
Methods of Language Learning in Physical Activity

Hamrakulova Gulandom Sodiq qizi

Teacher, Jizzakh State Pedagogical Institute, Jizzakh city

Abstract: The article describes various sports and physical interactive games for learning a second language, easy and fun ways to learn the language with different pictures. It has highlighted and proven that learning a foreign language is very effective.

Keywords: Foreign language, visual aids, visuals, football, culture, Physical education, researchers, culture.

At first glance, there may not seem to be a clear link between language learning and sports. However, take a closer look and you will see that there are a lot of similarities that can be used to develop both, and you can see a few below.

Teamwork: In many sports, you play as part of a team. Sometimes you have to help your friends, sometimes they help you. In the end, you all unite to win. Language learning can apply this idea in the form of team activities and games: some students find visual games easier, while others may prefer auditory activities. In both cases, the goal is the same. A game like Pictionary can be helpful for visual readers. In this game, students choose a random word from the selected words and then draw the word so that their teammates can guess. It could be something as simple as a cat or something more complex like a holiday or winter. For hearing learners, games like "First Letter" and "Last Letter" can help develop self-confidence and improve vocabulary. In this game, the student says a word in English; the next word has to say the word that starts with the last letter of the previous word. For example, if the first student says "table", the next student should say a word that starts with the letter "e", such as "elephant". If a player cannot find the right word quickly, he leaves the game and the game continues until the winner is determined.

The use of rules helps to define and regulate learning in a controlled and well-directed way by applying game rules to manage learning. Examples include the use of baseball, creating questions that vary in difficulty to reward students who play the game (so an easy question, if answered correctly, allows the student to move to the first base, or the student can choose to answer the question). The question is more difficult, but will have more rewards (e.g., running to second base / third base / home). This approach helps classmates work as a team in choosing the approach that best suits the team, using an individual game strategy. Another example is the use of a basketball, in which students choose a question or exercise for 2 points (easier) or 3 points (harder). By discussing as a team, students can come together and make sure that each student plays at a time that suits their confidence and ability, and therefore has a better chance of winning the game will be.

Thus, it can be seen that by taking the basic elements of sports and combining them with the various skills needed to develop in language, the classroom experience can be made more meaningful, relevant and interesting!

Many people choose to learn languages mainly because of football.

Due to the development of the media, the world of football has shrunk a bit. We have more

content than ever before. Football is undoubtedly becoming more global. I would not say it was easy to learn a language, but because there is a lot of interesting content, it is more interesting than before, because now we have the opportunity to combine language learning with our own passions. In addition, for many of us, that passion is football.

Numerous studies on animals and humans in recent years have shown that if we exercise, we learn differently. Laboratory rodents may have running wheels, for example, that create and store better memories than inactive animals. If students engage in some physical activity during the school day, they will consistently perform well on academic tests.

Many scientists doubt that exercise will change the biology of the brain, making it more flexible and able to absorb new information, a process scientists call plasticity.

However, many questions about movement and learning remain unanswered, including whether exercise is most beneficial before, during, or after exercise, how much, and what type of exercise may be better.

Therefore, for a new study recently published in PLOS 1, researchers in China and Italy decided to learn the language and enter the adult brain.

Learning a language is fun. In our young childhood, almost all of us easily mastered our language. We did not have to be formally trained; we simply mastered words and concepts.

Nevertheless, as an adult, the brain usually begins to lose its innate language ability. Shows less plasticity in areas of the brain associated with language. As a result, many of us find it difficult to learn a second language after childhood.

To see how exercise affects this process, the researchers first recruited 40 college-age Chinese men and women trying to learn English. Students had the opportunity to learn a second language, but were far from knowing that language.

The researchers then divided the students into two groups. One group continued to learn English as before, primarily as they sat in vocabulary memorization classes.

The rest complement these exercises with exercises.

In particular, students ride bicycles at a slow pace (approximately 60 percent of their maximum aerobic capacity) that begins 20 minutes before class and lasts for 15 minutes or more.

Both groups learned the new vocabulary by looking at the words displayed on the big screens, comparable pictures like “apple” and red flavor. They were shown 40 words in each session, the sequence being repeated several times.

After that, all students took a short break and then completed a dictionary test using computer keys to determine as quickly as possible whether the word was described correctly. They also respond to sentences using new words, and most linguists believe that understanding sentences indicates more mastery of a new language than improving a simple dictionary.

Students completed eight vocabulary classes over a two-month period.

And students who cycled at the end of each lesson performed better than students who sat in subsequent vocabulary tests.

They also had more skill in recognizing correct sentences than sitting students, although this difference emerged after a few weeks of training.

Perhaps most interestingly, advances in vocabulary and comprehension have lasted the longest for cyclists. When the researchers asked students to return to the lab for the final test

phase a month after exercise - in the meantime, the cyclists remembered the words and understood them more clearly than the students who did not move in sentences.

“The results show that physical activity in the learning process improves learning,” said Simone Sulpizio, a professor of psychology and linguistics at Vita-Salute San Raffaele University in Milan and co-author of the study.

These improvements not only help memorize, he added. The exercise also deepened language learners’ understanding of how to use newly mastered words.

This study involved college students with relatively light exercise, and cannot tell us whether other people doing other exercises can achieve the same results.

In addition, it does not provide any information about what is happening in the brain, which may contribute to the benefits of exercise. But many studies in the past have shown that exercise helps the brain release new neurochemicals that increase the number of new brain cells and connections between neurons, says Dr. Sulpizio. These effects improve the plasticity of the brain and increase the ability to learn.

There are several reasons why you may want to combine PE and languages.

When we talk about culture, playing traditional games in other countries is another way to praise languages and work with them because it gives context to words. Games like Spanish game, el pañuelo, where children stand in two rows, both numbered in rows to be 1, 2, 3, and so on. The leader stands in the middle with a pañuelo or handkerchief and calls the number. The child in each line should return to the back of his or her line without holding the handkerchief. Great game for tactics! Similarly, if you are a little worried those two kids are charging you, you can play it with a bean in the middle of the circle!

Sports and especially important sporting events are a great motivator to learn, so my last advice is to make the most of things like the Olympics, the World Cup in football, to combine language and sports. It can be as simple as naming teams on the day of the sport in the target language or after the countries participating in the tournament. You can discuss statistics such as goals scored / miles scored / locations in French / Spanish / German, or you can be a little adventurous and play games in another language. Why do not follow the simple instructions in another language, perhaps the student's native language? It is all good to use decoding strategies and language learning skills that are so important for real-life interactions. The sports context provides many opportunities for gesture and physical demonstration that support understanding.

I hope this has given you some ideas and inspiration to link physical education and language learning and now you feel more confident.

List of used literature

1. “Lug’atso’zlarinitezvasamaralio’rganishusullari” Hamraqulova Gulandom “Pedagogs” international research journal January-2022
<https://zenodo.org/record/5931327#.YmeDttZuLIU>
2. “How to make reading lessons more interesting” Hamraqulova Gulandom
<https://doi.org/10.17605/OSF.IO/CEZAM>
3. Xamrayeva, U. X. (2020). The importance of English language: The importance of English language. *Журнал дошкольного образования*, (1).
4. Internet resources: How to teach pupils in a fun way?