

## **FUN GRAMMAR GAMES**

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### **Abstract**

Providing solid knowledge to the younger generation requires a variety of interesting activities. Making the younger students more playful requires the use of various methods. Grammar games are one such method.

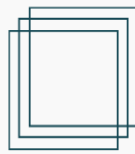
**Keywords:** knowledge, practice, grammar games, voluntary attention.

Grammar games activate students. Teaches how to put the acquired knowledge into practice. In the process of performing such exercises, the child fully uses his voluntary attention and learns the learned grammatical material with joy. Grammar games save children from boredom and exhaustion from doing the same exercises. It gives an opportunity to enjoy the exercises performed during the game. Of course, the use of such activities should not be sudden, but should be planned by the teacher based on a certain goal. The teacher chooses the games related to the grammar rule he wants to strengthen and implements it based on the games.

In this field, when Tursunoy Ziyadova said, "Now our task is to light the torch in the heart of a teenager, to teach him to be creative, to observe, to think independently [1]", he means various activities. He attracts the child by encouraging him to show activity at a certain level. Grammatical games can be organized in relation to all sections of the science of the mother tongue. Such games can be organized on the basis of the syntax section. Even if syntax is studied in an elementary way in primary classes, it is possible to organize interesting activities related to it. Below we will think about such games.

Choose the right word game

This game introduces students to vocabulary. Although in these classes theoretical knowledge is not given about the word combination, the students get a number of information about it. In practice, they make a phrase[6-15]. In order to play this game, the teacher writes the words in two columns on the portable chalkboard. Pupils get acquainted with the words on the board, then they are asked to copy the words from the left side. The game can be played in the whole class and between rows of desks. The group that completes the task quickly and correctly is the winner. The game educates children's creativity, helps to form the qualities of ingenuity, carefulness and independent thinking in students.



fast  
green  
tall  
walk  
interesting  
my  
knowledgeable  
heavy  
autumn

a bird  
building  
my brother  
child  
book  
load  
spoke  
meadow  
plant

### **Words are a game of salt**

This game is similar to the game "Choose the right word". However, if in the game of choosing the word "must" there is an exercise on forming a phrase, then a grammatical game is held on forming a sentence from the given words. Both of them use the given words. One group of the given words in the sentence making game must necessarily contain action (verb) words. Because the center of formation of any sentence is a participle. Participle is often expressed through a verb phrase. This game can be played in the second grade after learning the words denoting persons, objects, signs and actions. To play the game, the following words are written in two lines on a marker or a portable marker.

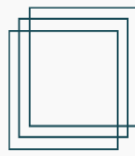
|         |           |
|---------|-----------|
| winter  | bruised   |
| spring  | finished  |
| the sun | started   |
| snow    | opened    |
| lawns   | melted    |
| Flowers | heated up |

The condition of the game: choose the words (nouns) in the first line from the words in the second line and write down the sentences in your notebook. The winner is the group that makes the fastest and correct sentence with the given words. The number of words can be increased taking into account the level of knowledge of students. Students will make the following sentences.

Winter is over. Spring has begun. The sun warmed. The snow melted. The grass is green. The flowers have opened.

### **The second version of the game**

To organize this game, students are divided into three groups. Each group will be given a specific task to compose a sentence. Words are written in three columns. Students of the first group choose nouns. Pupils of the second group select a verb suitable for this noun and form a simple compound sentence consisting of a participle and a participle.



The third group expands the sentence by adding words from the third column to the constructed sentence and adding a secondary clause. After the first sentence is written in this way, the second group chooses one of the words in the first column, while the third group chooses a word from the first column. This is how sentences are written. If a group fails to complete the assigned task correctly, the previous group completes and reads the sentence and gets one additional point. The game continues in this way. For this, students should make sentences 3, 6, 9. Because the tasks performed by each group are equal to each other.

| <b>Words</b> |          |               |
|--------------|----------|---------------|
| book         | came out | interesting   |
| The work     | i read   | in the field  |
| the sun      | Started  | blushing      |
| Everyone     | gathered | to school     |
| parents      | Came     | In StoneKent  |
| Dilrabo      | was      | from students |
|              | happy    |               |

Pupils construct sentences approximately as follows.

1. I read the book.- I read a good book.
2. Work has begun.- Work has begun in the field.
3. The sun rose.- The sun rose red.
4. Everyone was happy.- All students were happy.
5. Parents gathered.- Parents gathered at school.
6. Dilrabo came.- Dilrabo came from Tashkent.

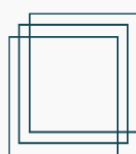
Such a game allows students to apply their acquired knowledge to practice. It increases their ability to think logically.

### **The third version of the game [2]**

It is conducted after the students have acquired a certain level of skill in sentence formation. Pupils of junior school age are interested in dolls. Because of this, some teachers effectively use soft toys. In this game too, sentences are made based on the team. According to the conditions of the game, the 1st student goes to the drawing board and chooses a doll. He asks by name. (The teddy bear is the answer to the question.) The second student moves the toy. (The teddy bear walked away). The third student reads by adding a second-level part to it. (The teddy bear walked slowly).

1. Sparrow (what is the answer to the question? noun) The sparrow flew. The sparrow flew fast.

Rooster (what is the answer to the question? Horse). The rooster crowed. A beautiful rooster crowed.



### **The game of impulse ball**

During this game, prompt and non-prompt sentences are mixed. Pupils are divided into two groups and write the imperative sentences in their notebooks. Both groups are given two texts. Sometimes both groups can be given the same text.

#### **Text:**

##### **I**

1. The children read with pleasure.
2. Children, study diligently.
3. Book, we love you and read.
4. Let's read the book.
5. The book is a source of knowledge.
6. My book, I will always keep you tidy.

##### **II**

1. Pupils of our school walk neatly.
2. Children, be disciplined at school
3. School is a center of knowledge.
4. School, I am proud of you!
5. The sun is red.
6. The sun, its rays are endless.

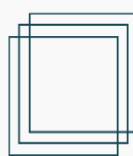
Games help children to develop qualities such as a sense of community, being disciplined, being brave, determined, and being able to overcome difficulties. "Using grammar exercises is important." [3] because of this, the use of various grammar games gives the teacher new opportunities. It is possible to organize interesting activities on all sections of grammar.

### **Turn the suffix into a word game**

This game is played after the students have acquired a certain level of knowledge about the structure of the word. The purpose of the game is to form the thinking and comparison skills of the students. The condition of the game is explained as follows. You have learned word-forming and word-modifying suffixes in Uzbek, if you read the adjective-forming suffix -li from back to front, the word il is formed. . There are many such additions in our language. Now you will play in two groups. Students of each group will take turns to write one addition on the board. A hyphen is placed after this suffix and the resulting word is written.

Sample (year)

|         |      |         |       |
|---------|------|---------|-------|
| 1-guruh |      | 2-guruh |       |
| -loq    | qol  | -chi    | ich   |
| -dosh   | shod | -qich   | chiq  |
| -kash   | shak | -roq    | qor   |
| -paz    | zap  | -ni     | in    |
| -kach   | chak | -inchi  | ichni |
| -kaz    | zak  | - an    | na    |
| -von    | nov  | -qina   | aniq  |



If it is difficult to play this game in primary grades, students are given words with the above adverbs. It explains the word formed by reading these words backwards.

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