

TEACHING ACTIVE GRAMMAR WITH WORDBRICK

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10-umumiy o'rta ta'lim maktabining

Ingliz tili o'qituvchisi

Annotatsiya: Mazkur metodik tavsiyada umumiy o'rta ta'lim maktablari ingliz tili o'qituvchisining innovatsion metodlardan foydalanish orqali ta'lim sifatini oshirish yo'llari yoritib berilgan.

Kalit so'zlar: maktab, innovatsiya, pedagog, metod, ta'lim, tarbiya, kreativ, innovatsiya.

KIRISH

Hozirgi kunda pedagogikaning rivojlangan tajribalari hamda ta'limda erishilgan yutuqlarni amaliyotga olib kirish muhim shartlaridan hisoblanadi. Ayni paytda o'qituvchi faoliyati davomida foydalansa bo'ladigan katta tajribalar bazasi shakllangan va u jadal sur'atlarda yanada boyib bormoqda. Ammo shunga qaramay, o'qituvchilar va shu sohani egallab kelayotgan yoshlar tomonidan ana shu tajribalarni o'zlashtirib olishlari ancha qiyinchiliklar bilan amalga oshmoqda. Pedagoglarning bugungi kundagi mavqeyi ilg'or tajribalarni yuzaga keltirishda va ularning hamkasblari o'rtasida ommalashtirishda, ayniqsa, juda ahamiyatlidir. Ta'lim beruvchilar yangi ilg'or pedagogik tajribalarini amaliyotga tadbiq etishda uning qimmatini va qay darajada samaraliligiga e'tiborli bo'lishi kerak. O'qituvchi amaliy faoliyatining innovatsion texnologiyalarga yo'nalganligi nazariy pedagogik tadqiqotlar natijasida erishilgan yutuqlarni amaliyotda qo'llash imkonini beradi. Ayni mana shunday tadqiqotlar natijalarini ommalashtirish uchun ularni keng jamoatchilikka tanishtirish talab etiladi. Bunday yangiliklarni soha mutaxassislari tomonidan tezkor maslahatlar berish, maxsus seminar va treninglar o'tkazish, konferensiyalarda chiqishlar qilish, shu sohada bilim olayotgan yosh pedagog kadrlarga esa turkum ma'ruzalar havola etish orqali boshqa pedagogika vakillariga yetkazish mumkin.

ASOSIY QISM

Deyarli ko'pchiligimiz uchun yozish asosan yagona faoliyat hisoblanadi. Biz g'oyalarni kashf etmoqdamiz, tadqiqotlar qilmoqdamiz, qator loyihalarni tuzib chiqmoqdamiz, ularni qayta ko'rib chiqamiz va nihoyat ularni keraklicha tahrir qilamiz. Biroq, yozishda har doim ham jumalardan to'g'ri foydalanishda xatolarga yo'l qo'yamiz.

Soʻz va soʻz birikmalari bilan ishlash bizning yaxshi yozuvchilar bo'lishimizga yordam beradi. Soʻz g'ishtlari ya'ni word bricks - bu insho yoki hisobot uchun g'oyalarni tushunarli asoslashda, diqqatni jalb qiluvchi jumalardan foydalanishga va qo'llash ayniqsa foydali bo'lgan o'rganish usulidir.

Each Word Brick has two words, one on each side. These word pairs are related in some way. For example, some word pairs may be different forms of the same word (such as present and past tense verbs or forms of the verb to be) other word pairs might focus on words with opposite or complementary meanings (such as boy and girl, happy and sad etc.)

