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ЧЕТ ТИЛДЕРДИ КЫЗЫКТУУ ОКУТУУ: МЕТОДИКАЛЫК ЫКМАЛАРЫ

Аннотация. Азыркы учурда чет тилдерди окутуу багытында студенттердин мотивациясын, катышуусун жана тилди өздөштүрүүсүн арттырууга багытталган кызыктуу жана жигердүү ыкмаларды колдонууга көбүрөөк көңүл бурулууда. Бул макалада оюндаштыруу (геймификация), долбоорго негизделген окутуу, ролдук оюндар, чыгармачыл искусстволор, санариптик куралдар, мээ гимнастикасы жана классты жандантуучу көнүгүүлөр сыяктуу көңүлдүү окутуу ыкмаларынын теориялык негиздери жана практикалык колдонмолору каралат. Талкууда тилди окутуу методдорунун тарыхый өнүгүүсү изилденип, салттуу грамматика-котормо жана аудио-лингвалдык ыкмалардан тартып, көбүрөөк коммуникативдик жана студентке багытталган ыкмаларга чейинки жол сүрөттөлөт. Макалада эффективдүү үйрөнүүдө эмоциялык жана когнитивдик катышуунун маанисин, ошондой эле позитивдүү окуу чөйрөсүн түзүүдө жагымдуу иш- аракеттердин ролун баса белгиленет. Практикалык мисалдар катары «Find It Fast» жандантуучу оюнун, «Cross Crawl» нейрогимнастикалык көнүгүүсүн жана «Hot Seat» интерактивдүү оюнун айтууга болот. Бул структуралуу жана оюн түрүндөгү иш-аракеттер грамматиканы, сөз байлыгын, сүйлөө жатыктыгын жана биргелешкен маселени чечүү жөндөмдөрүн бир учурда бекемдөөгө жардам берет. Бул ыкмалар ар кандай деңгээлдеги студенттерге ылайыкташтырылып, ар түрдүү класстык шарттарга ыңгайлаштырылышы мүмкүн. Макалада тилди окутууга кызыктуу элементтерди киргизүү тилдик компетенттүүлүктү гана күчөтпөстөн, мотивацияны, ишенимди жана социалдык- эмоционалдык жыргалчылыкты да жогорулатырын, ошондуктан ырахат алуу – азыркы чет тил окутуунун маанилүү жана ажырагыс бөлүгү экендиги белгиленет.

Негизги сөздөр: Чет тил окутуу, көңүлдүү ыкмалар, оюндаштыруу, долбоорго негизделген окутуу, ролдук оюндар, чыгармачыл искусстволор, санариптик куралдар, нейрогимнастика, жандантуучу көнүгүүлөр, студенттин мотивациясы, класстагы катышуу, тилди өздөштүрүү.

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ВЕСЕЛЫЕ СПОСОБЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ: МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ

Аннотация. Современная система обучения иностранным языкам все больше ориентируется на интеграцию приятных и увлекательных методов для повышения мотивации, вовлеченности и овладения языком студентами. В этой статье рассматриваются теоретические основы и практическое применение веселых подходов к обучению, таких как геймификация, проектное обучение, ролевые игры, творчество, цифровые инструменты, гимнастика для мозга и активизация занятий в классе. В ходе дискуссии прослеживается историческое развитие языковой педагогики - от традиционных методов грамматического перевода и аудио лингвистики до более коммуникативных подходов, ориентированных на учащихся. Подчеркивается важность эмоциональной и когнитивной вовлеченности в эффективное обучение, а также роль приятных занятий в создании позитивной учебной среды. Практические примеры, такие как энерджайзер "Find It Fast", нейрогимнастическое упражнение "Cross Crawl" и интерактивная игра "Hot Seat", демонстрируют, как структурированные и игровые занятия могут одновременно укреплять грамматику, словарный запас, беглость речи и навыки совместного решения проблем. Эти методы адаптируются к различным уровням владения языком и могут быть адаптированы к различным условиям обучения в классе. В статье утверждается, что интеграция веселья в изучение языка не только повышает лингвистическую компетентность, но и повышает мотивацию, уверенность в себе и социально-эмоциональное благополучие, что делает удовольствие важнейшим компонентом современного обучения иностранному языку.

