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## THE IMPORTANCE OF USING EDUCATIONAL GAMES IN ARABIC LESSONS

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### KEYWORDS

educational games,  
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role,  
game rules,  
function,  
classroom

### ABSTRACT

In this article, the use of educational games in Arabic lessons, the role and function of educational games in the classroom, the teachings of pedagogical scientists game reviews, game rules, games learning task, didactic purpose of the game, stages of game duration, such as organizing the game in groups, focusing on the experience in the game the formation of the concept is analyzed.

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At present, the purpose, content and many scientists are doing research on their functions. Because it is progressive proponents of her case have been working to make the actual transcript of this statement available online it is true that there is a demand and need in educational institutions. Not only in Europe and In the United States, perhaps, the scientists of our republic are technologically in line with the spirit of our mentality are developing methods whose foreign achievements in this field are attributed to foreign scientists also acknowledge.

The basis of the use of gaming technology is the activation of students and accelerating activity. According to scientists, play is a combination of work and study is one of the main types of activity. According to psychologists, the psychological mechanisms of play self-expression, stabilization of one's place in life, self-realization management, to the fundamental needs of realizing its potential

relies on. The game is about learning and recreating social experiences is defined as a type of activity in which an individual controls his or her behavior and improves. Gaming activities are dedicated to performing certain functions. They are:

- charm;
- Communicativeness;
- realize their potential;
- treatment;
- diagnosis;
- interethnic communication;
- socialization.

A.A. Tyukov notes the following stages of the game cycle:

- The basics of the game when analyzing the situation and the problem productive independent creative work of the participant of the game on the theme of the plot;

- general critical discussion of the results of the work of practical groups;
- Reflective analysis of the game process and participants' behavior;
- Solution organization phase [1].

We need to create technology games for students that they can to arouse interest in students, to meet their needs, to them quickly should be absorbed. Any game is successful in the student review experimental, observational, if any necessary. In this process, it is important to know which game meets the requirements of the students determined. "Artificial games" that do not attract the attention of students should not be a waste of students' time. That's why a particular group of students likes it games, games that really touch their hearts. This the level of games that meet the criteria is conducted by the teacher experiments. The game is suitable or unsuitable for students until tested can't be determined Every teacher has the freedom to choose when to use a particular game, whether it is similar to the game or completely have the right to seek another option. It depends on the teacher [2].

The following are examples of such games:

**Take the ball, say the word.** If this game is used a lot in Arabic lessons, it will increase the vocabulary. It's a game where girls throw the ball at each other when they're young. This game is played by the teacher in the classroom. Teacher

He quickly throws the ball to the students and says the Uzbek word, the student throws the ball. As soon as he gets it, he says the Arabic word for it and passes the ball back to his teacher. Students may also be allowed to play this game. The teacher watches the game. This is a game with its own rules: yes - one word should not be repeated twice, answering it is forbidden to help students, the answer is given by catching the ball. If the answer is not given by the student within the specified time, it is out of the game. Which student is quick and error-free from the beginning to the end of the game if he can say the word, that student is the winner. This game teaches students to be active and responsive. Such the formation of traits in students is a topical issue.

**Mystery Bond Game.** At the beginning of the game, the teacher explains the purpose of the game. To the game will be prepared in advance. 4-5 different colored threads needed for the game is prepared. For example, a total of 10, one for each of the 10 red rag threads cardboard or thick paper with Arabic proverbs attached. When 10 proverbs are combined on a piece of paper, a total of 40 proverbs are collected. The other end of the string is made to be drawn. The papers are placed in a tastefully made box. The game begins. Pupils use 4 different colored strings from a box on the table and they take these four Arabic proverbs and sit down translate each article into Uzbek with your group members and comment on it are preparing to give. If there is a knot in the middle of the rope, that group loses 5 points. Every Arabic in the process of answering. The Uzbek version of the proverb is also commendable will be. This game - the purpose of the lesson - is memorized by the students in advance to test how well they have mastered Arabic proverbs. In this method test can be done for each student or in groups. At the end of the game, the teacher concludes and evaluates the groups.

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