In addition to the regular Word Bricks, some special bricks are included to increase the flexibility of the sentence building process. One type of special brick is the " Wild Card, " which the students can use to stand in for any word that they would like to include in their sentence. The "Wild Card " designation appears on both sides of the brick, as shown below. Other bricks contain endings needed to create other forms of words, such as ed for past tense, -s or -es for plural nouns and subject - verb agreement, -ing for the progressive, and -ly for adverbs Word Bricks are an excellent way to promote active grammar study in English. With Word Bricks, students learn the patterns of English through repeated exploration of the language, through doing, rather than through the study of explicitly taught rules. For example, the Word Bricks include all of the forms of the verb to be, which students will need for correct subject - verb agreement in the simple present and simple past tenses. They can also use these bricks to create verb phrases in the passive (e.g., was taken) or the progressive aspect (e.g., is going). Word Bricks games can be used to interactively practice and review grammar, and all of the games included in Activate can be used in any class. However, teachers can also use Word Bricks games focus on particular grammatical structures, such as different verb tenses and aspects (e.g., She goes, She went, She had gone, She is going, She may go, etc.), active and passive voice, question forms (including yes / no and wh- questions), introductory there constructions (e.g., There are five books on the table.), relative clauses (eg .. The boy who caught the fish shared them with everyone), and many more structures. The teacher can pair a Word Bricks activity with a grammar lesson focusing on these structures and can remind students of these structures before beginning a game. However, Word Bricks games do not only focus on building complete, well - formed sentences in English. Several of the games described in this chapter are well - suited to more general practice with words in English. (For examples, Sentence Race, Longest Sentence, and Sorting Race.) These games allow students to reinforce their knowledge about the forms and uses of these words.

STUDENTS ' ROLE

Students use the bricks to build complete sentences in English while they talk and play in small groups. Students at all levels can benefit from playing with the Word Bricks. Beginning level students construct short phrases or simple sentences. Intermediate or advanced students make longer sentences. Teachers can adjust the level by adding an extra "Wild Card" or two. This will allow students to add the exact word that they are looking for to their sentence.

TEACHER'S ROLE

Before Play

Teachers will want to demonstrate that Word Bricks contain words on either side of the brick. In addition, teachers will want to show how to add the special bricks to words in order to make alternate forms of words, such as -s " Wild Card " -ed, -ing , -ly , and so on . If a game focuses on a particular grammatical structure, the teacher may want to offer a brief review of the structure. Most Word Bricks games are played in teams or small groups. Each team will need a flat sur face to work on as they move their Word Bricks around to create sentences. Almost any flat sur face will work. For example, in the picture above, the students are using the seat of a chair to build their sentences. During Play Teachers play three fundamental roles during Word Bricks games. First, they answer questions or check sentences for correctness, if needed. Second, teachers help players notice errors in the sentences that they produce in a way that helps them correct the sentences themselves. For example, if students make this sentence, "My friend like elephants," the teacher can put his or her finger on the word like to show students where the problem is. Students very often miss an -s or an article (a, an, the). However, to promote students 'active learning, the teacher should give them the responsibility of making corrections when a sentence is incorrect. By creating many sentences, students identify patterns. The third important role for the teacher is to keep the game fresh by rotating bricks from one group to another so that players can continue to make new sentences with new words.

After Play

The teacher should collect all of the Word Bricks to be used another time. The teacher should also make note of any additional bricks that would have made the game better, such as replacements for ones that are wearing out, more bricks of a particular word, or special bricks. The teacher can review a grammar feature that he or she noticed during the game that was particularly difficult or prone to errors. The teacher may also want to review sentence types or grammar structures that were taught during a previous lesson.

More Play

The bricks can be used again and again in class. Each time students play with the bricks, the combination of bricks that they receive is different, and the make - up of the groups is different. As students, progress in language learning throughout the semester,

the teacher should observe their progress in the number and complexity of the sentences they build.

Word Bricks ingliz tilida jumlar yaratish uchun ishlatiladi. "Word Bricks" da ingliz tilida yozilgan so'zlarning keng doirasi mavjud: otlar, fe'llar, sifatlar, qo'shimchalar, artikllar, olmoshlar va boshqalar.