Ключевые слова: обучение иностранному языку, веселые методы, геймификация, проектное обучение, ролевые игры, художественное творчество, цифровые инструменты, нейрогимнастика, стимуляторы, мотивация учащихся, вовлечение в учебную деятельность, овладение языком.

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FUN WAYS TO TEACH FOREIGN LANGUAGES: METHODOLOGICAL APPROACHES

Abstract. The modern landscape of foreign language education is increasingly focused on integrating enjoyable and engaging methods to enhance student motivation, engagement, and language acquisition. This article examines the theoretical foundations and practical applications of fun-based teaching approaches, such as gamification, project-based learning, role-playing, creative arts, digital tools, brain gymnastics, and energizing classroom activities. The discussion traces the historical development of language pedagogy, from traditional grammar-translation and audio-lingual methods to more communicative and student-centered approaches. It emphasizes the importance of emotional and cognitive involvement in effective learning, as well as the role of enjoyable activities in creating a positive learning environment. Practical examples such as the "Find It Fast" energizer, the "Cross Crawl" neurogymnastics exercise, and the "Hot Seat" interactive game demonstrate how structured and playful activities can simultaneously reinforce grammar, vocabulary, speaking fluency, and collaborative problem-solving skills. These methods are adaptable to different proficiency levels and can be customized to fit diverse classroom settings. The article argues that integrating fun into language learning not only enhances linguistic competence but also boosts motivation, confidence, and socio-emotional well-being, making enjoyment a crucial and essential component of contemporary foreign language teaching.

Key words: Foreign language teaching, fun-based methods, gamification, project-based learning, role-playing, creative arts, digital tools, neurogymnastics, energizers, student motivation, classroom engagement, language acquisition.

Teaching and learning foreign languages have always been a challenge for teachers and students alike. Many students struggle to use the language in real-life situations due to a lack of practice, fear of making mistakes, or loss of motivation. In traditional classrooms, a lot of attention is paid to memorizing vocabulary and learning grammar rules through repetitive exercises. While these methods can improve accuracy, they often fail to encourage students to speak fluently and maintain interest in learning. In recent years, there has been a shift in the focus of language teaching. Teachers now place more emphasis on communication, independence, and learning through experience. The concept of incorporating "fun" into lessons has also gained popularity. Today, educators understand that enjoying class is not just about making students happy; it also helps them

retain new material, reduce stress, and become more creative. Activities such as games, role plays, and digital simulations enable students to practice language in real-life scenarios, making the learning process more engaging and useful.

Teachers often face the challenge of choosing the right exercises to achieve optimal results in a limited time frame. Using games as part of the learning process represents an unconventional approach to teaching and adds a pleasant element to the lesson. This focus on game-based learning is well-founded, as it stems from several specific reasons [1, p. 593]. The relevance of this article lies in the fact that more and more schools and teachers are seeking new ways to make lessons more engaging. Fun activities not only increase motivation but also reflect modern trends in education, such as gamification and interactive learning. In today's rapidly changing world, these have become essential tools for achieving better and faster results. This article will explore various methods of incorporating fun into foreign language teaching and demonstrate how it can enhance students' motivation and learning outcomes.

