

**RALLY GAMES AS A MEANS OF DEVELOPING SKILLS IN CHILDREN
AND STUDENTS***Qo'chqarova Muxtasar Baxtiyor qizi**Namangan State Institute of Foreign Languages named after Ishaqkhon Ibrat.**Student of ENG-BU-23 group*

Abstract: This article examines the role of rally games in enhancing the developmental skills of children and students. Rally games, which involve active participation, movement, and structured problems, help improve cognitive, communicative, and motor skills. The study highlights that integrating rally games into educational and developmental activities increases motivation, encourages teamwork, develops problem-solving skills, and creates an engaging and interactive learning environment. The findings suggest that rally games are an effective tool for promoting students' holistic development and supporting skill acquisition.

Keywords: rally games, skill development, cognitive skills, communicative skills, motor skills, game-based learning, motivation, teamwork, problem-solving, interactive activities, educational games.

The scientific works of educators and psychologists prove that **self-directed children's play** is a complex activity that evolves throughout preschool age. Older preschool children can create different plot twists in games, establish various sequences of events, arrange them according to their own idea or the ideas of their play partners, and perform their role through interaction with objects and other characters. This process requires serious play skills from the child. Furthermore, the child must be able to use words correctly, apply speech when forming and articulating thoughts (building statements, texts), and interact with a play partner through communication. Throughout preschool age, children learn to master these skills. In some cases, children themselves ask an adult to play with them and "become" a character, and sometimes the involvement of an adult in the game created by the children is either desirable or even necessary. When discussing the organization of role-playing games for preschool children, it is important to consider that the educational process at each age stage should include two directions:

1. The teacher participates in the game with the children as a "game character."
2. The teacher does not participate in the game but ensures the conditions for it and observes the process.

Comprehensive development and education of the child occur under the influence of role-playing games, where children build communication, establish roles, and create real relationships. In order to follow the lines of the plot, recreate an imaginary world in the game, and define various objects and actions, children must use verbal means, which positively affects their communication development.

Thus, an analysis of psychological and pedagogical literature leads to the following conclusions:

- The game process causes significant changes in the child's psyche: new motives arise, and their forms change; mental processes develop, and the child is prepared to move to a new, higher level of personality development.

- Game activity creates conditions in which the child develops conscious behavior, and the beginnings of self-awareness emerge in the play process.
- The game process significantly develops the child's intellectual activity and thinking; it leads to the formation of new intellectual operations.

A **systemic approach** to organizing developmental activities is one of the most important conditions for organizing the development of a child's communication abilities and communication skills.

Based on the above, it should be noted that the preschool teacher or educator must organize all types of games as parts of a unified system of play activity. Only with this approach can be balanced and well-rounded development of each child's personality be achieved¹.

Here are some examples of role-playing games:

1. **What happens, if ...?**

The goal of this game is to develop and activate the speech and cognitive activity of students. The game procedure: Participants work in pairs. One student receives a question, and they need to come up with its continuation. For example: What happens if... (everybody drives more carefully in the rain)? What happens if... (one day you change your appearance)? What happens if... (people stop smoking)? The second participant needs to quickly respond to the given question. For example: If people stop smoking, they will become healthier. This type of activity helps create a positive atmosphere in the class, relaxes the students, reduces tension, and engages them in further creative learning.

2. **If I were...**

The goal of the game: to develop skills in using the subjunctive mood in foreign language speech, based on activating speech and cognitive activities. The procedure: The instructor asks the participants to imagine themselves in the role of a famous artist, actor, public figure, or politician and describe how they would look, what they would do, etc. For example: If I were Brad Pitt, ... (I would be the richest man in the world). If I were Queen Elizabeth, ... (I would change the world for the better). If I were Angelina Jolie, ... (I would be the most famous woman in the world).

3. **A good professor.**

The goal: Practice foreign language communication for future foreign language teachers. The procedure: The participants are given a list of words that describe a good professor. They need to evaluate these words in order of importance, justify their sequence, and use them in a discussion. For example: sociable, wise, enthusiastic, objective, restrained, calm, humorous, purposeful, presumptuous, just, well-read, clever, resourceful, sensible, intelligent, good-looking.