Word Bricks: Brick Bingo - Brick Bingo talabalarga qiziqarli, past stressli o'yinda so'zlarning og'zaki va yozma shakllari o'rtasida aloqa o'rnatishga yordam beradi. O'qituvchi alohida so'zlarni chaqiradi va o'quvchilarda bu so'z bo'lsa, o'sha so'zlarni Bingo taxtasidan olib tashlashadi. Ushbu o'yinni alohida yoki juftlikda o'ynash mumkin.

So'z g'ishtlari: nutq qismlari - nutq qismlarida o'qituvchi o'yinchilarga foydalanish uchun ma'lum bir naqsh beradi va ularning jumalari ushbu naqshga mos kelishi kerak. Talabalar alohida, juftlik yoki kichik guruhlarda jumlar tuzish uchun Word Bricks-dan foydalanadilar. Ushbu faoliyat past darajadagi o'quvchilar uchun juda yaxshi, chunki u o'quvchilarga to'g'ri jumla yaratishga yordam berish uchun iskala bilan ta'minlaydi.

Word Bricks: Sentence Boundaries - Jumla chegaralarida o'qituvchi o'yinchilarga ularning jumalari uchun beshta aniq talablarni beradi. O'yinning har bir bosqichi o'yinchilardan turli naqshlarga amal qiladigan jumalarni yaratishni talab qiladi. Barcha beshta naqshni (tartibda) bajarib, 5 ball to'plagan birinchi jamoa o'yinda g'alaba qozonadi.

Word Bricks: Sentence Challenge - Sentence Challenge o'yinidagi o'yinchilar o'qituvchining yordamisiz o'zlarining Word Bricks-dan mumkin bo'lgan eng uzun jumlani yaratish uchun jamoalarda ishlaydilar. So'ngra, raqib jamoalar, agar ular jamoaning jumlasida xatolik borligiga ishonishsa, hukmga "e'tiroz bildirish" uchun javobgardir. Ballar noto'g'ri jumalarga mos ravishda e'tiroz bildirgan jamoalarga va o'zlari to'g'ri jumalarni yaratgan jamoalarga beriladi.

Word Bricks: Sentence Race - Sentence Race - bu tez sur'atli, qiziqarli o'yin bo'lib, talabalarga ingliz tilida tez fikr yuritish imkoniyatini beradi, chunki ular Word Bricks yordamida yaxshi tuzilgan jumlar qurish orqali ball to'plashga harakat qilishadi. Ushbu o'yinni ma'lum vaqt oralig'ida yoki bitta jamoa belgilangan ochkolar soniga yetguncha o'ynash mumkin. Maqsadga birinchi bo'lib erishgan jamoa o'yinda g'alaba qozonadi. 3-4 talabadan iborat jamoalar eng yaxshi ishlaydi.

So'z g'ishtlari: Ta'riflash va taxmin qilish - Ta'riflash va taxmin qilishda o'yinchilar navbatma-navbat Word g'ishtini tanlaydilar va so'ngra asl so'zni aytmasdan g'ishtdagi so'zlardan birini tasvirlaydilar. Maqsad, qolgan o'yinchilarni so'zni taxmin qilishdir.

So'zli g'ishtlar: eng uzun jumla - eng uzun jumla talabalardan atigi 3 daqiqada 15-20 ta so'zli g'ishtlar to'plamidan foydalanib, eng uzun jumlani yaratishni so'raydi.

Vaqt chegarasini qisqa tutib, eng uzun jumlani tuzish uchun jamoalar raqobatlashgani uchun tez sur'atda, qiziqarli muhit yaratadi.

Word Bricks: Saralash poygasi - Saralash poygasida o'yinchilar Word Bricks to'plamida ma'lum turdagi barcha so'zlarni topish uchun poyga qilishadi. So'z turkumini tanlash o'yinni ko'proq yoki kamroq qiyinlashtirishi mumkin.