In the last century, the teaching of foreign languages has evolved due to significant changes in methodology. These changes reflect broader trends in education, psychology, and society. Earlier methods, such as the Grammar-Translation approach, focused on memorizing vocabulary, translating texts, and learning grammatical rules. Although these techniques helped students develop accuracy and knowledge of the language, they largely ignored communication skills, leaving learners unable to apply their knowledge in real-world situations. In the mid-twentieth century, the Audio-Lingual Method, based on behaviorist psychology, gained popularity. This approach relied heavily on repetition and drilling to establish correct linguistic habits. While it brought more dynamism than the Grammar-Translation method, it still limited opportunities for genuine interaction, creativity, and student autonomy. Many learners found these exercises tedious, which often impacted long-term motivation. These methods were influenced by constructivist theories, which emphasized the importance of communication, engagement, and student well-being in the learning process. As a result, educators began to prioritize these aspects in their teaching practices. Language was viewed as a tool for social and cultural interaction rather than a set of rules. Learners became active participants in their own learning process rather than passive receivers of knowledge.

This historical evolution has led to approaches that incorporate fun, creativity, and enjoyment into foreign language classes. Research suggests that emotions and motivation play a significant role in cognitive processes such as memory retention and problem-solving. Emotions represent specific qualities of a needs-regulating system, including specific action tendencies, typical information processing patterns, and characteristic physiological configurations [2, P 160]. From an evolutionary perspective, emotions are quick information processing systems that help people act with minimal conscious deliberation [3, P 3]. This supports the idea that effective language learning requires a balance between rigor and enjoyment.

Emotions are not simply subjective experiences, but represent a system that regulates needs and directs attention and actions towards meaningful goals. From an evolutionary perspective, emotions act as fast information-processing systems, allowing learners to respond adaptively and efficiently, reducing cognitive overload and facilitating memory consolidation. In practice, incorporating enjoyable activities such as games, role plays, and interactive simulations into language lessons takes advantage of these psychological mechanisms. Students become more motivated, less anxious, and willing to take risks, enhancing both linguistic competence and socio-emotional development. Through positive emotional engagement, fun-based methods support deeper learning and create an environment that encourages exploration, collaboration, and creative language use [4, P 145].

Overall, the development of language teaching methods has seen a steady trend towards approaches that focus on authenticity, interaction, and enjoyment. Four methodological frameworks, such as Communicative Language Teaching, Task-Based Learning, Content and Language Integrated Learning, and gamification, provide a strong theoretical basis for incorporating fun into the classroom. The communicative method, in particular, emphasizes that the student is at the center of learning as a subject of educational activity, and the learning system assumes maximum consideration of the individual psychological, age and national characteristics of the student's personality [5, P 361]. These approaches highlight the importance of engaging students in meaningful activities that promote communication and active participation, thus creating a more enjoyable and personalized learning experience.

Engaging students in foreign language learning requires not only passion but also a structured methodological approach. Activities designed to be enjoyable should align with learning goals and support both language and cultural development. When planned carefully, these activities can range from simple games to more complex tasks that encourage communication, creativity, and understanding of different cultures. One of the most effective ways to make language learning more engaging is through the use of games and gamification. Gamification is not only enriching the learning process, but also contributes to the formation of a sustained interest in languages [6, P 1]. The benefits of using fun ways of teaching are not only reinforce vocabulary but also help learners develop pragmatic skills, cultural awareness, and emotional intelligence. As learners gain confidence through games, they can move on to more challenging collaborative tasks, creativity, and teamwork. The appeal of this approach lies in the sense of ownership and achievement, rather than competition. Students see how their individual efforts contribute to a meaningful collective outcome, which reinforces their motivation. This method expands engagement opportunities by combining these elements. At the most advanced stage, a fun-based approach involves cross-cultural and collaborative projects that integrate multiple elements. In these activities, fun is more than just entertainment. It is a meaningful social experience that fosters communication, collaboration, and creativity among learners. These activities embody the ultimate goal of foreign language education: using language as a tool for connecting with others and understanding them.

