

2-10-2021

THE ROLE OF THE GAMES IN TEACHING ENGLISH LANGUAGE

Feruza Shukurova

Jizzakh State Pedagogical Institute, shukurovaferuza@jspi.uz

Follow this and additional works at: <https://uzjournals.edu.uz/tziuj>



Part of the [Education Commons](#), and the [English Language and Literature Commons](#)

Recommended Citation

Shukurova, Feruza (2021) "THE ROLE OF THE GAMES IN TEACHING ENGLISH LANGUAGE," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2021 : Iss. 1 , Article 18.

Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss1/18>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in *Mental Enlightenment Scientific-Methodological Journal* by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.

THE ROLE OF THE GAMES IN TEACHING ENGLISH LANGUAGE

Feruza Khidirovna Shukurova

Assistant, Jizzakh State Pedagogical Institute

E-mail address: shukurovaferuza@jspi.uz

Abstract: This article discusses the importance of using games in teaching English. Games make classes interesting and exciting. They help improve the vocabulary of the language of students. Also games develop memory, agility, resourcefulness. The article substantiates the role of games in teaching English. Teaching lessons through activities requires convenient storage and easy retrieval of materials, objects, pictures, toys, games, conversation pieces and other props. The article provides several examples of games for use in English lessons. Using these interactive methods in English lessons more useful and meaningful. If you use active games aimed at developing students' thinking in the lessons, then you can achieve the goal set in the lesson.

Keywords: Teaching foreign language, interactive methods, communicating skills, different games, learner's vocabulary, teaching materials, vocabulary, structure explanations and drills, native language, pedagogical value.

INTRODUCTION

We know that teaching foreign language is difficult. I think that in teaching foreign language the role of interactive methods are very important. Because it makes the learners to motivate and keep their interests whole lessons Interactive methods include games, songs, poems, activities. Our purpose is communicated with foreigners, so first of all we must improve our communicating skills. For this, we need interactive methods, we may play different games in our lessons, it improves the learners all skills. Also games improve the learner's vocabulary building skills. Vietnamese pupils learn

vocabulary passively several factors. **First**, they consider the teacher's explanation for meaning or definition pronunciation, spelling and grammatical functions are boring. In this case language learners have nothing to do in a vocabulary learning section but to listen to their teacher. **Second**, children only think of vocabulary learning as knowing the primary meaning of new words. **Third**, pupils usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many words in a text and then ask the teacher to explain the meanings and usages **Fourth**, many learners don't want to take risks in applying what they have learnt. In summary games are useful and effective that would be applied in vocabulary classes.

Teaching lessons through activities requires convenient storage and easy retrieval of materials, objects, pictures, toys, games, conversation pieces and other props. Ideally you should have a room large enough. If you keep your filling cabinet to the right or left of your desk, you will be able to reach at bottom three drawers without moving your chair. With small classes do well in unshaped formation or horseshoe. Very large classes might work in groupings of four, six or a double horseshoe. Try different arrangements to see what suits you and your pupils. Some suggestions for bulletin boards include: scenes of pupil's native country and customs, the four seasons, manners, health, holidays, safety, school rules and so on.

MATERIALS AND METHODS

Most teaching materials are not humorous. I think if there is humor in the classroom, it will be easy to explain the new theme because the learner's mood will be good. When pupils find something humorous their learning becomes more enjoyable and their motivation increases.

The lessons in the four sections of humor bring humor and English together. If we have to explain the new theme, it is no longer funny, in this case the learners are boring. The secret of the lessons is to allow your pupils to

discover the humor for themselves. Our role is not to lead our pupils by the hand through the wonderful world of humor. Our role is to set up lessons where pupils can discover meaning for themselves.

Like games and humor, songs and poems are most enchanting. And culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. Songs also give new insights into the target culture.

Like songs, poems exaggerate the rhythmic nature of the language. If a poem that exemplifies a particular structure is also a good poem, it engages the eye, the ear and tongue simultaneously while also stimulating and moving us.

Using these interactive methods in English lessons more useful and meaningful, also it is easy may to teach new words and word combinations, theme, culture and etc.

Now we will see one by one of these methods. There are many ways to teach ESL to children but one of the most exciting and rewarding ways to do it is by using English games. We learned to understand and speak our first language by hearing and using it in natural situations. This is the most effective and interesting way to learn the second language as well. The experts advise that language teachers to spend most of the classroom time on activities that foster natural acquisition rather than on formal vocabulary and structure explanations and drills. Before learning the second language we should know our first language well. Because if we know our native language well we can easily learn the second language.

Teaching English language through activities and games require a convenient storage and easily retrieval of materials, objects, pictures, toys, games, conversation pieces and other props. Ideally, we should have a room larger for an audio center, a quiet work center and an activity center. But if you are traveling teacher or teach in a broom closet, some where you should have a desk, closet, bookshelves and a filing cabinet at your disposal. They all help the pupils to learn the language more excellent clearer and they make pupils to motivate.

English games not only engage the children, but also through play and most of the time the pupils don't know they are learning until the time comes to show their knowledge. If truly is possible and necessary to create a classroom where the children not only learn also, they may enjoy their time there.