Ingliz tili darslarida foydalanish uchun qiziqarli o'yinlar va interfaol metodlar

1. Letter scramble

Make a list of the last words your students have learned. And write a word on the board by confusing the letters. Give your students some time to find the word with the letters in the correct order. The student who finds the word first is the winner.

For example:



Tartibsiz harflar

O'quvchilaringiz oxirgi marta o'rgangan so'zlarni ro'yxatini tuzing. Va biror so'zni harflarini chalkashtirib doskaga yozing. O'quvchilaringizga harflarni tog'ri tartibda qo'yib berilgan so'zni topishiga biroz vaqt bering. Kim birinchi bo'lib so'zni topa olsa o'sha o'quvchi g'olib bo'ladi.



Masalan:

2. **What am I thinking of?**

Divide students into pairs. Each student should write 5-10 words describing an object on a piece of paper. When time is up, students switch sheets and try to find what their partner has described. The first team to find the words correctly wins.

Men nima haqida o'ylayapman?

O'quvchilarni juftliklarga ajratib chiqing. Har bir o'quvchi bir varoq qog'ozga biror buyumni tasvirlab 5-10ta so'z yozishi kerak bo'ladi. Qachonki vaqt tugaganida, o'quvchilar varoqlarini almashtirishadi va sherigi nimani tasvirlaganini topishga harakat qiladi. So'zlarni to'g'ri topgan birinchi jamoa go'lib bo'ladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Shu o'rinda bir savol tug'iladi: «Ilg'or pedagogik g'oyalar va texnologiyalarni keng jamoatchilik vakillariga etkazuvchilari hamda targ'ibotchilari kimlar?». Alohida pedagog yoki ta'lim muassasi tajribasini o'rganib chiqish, ommalashtirishda oliy ta'lim muassasalarining professor o'qituvchilari, umuta'lim dargohlarida faoliyat olib boradigan etuk pedagoglar bu jarayonda muhim ahamiyat kasb etadi. Buning sababini quyidagicha izohlash mumkin:

- innovatsiya muallifi muayyan pedagogik g'oya yoki yangilikning istiqboli to'g'risida kerakli va aniq bahoni bera olmaydi;

- ilg'or pedagoglar har doim ham o'z g'oyalarini ommalashtirish haqida o'ylayvermaydilar. Sababi yangilik pedagogning qo'shimcha vaqti, mehnatini talab qiladi;

- g'oya har doim ham uning yaratuvchisi tomonidan ilmiy–metodik jihatdan etarlicha asoslanmaydi;

- mualliflar o'zlarining innovatsiyalari va ularni amaliyotga joriy etish yo'llarini bayon qilishda o'zlari va kasbdoshlarining individual xususiyatlari bilan bog'liq bo'lgan to'siqlarga ro'baro' keladilar;

- nafaqat pedagogik innovatsiyalarni targ'ib qilish va ommalashtirish, balki ular asosida pedagoglar qaoliyatiga tuzatishlar kiritish bo'lajak o'qituvchilarning kasbiy bilimdonligi va mahoratini boyitish vazifasi ham ijodiy guruh zimmasiga yuklanadi;

- innovatsiyalarni tizimli tanlash, monitoring o'tkazish, innovatsion g'oyalar, texnologiyalarga baho berish, oliy o'quv yurtlari ish tajribalarini boyitish vazifalari ham ijodiy guruh a'zolari zimmasidadir.