This section presents a practical example to illustrate how "fun" elements can be integrated effectively into the language classroom. While theoretical discussions and methodological frameworks provide guidance, it is through concrete classroom activities that the transformative potential of innovative teaching approaches is most clearly demonstrated. Games, in particular, are powerful tools as they combine structure and flexibility: they have clear rules and goals, while also allowing for creativity, adaptation, and student initiative. By examining a single game in detail, we can see how enjoyment and pedagogy merge seamlessly into an engaging learning experience. The following example demonstrates how a carefully designed activity can address multiple learning objectives simultaneously. It promotes grammatical accuracy in a natural context, enhances speaking fluency through role-play and negotiation, and encourages collaborative problem-solving as learners interact with one another.

The activity is highly flexible, allowing beginners to focus on structured practice, while more advanced learners can explore more complex language use. Therefore, this activity serves as an engaging classroom exercise and illustrates how fun-based methods can bridge the gap between theoretical knowledge and practical application in modern language education. It is also important to note that incorporating fun into language teaching goes beyond games. A key component of a fun-oriented approach is the use of neurogymnastics and energizers. These short, dynamic activities are

not just simple warm-ups; they are scientifically proven techniques that engage both sides of the brain, increase concentration, and reduce mental fatigue. In language classes, these exercises have a dual purpose.

First, they prepare the cognitive system to better absorb and process new information. Second, they create a playful and stress-free environment that boosts motivation and encourages active participation. For example, simple lateral movements, such as "Cross Crawl" stimulate neural connections that support memory retention and information processing. When students perform these exercises before or during a language lesson, they become more alert and responsive, which enhances the effectiveness of subsequent grammar or vocabulary practice.

Combining these movements with verbal tasks, such as chanting irregular verbs while clapping in rhythm, links physical activity with language recall, reinforcing memory through multisensory engagement. Energizers play an important role in the classroom. These short, fun activities, lasting two to five minutes, help to refocus students' attention when it starts to wander. They can be mini-competitions, rhythm games, or team-building exercises that require quick communication. Although they may seem simple, energizers are essential for maintaining student engagement during longer lessons. They help to reset the emotional atmosphere, break up the monotony, and encourage students to use the target language spontaneously in a relaxed and stress-free environment.

What makes neuro-gymnastics and energizers so valuable is their versatility. They can be adapted to fit the needs of young learners in the form of playful movements and action songs, or they can serve as stress-relieving exercises or icebreakers for adults. In either case, the benefits are consistent: increased energy levels, improved focus, and a more positive learning environment. When used systematically, these techniques make language learning not only more enjoyable, but also support cognitive development and overall well-being, making them an essential part of modern language education.

A simple and effective classroom activity is "Find It Fast." In this exercise, students get a list of words, grammar points, or themes. They must quickly find objects, pictures, or words in the classroom that match the list. The time is usually one or two minutes. Beginners can start with simple words or pictures. Intermediate learners can use verbs or short phrases. Advanced students can work with full sentences or idioms. This activity helps students remember vocabulary and grammar. It also makes them think quickly and stay focused.

Moving around the classroom keeps them active and alert. Working in pairs or small groups encourages communication and teamwork. Teachers can add small competitions or challenges to make it more exciting. The activity can also include cultural or real-life topics. For example, students can find objects related to food, travel, or holidays. After the game, students can talk about what they found using the target language. This helps them practice speaking and using words in context. "Find It Fast" is not just a game. It helps students learn, think, and work together, all in a fun and engaging way.

When students play 'Find It Fast' in pairs or small groups, they learn to compete and cooperate at the same time, which creates a positive and friendly atmosphere. Short and fun exercises like this help teachers keep students' attention, reinforce previously learned material, and make the classroom lively, interactive, and enjoyable. At the same time, they support language learning and overall classroom dynamics.

Another practical technique that can easily be incorporated into lessons is the "Cross Crawl" neuro-gymnastics exercise. In this activity, students stand up and touch their right hand with their left knee and vice versa. They do this in a slow and rhythmic manner. While performing the exercise,

students can say words or phrases in the target language, such as naming vocabulary items, giving synonyms, listing words that start with a particular letter, or forming short sentences.

