

USING OF GAMES IN TEACHING AND LEARNING VOCABULARY

Tosheva Ruxshona Bobomurod qizi

The student of 3rd English Faculty, UzSWLU

ruxshonatosheva171@gmail.com

ABSTRACT

This article discusses the significance of teaching English and role of games in learning of students. Vocabulary learning has always been a major concern for those who want to learn as a second language. The aim of this paper is to prove that games are effective tools when explain vocabularies and they make it easier to remember their meanings. This paper deal with such kind of methods of using games. Then it investigates the practical implications of using games to teach vocabulary that includes some examples of games. And finally it does interviews with students who attend the lesson of learning vocabulary in good environment. Some different kind of qualitative research methods, group names, physical games were conducted in this study. It was determined from the data that games should be employed in second language classes in terms of providing an atmosphere for learners in which there are joy, motivation and high teaching and learning performance.

Keywords: education, “Checkers”, Bingo, teaching, opportunities.

ANNOTATSIYA

Ushbu maqolada o‘quvchilarning o‘rganishida o‘yinlarning roli va ingliz tili o‘qitish muhimligi borasida so‘z boradi. Lug‘at o‘rganish har doim ikkinchi til o‘rganish uchun muhim omil bo‘lib kelyapti. Ushbu maqolaning maqsadi lug‘atlarni va ularning ma‘nolarini osonroq eslab qolishda o‘yinlarning vosita bo‘la olishini isbotlashdir. Oxirida lug‘at o‘rganayotgan talabalar bilan suhbat tashkillashtirildi va bunda turli xil sifatli tadqiqot usullari, guruh nomlari, jismoniy o‘yinlar o‘tkazildi. Ma‘lumotlarga ko‘ra, ikkinchi til darslarida o‘quvchilar uchun quvonch, motivatsiya va yuqori o‘qitish va o‘qitish samaradorligi bo‘lgan muhitni ta‘minlash nuqtayi nazaridan o‘yinlardan foydalanish kerakligi aniqlandi.

Kalit so‘zlar: ta‘lim, “Tekshiruvchilar”, Bingo, o‘qitish, imkoniyatlar.

INTRODUCTION

The ultimate goal of learners is to be able to communicate in foreign languages. People try to learn at least one new language for either business or study purposes or

so on. This statement showed the significance of vocabulary in learning and teaching process. In addition to this, Deller and Hocking also mentioned that if you spend most of your time studying grammar, your English would not improve very much. Therefore, if you want to acquire a knowledge of new language, you have to learn more words and expressions by heart. Then, understanding that language is much influenced by vocabulary. David A. Wilkins said that “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”(1972). After the resolution of the President of Uzbekistan “On measures to further improvement the system of foreign languages learning” (2012) new opportunities for teaching foreign languages have been introduced throughout the country. A lot of projects, various teaching methods with using modern and information technologies in education, which can motivate a new generation of youth to learning foreign languages have been implementing. At the same time movements in the system of training specialists who are confident in teaching foreign languages, actions in creating conditions and opportunities for wide use of sources have been developing in the country Vocabulary learning and teaching a durable challenge for students as well as teachers because there has been in moderate focus on vocabulary teaching. Therefore, during the learning process, young learners are quick to learn them, slower to learn grammar structures. Although language structure is considered “the skeleton of the language”, it agreed that the vocabulary is “the vital organs and flesh” (Harmer, 1991). Having exposure and using words in the text such as fun games and activities can be beneficial. Interesting activities can help building the relationship between the words (Ashraf, Ghaneimotlagh & Salami, 2014). Teaching vocabulary through the games has become crucial for learners as they provide enjoyment and interest in inspiring the language in a creative manner. In this research, some tips are shared so that learning new vocabulary becomes more enjoyable, funnier and easier. Additionally, come out with results providing opinions and insights to the question “How can we easily learn words and memorize items?”