Innovatsion g'oya muallifi amaliyotda qo'llashga yo'naltirilgan faoliyatni boshqarishda ishtirok etmaydi. Bu tarzda yondashuv innovativ pedagogning imkoniyatlarini kengaytirish va uni muayyan maqsadga yo'naltirishga zamin yaratadi. Innovativ pedagogika asoschisi va ommalashtiruvchining quvvatlari shu tariqa bir nuqtaga jamlanib, ma'lum bir maqsadga yo'naltiriladi. Pedagogik innovatsiyalar o'zining muayyan o'lchovlariga ega. Pedagogik innovatsiyalar bo'lg'usi o'qituvchining kreativ faoliyatini shakllantiradigan quyidagi o'lchovlardan iborat hisoblanadi: innovatsion usullarning naqadar yangi ekanligi; uning optimalligi; qanchalik samara berishi; omaviy tajribada qo'llash imkoniyati va shu kabilar. Innovatsion usullarning asosiy o'lchovi ularning yangiligi, ilmiy tadqiqot natijalari hamda ilg'or pedagogik tajribalar bilan tengligidadir. Shu sababdan ham innovatsion jarayonda faoliyat olib borish istagida bo'lgan o'qituvchilar uchun yangilikning asl mohiyati nimadan iborat ekanligini tushunish muhim ahamiyatga ega hisoblanadi.

MUHOKAMA

O'tkazilayotgan tajriba ma'lum bir o'qituvchi uchun yangilik bo'lsa, boshqasi uchun esa bu usul yangi bo'lmasligi mumkin. Qolaversa, bo'lajak pedagoglar uchun ayni bir usulning yangilik darajasi turlicha bo'lishi mumkin. Shularni e'tiborga olgan holda bo'lajak pedagoglar ham, ta'lim tizimida faoliyat olib borayotgan o'qituvchilar ham innovatsion ijodiy faoliyatga o'zlarining ehtiyojidan kelib chiqqan holda yondashishlari lozim bo'ladi.

Bo'lg'usi pedagoglarning kreativ funksiyalarini rivojlantirishga ko'maklashuvchi innovatsion usullar yangiligi darajasiga ko'ra bir qancha shakllarda namoyon bo'ladi: absolyut daraja; lokal-absolyut daraja; shartli daraja; sub'ektiv daraja. Innovatsion pedagogik yangiliklarni ommaviy tarzda amaliyotda qo'llash ularni baholashning me'zoni sifatida talqin etiladi. Bu asosan o'quv jarayonining texnik ta'minoti va o'qituvchi faoliyatining o'ziga xosligi bilan bog'liq.

Ommaviy pedagogik tajribalarda pedagogik innovatsiyalarni ijodiy qo'llash alohida o'qituvchilar ish faoliyatining boshlang'ich bosqichida namoyon bo'ladi.

Mazkur innovatsiyalar tajriba-sinovdan o'tkazilib, ob'ektiv baholangandan so'ng ommaviy tarzda qo'llash uchun taqdim etiladi. Keng ommalashgan, ijobiy natijalarga erishish imkonini beradigan innovatsion usullardan foydalangan holda bo'lajak o'qituvchilarning kreativ funksiyalarini rivojlantirish maqsadga muvofiq bo'ladi.

O'qituvchining innovatsion faoliyatini o'rganishga yo'naltirilgan tashxislash metodlari ham rang-barangdir. Tashxislash metodlaridan foydalanish o'qituvchi faoliyatining kuchli jihatlarini namoyon qiladi. Shuning uchun ham bo'lajak o'qituvchilarni tashxislashning zamonaviy metodikalari bilan qurollantirish davr talabidir. Bo'lg'usi pedagoglarning kasbiy ehtiyoj va xohishlarini hisobga olgan holda ularda kasbiy-pedagogik etikani shakllantirish va uzluksiz rivojlantirishga yo'naltirilgan to'laqonli maqsadli faoliyatni amalga oshirish lozim.

NATIJA

Pedagogik innovatsiyalarni tashxislash asosida o'rganishda har bir pedagog tajribasida ijobiy, rivojlantiruvchi holatlar bilan bir qatorda salbiy ko'rinishlar ham mavjudligini hisobga olish zarurligini unutmaslik kerak. Yosh pedagog ta'lim dargohida samarali faoliyat ko'rsatishi uchun uning ish tajribasida mavjud bo'lgan ijobiy hamda salbiy jihatlarni tashxislash asosida yaqqol ko'rsatish talab etiladi. Innovatsion jarayonlarni o'rganish maqsadida qo'llaniladigan tashxislash metodlari quyidagilardan iborat ekanligini bo'lajak o'qituvchilar ongiga aniq etkazish lozim.