«There are many reasons for using games. Games are not just time filling activities. But they have a great educational value». Most language games make the learners to use the language instead of thinking about learning the correct forms. W. R. Lee says that games should be treated as central, not peripheral to the foreign language teaching program.

A similar opinion is expressed by Richard Amato, who believes games to be fun, but warns against overlooking their pedagogical value, particularly in foreign language teaching. We know that there are many advantages of using games. Games provide a less threatening environment. Besides games make passive pupils active in learning process by providing a challenging environment. In addition, games provide language practice in various skills, speaking, listening, reading and writing.

Although our games were short activities and were applied to create a relaxed, pleasant learning atmosphere, in the classroom, we wanted games to be more just fun.

Games should also promote learning and pupils' vocabulary as well. Therefore, it is important to progress in learning vocabulary through games. Games are often used as short warm-up activities or when there is some time left at the end of a lesson.

Rixon suggests that games are used at all stages of the lesson, provided that they are well-chosen. We know that, sometimes children usually feel bored in vocabulary lessons, because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations. To help children find language classes, especially vocabulary lessons more from games, we conducted action research to find the answers to the question. The research shows they are effective in helping

children to improve their vocabulary building skills. In learning a foreign language vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing, all together. In order to communicate well in foreign language children should know how to use them accurately. When we teach English language through activities, the focus of the lesson is on the object of the activity not on English. We will be using natural whole language whatever is needed- for explaining and participating in the game, craft, trick or other project.

This will provide listening, practice through a wide range of structures and vocabulary and speaking practice at whatever level the pupils can perform, whether it will be single words, short phrases, simple sentences or complex discourse. In what order should we select activities? This will depend a great deal on the age, abilities, and needs of your class as well as the season of the year, facilities and equipment of your disposal. Helping this equipment your lesson become more effective.

RESULT AND DISCUSSION

We know that language learning is hard task which can sometimes be frustrating. Constant effort is required to understand and manipulate the target language. Well – chosen games are invaluable as they give the learners a break and at the same time allow them to practice language skills.

Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. They can be used to give practice in all language skills and be used to practice.

Games make the reasons for speaking plausible even to reluctant children. Through playing games pupils can learn the English the way children learn their mother tongue, without being aware they are studying, thus without stress, they can learn a lot, even shy pupils can participate positively. They can express their own opinions easily helping of these methods.

In a way pupils acquire language unconsciously since their whole attention is engaged by the activity. There is a great overlap between games and problem-solving activities. Through games generally place an emphasis on competition and winning, they also require some type of problem solving activities. Like games problem solving activities have communicative purpose. Questions, which require pupils to use available evidence to reach a conclusion and the logic problems which assists language learning by challenging pupils to demonstrate their understanding of English in an interesting way are the types of problem solving activities the problems are either based on the real or imaginary situations, and they are expected to find solutions for the problems. Games and problem solving activities can be used for all levels.

Games and problem solving activities, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities. Such activities highlight not only the competence but only but also the performance of the learners. Both games and problem solving activities have a goal. Games are organized according to the rules and they are funny. Most games require choral responses or group works, problem solving activities, require individual response and creative solutions. Games and problem solving activities are generally used after the presentation, in the practice part, because such communication – five tasks can only be handled after mastering sufficient grammar and lexical points. Through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively.

By regarding the proficiency, age and experience of the learners, appropriate activities might be applied successfully. In sum, games and problem solving activities provide favorable usages for extended communicative practice of grammar. They are both motivating and challenging. They encourage the learners to interact and communicative. So, these activities crate a meaningful context for language use. The use of such activities both increase the cooperation and in the classroom. So far, the usage of the songs, poems, games and problem solving

activities are clarified. The advantages and some key points are explained. It is now more apparent that the teaching of grammar can be supported effectively, by using such resources”. Such activities are pupil’s centered, hence by using them you give a chance to your pupils to express themselves, enjoy themselves during learning and the use the reserves of their minds.

CONCLUSION

As a conclusion I can say that games are often used as short warm – up activities or when there is some time left at the end of a lesson.

If we use various motivating activities, or you teach colors which can be used to introduce vocabulary or as “Action” “Speech” at every lessons, we’ll achieve our goal.

REFERENCES:

- [1]. Kim L. S. “Creative games for the language class”. England 1995.
- [2]. Elizabeth Claire “ESL teacher’s activities Kit” USA 1998.
- [3]. Hudoyberganova “English for your child” Toshkent 1998.
- [4]. Richard Jockey “English language skills” USA 1999.
- [5]. “English Teaching Forum” Volume 36 1998 4 October USA.
- [6]. L. Jurayev “Fly high for 7th classes” Toshkent 2003
- [7]. L. Jurayev “Fly high for 8th classes” Toshkent 2003.
- [8]. Eken. D.K. “Ideas for using songs in English language classroom” USA 1996.
- [9]. Nguyen Thi Thanh “Learning vocabulary through games” English December 2003.
- [10]. George W. “Lessons with laughter” England 1996.
- [12]. George W. “Lessons with jokes” England 1996.
- [13]. Towndrow P. “Logic problems and English language learning” England 1999.