4. **Pros and cons.**

The goal: Activation of argumentative monologue speech. The procedure: The participants are asked to discuss a particular event or phenomenon (for example, Technologies of the XXI century). They should list the pros and cons of modern technologies and argue their point of view. Possible pros and cons include:

- Pros: new technologies or gadgets make many things faster, easier, and more interesting.
- Cons: people are becoming anti-social and too dependent on their gadgets; some people miss those days when they communicated face-to-face in person.

¹ Sat, N.D. "Igra Kak Sredstvo Razvitiya Kommunikativnykh Sposobnostey Detey Starshego Doshkol'nogo Vozrasta." *Stolypinsky Vestnik*, no. 11, 2023.

5. Message.

The goal: Activation of vocabulary in foreign language speech. The procedure: One of the participants receives a note, reads it, and then, through questions, tries to find the author of the note. Once the author is found, the participants discuss the content of the note. This type of role play can be used when studying lexical topics like "My personality" or "My appearance."

Example of a note:

"When I look at myself in the mirror, I see a blond girl with straight hair, dark eyes, and a slender figure. My face is oval and fresh. I have a snub nose, round cheeks, and even teeth. My smile is always cordial, soft, and friendly. I am of medium height. In my opinion, I make a favorable impression and I am delicately made. I think I'm pretty, elegant, charming, and fresh."

6. Advertising.

The goal: Practice foreign language communication in the form of a discussion on a given topic. The procedure: Each pair of participants receives an advertisement. They need to discuss the advertised product, evaluate its qualities, and price. Example of an advertisement for further discussion:

"A new Japanese phone of the future, which combines audio data transmission with holographic technologies. It'll give you new opportunities."

7. Noah's Ark.

The goal: Practice in discussion. The procedure: The instructor reminds students of the myth of Noah's Ark and asks each participant to make a list of what needs to be saved for future generations (animals, plants, works of art and literature, objects of material culture, and technology, etc.). For example, from the following list, select the most valuable and important items: an elephant, a giraffe, a palm tree, a rose, pictures of Pablo Picasso and Amadeo Modigliani, "Mona Lisa" by L. Da Vinci, "Romeo and Juliet" by W. Shakespeare, a vacuum cleaner, a coffee machine, a computer, a cell phone, etc. After creating their lists, each participant justifies their choice.

8. Starting a business.

This game is an example of a business role play, aiming to practice discussion skills. Students are divided into pairs and are given a list of words to facilitate a conversation on business topics. They need to agree on the price of a product, its shipment, prepare an order request, and discuss shipping terms. Example list of words: terms of payment, shipment, delivery, business matters on the phone, enquiry, equipment, quotation, catalogue, office hours, prices for different goods, business hours, plant, factory.

9. Travelling.

The goal of this game is to develop skills in argumentation and persuasion in a foreign language. Students are asked to contact a travel agency, select a route, type of travel, book tickets, and pay for them. They are given a list of necessary words and expressions: journey, voyage, flight, drive, excursion, by car, by railway, by air, by sea, hitchhiking, on foot, on horseback; to choose the route, to phone the travel agency, to make a reservation, to ring up the booking office.

10. Steps.

The main goal of this game is to activate the meaningful perception of foreign language material. Procedure: Participants draw a staircase with a certain number of steps. They need to arrange words denoting emotional states of a person on the steps in order of expressiveness. A list of words is provided. For example: angry, cruel, fierce, savage, furious, indignant, exasperated, insidious, perfidious, crafty.

11. What are the differences?

Participants work in pairs. One participant receives an image, and the other receives the same image but with some changes. By asking each other questions, they must find the differences, but showing each other the images is not allowed. Such tasks encourage working together in pairs and train question-and-answer interaction.

12. **The right decision.**

The goal of this role play is to find the correct solution to a given situation. During the game, participants are presented with a situation that they discuss and make the correct decision. For example: you lost your money and documents in a foreign country; you missed the train; you were fired from your job. Students are divided into pairs or small groups, and at the end, they present the most successful and correct ways of solving the problems.

13. **One day in London.**

The goal: Activation of monologue speech in a specific situation. The procedure: Participants are given a situation: a city tour. Each participant must name the city's attractions and select the ones they would like to visit during the day. For example: The Tower of London, St. Paul's Cathedral, the Houses of Parliament with Big Ben, Westminster Abbey, Buckingham Palace. Participants need to explain their choice².

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² Siyaeva, Sevara. "Story Role-Playing Game as a Means of Speech Development for Preschool Children." *Neo Scientific Peer Reviewed Journal*, vol. 22, 2024, pp. 23–28.