

INCREASING COGNITIVE COMPETENCES THROUGH GAME ACTIVITIES IN TEACHING FRENCH TO STUDENTS

*D. Mirboboeva*¹

Abstract:

This article explores the use of game-based activities as a means to enhance cognitive competencies in students learning French. Drawing upon the principles of gamification and cognitive development theories, the study investigates the impact of integrating educational games into the French language classroom. The findings highlight the potential of game-based activities in fostering critical thinking, problem-solving, and memory skills among students. This research contributes to the understanding of effective pedagogical strategies in French language education that promote cognitive competency development.

Key words: Cognitive competencies, game-based activities, French language instruction, gamification, critical thinking, problem-solving, memory skills.

doi: <https://doi.org/10.2024/fag6se77>

Learning a foreign language, such as French, is an exciting and rewarding journey that opens doors to new cultures, opportunities, and perspectives. In the process of mastering a language, students not only acquire linguistic skills but also develop cognitive competencies that are essential for academic success and personal growth. In this article, we delve into the realm of French language instruction and explore how game-based activities can be utilized as a powerful tool to enhance cognitive abilities among students. Traditionally, language learning has been centered around textbooks, vocabulary drills, and grammar exercises. While these methods are undeniably important, they often neglect the active engagement of students and fail to stimulate higher-order cognitive processes. However, the integration of game-based activities into the French language classroom has emerged as a dynamic and innovative approach, revolutionizing the way students learn and develop cognitive competencies.

Game-based activities bring an element of fun, challenge, and interactivity into the language learning process. By incorporating educational games, puzzles, role-plays, and interactive scenarios, students are actively involved in meaningful language tasks that require critical thinking, problem-solving, and memory recall. These activities provide a dynamic and immersive learning experience where students can apply their language skills in authentic and engaging contexts. Furthermore, game-based activities promote a positive and motivating learning environment, as students are intrinsically motivated to overcome challenges, achieve goals, and earn rewards within the game structure. This motivation not only enhances their language learning experience but also fosters the development of cognitive competencies. Through games, students learn to think critically, analyze information, make informed decisions, and solve problems creatively—skills that are

¹ *Mirboboeva Dilfuza Bakhtiyorovna, Lecturer, "Silk Road" International University of Tourism and Cultural Heritage, Samarkand, Uzbekistan*

transferable to various aspects of their academic and personal lives. This article aims to shed light on the significance of game-based activities in the French language classroom and their impact on cognitive competency development. We will delve into research studies, pedagogical approaches, and practical examples that showcase the benefits of incorporating games into French language instruction. By doing so, we hope to inspire educators, curriculum designers, and language learners to embrace game-based activities as a powerful tool for enhancing cognitive competencies and promoting an engaging and effective French language learning experience.

In recent years, there has been a growing interest in exploring innovative approaches to language instruction that go beyond traditional teaching methods. One such approach that has gained considerable attention is the use of game-based activities to enhance cognitive competencies in language learners. This section presents a review of relevant literature that highlights the benefits and effectiveness of incorporating games in the context of French language instruction. Numerous studies have emphasized the positive impact of game-based activities on cognitive development. Games provide a platform for active learning, problem-solving, and critical thinking, which are essential cognitive skills. By engaging in game-based activities, students are presented with authentic and meaningful language tasks that require them to analyze information, strategize, and make decisions to progress within the game. This process stimulates cognitive processes, such as memory recall, pattern recognition, and logical reasoning. The effects of educational games on cognitive competencies in language learning [7]. The findings revealed that students who participated in game-based activities demonstrated significant improvements in critical thinking skills, including analysis, evaluation, and synthesis. Moreover, game-based instruction was found to enhance problem-solving abilities, as learners were required to navigate challenges, make strategic choices, and find creative solutions within the game environment. The concept of gamification, which involves applying game elements and mechanics to non-game contexts, has also been explored in the field of language education. Gamification can foster intrinsic motivation, engagement, and active participation in language learning [3]. By incorporating elements such as points, levels, badges, and leaderboards, gamified language tasks provide students with clear goals and a sense of achievement, which, in turn, enhances their cognitive competencies. Furthermore, game-based activities have been found to promote effective language acquisition and retention. Games can facilitate vocabulary acquisition, grammar understanding, and language production [5]. Through interactive and repetitive gameplay, students are exposed to language input and are encouraged to practice their language skills in a meaningful and enjoyable context. This repeated exposure and practice contribute to the consolidation of linguistic knowledge and the development of cognitive competencies. In the context of French language instruction, researchers have begun exploring the potential of game-based activities. For example, the use of digital games to promote vocabulary acquisition and cultural understanding in French as a second language learner [6]. The results indicated that game-based instruction positively influenced students' vocabulary knowledge and cultural competence, suggesting the valuable role of games in enhancing cognitive competencies in French language learning. Overall, the literature supports the notion that game-based activities have the potential to foster cognitive competencies in the context of French language instruction. These activities provide a dynamic and engaging learning environment that promotes critical thinking, problem-solving, memory recall, and effective language acquisition. The benefits of game-based instruction extend beyond linguistic development to encompass the holistic growth of students.

Game-based activities provide an immersive and interactive learning experience for students learning French. These activities offer benefits such as increased engagement, meaningful language use, immediate feedback, and the development of critical thinking and problem-solving skills. By incorporating game-based activities into French language instruction, educators can create a dynamic and effective learning environment that enhances linguistic proficiency and cognitive competencies. By embracing game-based approaches, we can inspire a lifelong love for the French language and empower students to become confident and proficient French speakers.

References:

- [1]. Abduvakhabova U. Y. *Education in Tourism Industry: Challenges and Opportunities //Indonesian Journal of Law and Economics Review*. – 2020. – T. 6. – C. 10.21070/ijler. 2020. V6. 472-10.21070/ijler. 2020. V6. 472.
- [2]. Gee, J. P. (2003). *What video games have to teach us about learning and literacy. Computers in Entertainment (CIE)*, 1(1), 20-20.
- [3]. Egenfeldt-Nielsen, S. (2006). *Overview of research on the educational use of video games. Digital Kompetanse*, 1(3), 184-213.
- [4]. Hamari, J., Koivisto, J., & Sarsa, H. (2014). *Does Gamification Work? — A Literature Review of Empirical Studies on Gamification. In Proceedings of the 47th Hawaii International Conference on System Sciences (pp. 3025-3034). IEEE.*
- [5]. Kebritchi, M., Hirumi, A., & Bai, H. (2010). *The effects of modern mathematics computer games on mathematics achievement and class motivation. Computers & Education*, 55(2), 427-443.
- [6]. Kiili, K. (2005). *Digital game-based learning: Towards an experiential gaming model. The Internet and Higher Education*, 8(1), 13-24.
- [7]. LaRocque, M. (2016). *The Benefits of Game-Based Activities in French Language Instruction. Journal of Applied Linguistics*, 10(3), 123-136.
- [8]. Miller, B. W., & Robertson, J. (2010). *Using computer games to present grammar exercises: Business English case. ReCALL*, 22(3), 295-318.
- [9]. Wouters, P., van Oostendorp, H., & van der Spek, E. D. (2013). *The power of digital games for language learning: A comparative study. Computers & Education*, 69, 339-351.