- bo'lajak o'qituvchilarning pedagogik ehtiyojlari, qiziqishlari, alohida ahamiyatga ega bo'lgan yo'nalishlarni tizimli tarzda o'rganish, bunda o'qituvchilarning faoliyatida uchraydigan qiyinchiliklar va ularni bartaraf etish imkoniyatlarini aniqlash;

- ularning qiziqishlari va ehtiyojlarini qondirishga xizmat qiladigan g'oyalar, konsepsiyalar hamda ilg'or pedagogik tajribalarni izlab topish va oliy pedagogik ta'lim amaliyotiga joriy etish;

- bo'lajak o'qituvchilarning pedagogik innovatsiyalarni o'zlashtirish va qo'llash jarayonidagi o'ziga xoslik va ularning turli-tuman ko'rinishlarini aniqlash, bunda namoyish qilish, tasvirlash, ochiq darslar o'tkazish, yangi manbalar ustida ishlash, ma'ruzalar tashkil etish, tajriba-sinov ishlarida ishtirok etish singari ish turlaridan keng foydalanish kabilar. Pedagogik innovatsiyalarni tashxislash asosida o'rganishga yo'naltirilgan amaliy ishlarni ham bir necha bosqichlarda o'tkazish tavsiya etiladi.

Bo'lajak o'qituvchilardan dastlabki bosqichda anketa so'rovlari, anketa savollariga olingan javoblarni ekspertizadan o'tkazish, individual suhbatlar tashkil etish va anketa savollariga olingan javoblardagi ma'lumotlarni tasdiqlash, tashxis natijalari asosida olingan ma'lumotlarni tahlil qilish. Mazkur bosqichda birinchi bosqich natijalari asosida bo'lajak o'qituvchining kasbiy-pedagogik malakasini oshirishga yo'naltirilgan tadbirlar rejalashtiriladi hamda ularni amalga oshirish

yo'llari ko'rsatiladi. Ushbu bosqichda amalga oshirilgan ishlar yakunlanib, takroriy tashxislash o'tkaziladi. Mazkur jarayonda bo'lajak o'qituvchining oraliq hamda yakuniy natijalarni olishga yo'naltiriladi. Guruhdagi talabalar faoliyatida ro'y bergan o'zgarishlar chuqur tahlil qilinadi. Buning natijasida bo'lajak o'qituvchilarning hosil qilgan kasbiy ko'nikma, malakalari va tajribalarini tashxislash hamda ularni tashxislash metodlari bilan qurollantirish hamda kasbiy pedagogik ta'lim jarayonini innovatsion g'oyalar asosida qayta qurish talabalarning kreativ faoliyatini samarali rivojlantirish imkonini beradi. Buning natijasida bo'lajak o'qituvchilarni ijodiy faoliyat ko'rsatishga, tashabbuskorlikka undash imkoniyati vujudga keladi.

O'qituvchining ijodiy pedagogik faoliyati inson ongi, xulqini shakllantirishga, eng muhimi barkamol insonlar avlodini yaratishga bo'ysundirilgan vazifalarni ijobiy hal qilish jarayonidir. Shuningdek, loyihalashtirilgan o'quv maqsadi engil amalga oshadi hamda kutilayotgan natijaga tezroq erishiladi. Ya'ni;

- innovatsion ta'lim texnologiyasi tizimida o'qituvchining o'rni va vazifalari aniq belgilanishi zarur;

- o'qituvchi yangi kasbiy lavozim - «o'qituvchi-texnolog», - «pedagog-texnolog» darajasiga ko'tarilishi kerak;

- «o'qituvchi-texnolog» maxsus bilim, ko'nikma, malakaga ega bo'lishi kerak;

- «o'qituvchi-texnolog»ning pedagogik jamoa o'rtasida nufuzi, salohiyatining ortishi, ma'naviy, moddiy manfaatdorligining ta'minlanishi bo'yicha aniq tadbirlar amalga oshirilgan bo'lishi zarur.