As one of the most convenient way of learning a foreign language, games and activities can be used while teaching vocabulary. Korkmaz (2012) do list according to several advantages of integrating games:

- Games are useful because they encourage learners to make an effort and sustain their interests and work when learning a language.
- Games help learners experience language with several opportunities to negotiate meaning rather than only study it, which enables them to develop language skills more rapidly when compared to the students who do not play games.

- Learners learn English subjects better through games and learners absorb the language better if language items are used repeatedly within games.
- Games are useful ways of eliciting social interaction, particularly icebreakers and warmer games help learners be creative, risk-takers, thoughtful, communicative and happy to work together with others.
- Games increase motivation of the learners. On the other hand, they lower the students' anxiety.

While traditional methods of learning vocabulary can be effective, they may not always be engaging or enjoyable for everyone. Games offer a fun and interactive way to learn new vocabulary. They sustain opportunities for active participation, problem-solving and repetition – all of which are key factors in effective language acquisition. By incorporating games into your vocabulary learning routine, you can make the process more enjoyable and increase your chances of retaining the new words you encounter.

Benefits of learning vocabulary through games:

- Engagement: Games are inherently engaging and can capture your attention for extended periods. This level of engagement helps create a conducive environment for learning as it stimulates your brain and encourages active participation.
- Motivation: Learning new words through games can be highly motivating. The competitive nature of many games can push you to strive for improvement, making the learning process more rewarding.
- Contextualization: Games often present vocabulary within meaningful context, making it easier to understand and remember new words. By associating words with specific situations or scenarios, you can develop a deeper understanding of the meaning and usage.
- Repetition: Games often involve repeated exposure to words or phrases, reinforcing their usage in different contexts. This repetition helps solidify your understanding and retention of the vocabulary being learned.
- Collaboration: Many games encourage collaboration with others, allowing you to practice using new vocabulary in a social setting. Collaborative gameplay fosters communication skills while providing opportunities for meaningful language practice.

1.1.Statement of the problem

The main research problems are in learning and teaching vocabulary that actually students faced wrong techniques. In a lot of educational centers, have strict class orders and lack of fun activities that made pupils bored, since teachers do not use game, role

playing, singing to attract students and so they will lose their motivation for learning second language. There are more learning difficulties and they lead some students to anxiety when it comes to acquiring words. Thus, researcher explores the way “ how can we promote effective ways to learn English vocabulary”

1.2.Rationale of conducting the research

During my educational life as well as I have been learning English they used to memorization methods. We need to reduce memorization method especially in vocabulary learning. It is also consider that if effectively used games , games activities and materials for learning new words approach is a great chance for English learners. Finding a more engaging and interactive way to learn vocabulary could greatly enhance student’s motivation and retention abilities.

METHODS

Games are used in teaching process to be able to divide into categories in many different ways. One way of classifying educational games is by categorizing them into groups depending on their model. Ingvar Sigurgeirsson has divided into games: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, thereotical expression games, drawing and cloring games, word games, card games, story and question games.

Group games – an example of group game is the “ **Checkers**” which emphasizes memory and reflexes. The rules of this game are that group students into pairs and give each set of students a copy of this checkboard [https://cdn2.hubspot.net/hubfs/2977058/Magoosh_VocabularyCheckerBoard.pdf] Students should write a vocabulary word in white spaces available in each square. Because students play with a game of checkers, ask them to sustain the correct meaning of the word in the square they want to move their piece to. Another option could also be having the students use the vocabulary word in a sentence. If the student correctly finds the word or uses in context, they have to claim that square.

Physical games – an example of a physical game is “**Walking the line**” where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads [Ingvar Sigurgeirson]. Another example is “**Simon says**” where someone plays Simon and gives the others order. For example, “ Simon says jump” or “Simon says clap your hands”[Simon says ideas] . Because of the fact the Simon’s orders are usually physical. Activities like “Simon says” fits into teaching method called Total Physical Response (TPR) in which languages is learnt by allowing students to understand the language before having to speak. TPR is taught to be a good teaching method for two reasons:

- 1) reducing the stress level of learning and making more enjoyable;
- 2) it resembles the learning of children's native language.