This exercise has numerous benefits. It helps stimulate both sides of the brain by crossing the body's midline. It also enhances concentration, alertness, and memory, allowing students to better remember language structures and vocabulary. The Cross Crawl provides a playful break, re-energizing students and reducing mental fatigue. This creates a positive and relaxed atmosphere in the classroom, especially during long or challenging lessons. Teachers can adjust the activity to make it more challenging or easier, depending on the level of the students. For beginners, saying single words or short phrases is enough. Intermediate learners can describe objects, actions, or use new grammar forms. Advanced students can speak in full sentences, answer questions, or even practice dialogues while moving.

The exercise can also be used to review previous lessons or introduce new vocabulary in a fun way. Working in pairs or small groups adds a social element to the activity. Students take turns leading the movement or giving prompts in the target language, which encourages communication, cooperation, and confidence. Cross Crawl is not just a physical exercise, but a way to combine movement with thinking, speaking, and learning. It supports cognitive and language development, keeping students active and making lessons more productive.

The next engaging classroom activity is "Hot Seat". In this game, one student is chosen to sit facing away from the board, while the rest of the class works together to write a word or phrase for them to guess. The other students then provide clues in order to help the student in the hot seat guess the correct word. The faster they guess, the more points they earn, creating a friendly competition that promotes quick thinking, attentiveness, and cooperation. This game can also be played in teams, with students taking turns providing clues and guessing words.

This format adds an element of cooperation and strategy, as well as a sense of healthy competition. It encourages students to listen carefully, communicate effectively, and make quick decisions. It also ensures that everyone participates actively and does not remain passive. "Hot Seat" has many educational benefits. It helps students use vocabulary and sentence structures naturally. It improves listening skills, fluency in speaking, and provides practice in paraphrasing and description. The time limit and friendly competition encourage students to think quickly and respond. It also reduces the fear of making mistakes, as the activity is enjoyable and playful.

This game is suitable for all levels of proficiency. Beginners can focus on simple words and adjectives, while intermediate learners can work with verbs, short phrases, or idioms. Advanced students can practice using full sentences, conditionals, or more complex vocabulary. Teachers can customize the game to focus on specific topics, such as food, travel, or holidays, making it useful for language and cultural learning. Working in small groups or pairs adds a social element to the classroom. Students can support each other, share ideas, and cheer for their teammates. This helps build confidence, teamwork, and positive relationships among classmates. At the same time, it keeps energy levels high and makes lessons more interactive and enjoyable. "Hot Seat" is not just a game, but a valuable tool for language learning. It helps students improve their speaking and listening skills, as well as their ability to work collaboratively. By combining fun and learning, this activity makes lessons engaging and motivating for all students, regardless of their level of proficiency.

All the techniques described in this article, including energizers, games, and neuro-gymnastic exercises, have been successfully tested in real classroom settings. Empirical evidence shows that when used thoughtfully, these activities not only make lessons more engaging, but also improve vocabulary and grammar retention, increase confidence in speaking, and raise overall student

participation. In the hands of a skilled teacher, almost any game can be transformed into a valuable pedagogical tool that supports specific instructional objectives. However, it is crucial to ensure that the focus of the lesson remains on learning goals, rather than just entertainment. This ensures that enjoyment supplements, rather than replaces, the learning process.

Building on this idea, contemporary approaches to foreign language teaching increasingly emphasize the importance of using fun-based methods as an integral part of effective instruction. Practical examples such as energizers like "Find It Fast", neuro-gymnastic exercises like "Cross Crawl", and interactive games like "Hot Seat" illustrate how carefully designed activities can simultaneously improve linguistic accuracy, communication fluency, and cognitive engagement. By incorporating movement, friendly competition, collaboration, and creativity into the classroom, teachers create a learning environment that not only reinforces language structures but also fosters motivation, confidence, and socio-emotional well-being. These methods are adaptable to different levels of proficiency and bridge the gap between theoretical knowledge and practical experience. They confirm that enjoyment and learning are not opposing but complementary elements of modern language education.

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