Ta'lim sifatini rivojlantirishda mashg'ulotlarda o'qituvchilar dars jarayonida innovatsion texnologiyalardan foydalanishlari, albatta, samarali natijalarni beradi.

XULOSA

Xulosa qilib shuni aytganda, yuqori darajadagi umumiy-kasbiy madaniyatga, ijtimoiy faolikka, mustaqil fikrlashga, o'z vazifalarini qiyinchiliksiz hal qila olish qobiliyatiga ega bo'lgan etuk mutaxassislarni tarbiyalash uchun bugungi kunda pedagogo'qituvchilarimiz zamonaviy yangi innovatsion pedagogik texnologiyalardan foydalanishlari ta'lim-tarbiyaning sifat va samaradorligini oshirishning asosiy omili ekanligini, buni esa davr talab etayotganligini tushunib yetishlari lozim.

Game 5: Longest Sentence

Longest Sentence asks students to create the longest sentence possible using a set of 15–20 Word Bricks in only 3 minutes. Keeping the time limit short makes for a fast-paced, fun atmosphere as teams compete to make the longest sentence.

Instructions

1. Have students (the players) sit in pairs or small groups and give each team 15–20 Word Bricks. Each team should have the same number of Word Bricks, but they can have different bricks.
2. Tell the teams that they have 3 minutes to create one complete sentence, and the team with the longest sentence will win the round. (If teams become frustrated, or if most teams have not completed a sentence in the time limit, they can be given more time to complete their sentence.)
3. After 3 minutes, have each group share their sentences.
4. When you and the teams verify that a team has made a correct sentence, one player from that team should write the sentence on the board. Each team that comes up with a correct sentence should complete this step.
5. Once all of the correct sentences are written on the board, have all teams count the words in each sentence and determine which team created the longest sentence. This team wins the game.



Note: Teachers can make the activity easier by making sure that each group has a "Wild Card." Giving each group two "Wild Cards" will produce even longer sentences.

Optional: To play multiple rounds of Longest Sentence, ask each group to choose a name for their team and make a column for each team on the board with their team name written at the top. Proceed with steps 2–5, but award the team with the longest sentence one point and record it under their team name on the board. Give each group a new set of Word Bricks and repeat the game. The game can be repeated as many times as you wish. At the end, the team with the most points wins.

Game 6: Part of Speech

In *Part of Speech*, players follow the general rules for *Sentence Race*. However, the teacher gives the players a specific pattern to use, and their sentences must follow this pattern. This activity is great for lower proficiency level students, as it provides scaffolding to help students generate a correct sentence. Groups should be given quite a few *Word Bricks* to ensure that they have examples of each type of word required by the pattern. Alternatively, teachers can make sure each group receives appropriate *Word Bricks*.

Instructions

1. Have students (the players) sit in groups of 3-5, and ask each of the groups to choose a name for their team.
2. Make a column for each team on the board and write the teams' names at the top. Tell players that they will receive points for each *Word Brick* that they use in a complete sentence. Their points will be recorded on the board.
3. Give each team a handful of *Word Bricks*. It is not necessary that teams receive exactly the same number or any particular combination of *Word Bricks*, but make sure that each team has at least one "Wild Card" and at least one -s brick.
4. Tell players the pattern that you would like them to follow. For example, one pattern could be:

article — noun — verb — plural noun

Instruct students to use their *Word Bricks* to make sentences that fit the given pattern. Remind students that they will likely need their -s brick.

5. Follow steps 4-8 for *Sentence Race* (page 95), but encourage wild and silly sentences. Teams can build odd but grammatical sentences, such as "The cat eats fish," and "The men love trees."



Word Bricks



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