principles of education and tactics. Learning games should be based on the subject. Learning game documents must be suitable for the curriculum of the class and the contents of the class textbook. In the game, students are more interested in this activity than normal and comfortable lessons.

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Methods

First, it should be noted that the game is an educational method. Students believe they can play, speak, hear, understand, and write in English. Experience shows that all games belong to a troublesome position, regardless of the level and age of the participants. Therefore, you need to solve the following educational and psychological issues before games are applied to educational practice. Each student needs to know: -for the purpose of the game. Game mission; -Game topics belong to all planning. -You can apply techniques and abilities that can be formed not only in the next game but also in previous games. Students need to create technical games for students so that students are interested in students, satisfy their demands, and quickly absorb their demands. When using a game, all teachers can choose. In other words, he is his student. You can choose a game according to your ability, interest, knowledge and desire. The game is used to develop language skills, listen, speak and read. Vocabulary, grammar, pronunciation and spelling games are used to activate the use of language documents. Vocabulary games are new and new. This word helps to remember faster. Grammar games are organized to teach and develop important grammar structures. Such games often have the right to own, hold, hold, hold, hold, hold, hold, express and own their own. Games are often a form of competition. The voice game plays an important role in developing pronunciation and words of students' words. It is used for teeth to learn how to use orders, letters and characters in order games. The proposed games below can be used by teachers in both vocabulary, grammar, audio and spelling style. This game is called "mysterious box". The class is divided into three groups to play games. Leaders are appointed to each group and leaders are responsible for protecting group members. There are three boxes on the table. Each box has a document and a game image. Students take cards and images and complete the exercise. When the "mysterious box" is maintained in the vocabulary game mode, an image associated with the insurance topic is placed in the box.

Dicussion

Students take pictures in the box and specify the name of the object in the picture. Example: A: This is a dog.

B: This is a rabbit.

When the game is played as a grammar game, a sentence is formed by participating in the box. Example: A: I have cat

B: My cat is small.

When the game plays the voice, the card has a letter or letter in the box. Students must start with the letters obtained from the box and find a word that is correctly pronounced.For example:

C-Cool [ku:l]

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S-SNAKE [SNEIK]

I-LAKE [leak]

B-BLUE [blu:]

In English classes in elementary school, questions such as "What is the alphabet", the order of placement of letters, the formation of words from letters can be used "Moon and stars" method. compose words using the sequence numbers located.

For example:The 2nd letter "B" in the 2nd alphabet Students say words that start with that letter.

The game is played in the spelling game mode. Students must spell the beginning of the word without error in the letter of the card taken from the box. Example:

F-father

Ch-chees

H-hnistory

M-Mother.

Through mysterious box games, students' gaps are full of knowledge and the topics mentioned are improved. This game helps students increase their daughter's winter to increase their daughter's winter. With my experience, I can use the interactive method in each class to achieve achievement effects. Introducing English classes in the first grade from the beginning of the new semester is a strong responsibility for US educators. All teachers have to work hard. Different games related to exercises and topics described in textbooks are very interesting in age. However, teachers can use new games in students based on learning about learning, interests and of course their teaching classes. For example, there is a game related to color with the theme "Breeding". But there is no game related to the "part of the body" topic. Next is "Who are you?" We want to bring a game of your interest. In this game we use the phrase "Ive Got ...". The rest of the students listen to and talk about an animal.

For example,

Lola: Ive has 4 feet. I have a big ear. I have a small eye. I have a big nose and a big mouth. Run and dance.

Who i am?

Bobur: You are horse

Laura: No,I'm not

Asadake: You are a donkey.

Laura: Yes, I'm me.

Komil: There are two legs. I had a little eye. I have a big mouth. Dance to fly and swim and run.

Who am I?

Munis: You are male chickens

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Komil: No,I'm not

Zafar:you're a duck.

Kamol:yes, I'm

This game can also be used on the "wild animals" theme. Now you can use the game for fruits and vegetables. This game "I like ... or" My favorite fruits (or vegetables) ". It is great to organize the game, students must be divided into 2 or 3 groups. I need. Fruit and vegetable classes in different locations. For example in a window of the window, on a shelf, next to it, write on the board, next to the door, under the midwives and so on. The first group of students is selected and says the name of their favorite fruit or her vegetables. The remaining two group of the group is also selected, writes with a basket in his hands to the board and listens to the student of the first group. His favorite collecting fruit or vegetables from different parts of the classroom in baskets. This game requires mobility. Anyone who will call the fruits first or when he can collect vegetables in a basket is recommended. The game is like that.

For example:

Laylo: I like apples, oranges, apricots, plums...

Bahora:I like cucumbers, tomatoes, carrots...

Result

Through this game, the Students of the lexical vocabulary, the understanding of listening and understanding and the ability to move improved. Students are interested in learning the language even more.

Conclusion

In summary, through the organization of such fun games, we not only develop the knowledge and skills of the students, but also demonstrate that the requirements of the "Sacred Lessing" program are completely implemented in practice.

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