Scavenger hunt games – savage hunt games are especially suiting in the language classroom, as the keys can be written in the target language, which forces the students to read, listen and test understanding. Hunts could be **puzzles, word searches, questions** according to their creativity.

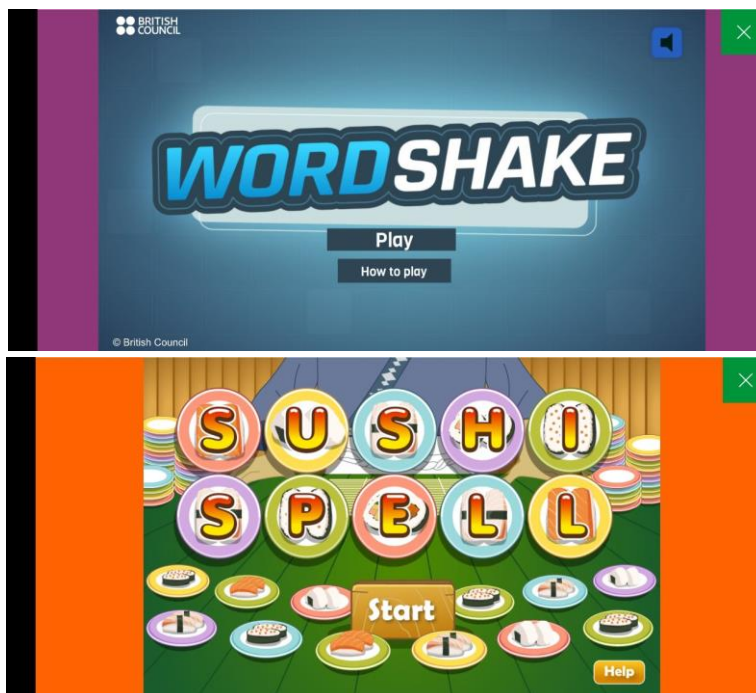
Educational games – example of this is **Splash learn** that is a free learning gaming platform with over 4000 games. How to play: Pick free reading games and ask all your students to play it. Students who score the highest marks or complete the level fastest will win the prize. Rules: Give ten minutes to play a game daily.

Theoretical expression games – the game “**Who am I**” fits perfectly into the theoretical category. In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. Teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that ask the question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing [Ingvar Sigurgeirsson].

Drawing and coloring games – this game is very similar to “Who am I” but there is one difference that students have to draw on the blackboard instead of acting or playing role and they could work with other types of vocabulary such as nouns, verbs, adjectives.

Educational card game is **Bingo** that is a good activity to teach because the teacher can draw words, students only have pictures on their bingo cards or vice versa.

Word games examples are – “**Spelling sushi**”, “**Wordshake**”, “**Go fish vocabulary**”, “**Synonyms**”, “**Pyramid**” and so on. This types of games can be especially good for language teaching.



RESULTS

The teacher interviewed five students from the experimental group to examine learners' opinion about the use of vocabulary games while studying new words. All five participants stated that they liked studying vocabulary through games. Furthermore, they all showed that they had fun during games, which can easily be understood from the following extracts taken from the interviews:

I love English very much but sometimes I fed up with learning books. However, I enjoy playing such kind of games and learning process in good manner. (Participant 1 – Asal)

I was not very good at English, but I always try to learn. Now I think I am better. Studying vocabulary with this games is very easy way to learn to me. Thank you. (Participant 2- Mirjalol)

Firstly, I must thank you, teacher for letting us play the games. They have full of joy. I hope we will play again. Because, I want to learn a lot. (Participant 3- Oybek)

Getting such satisfied results from the interviews can encourage teachers who have reluctant students. It is stated that they can both have more willing students and decrease their boredom caused by use of the coursebooks. Moreover, the students may develop a positive attitude toward learning language and increase their writing, speaking, listening and reading skills.

DISCUSSION

Others may argue that while games can be entertaining, they may not provide sufficient depth or complexity to truly enhance vocabulary acquisition. They contend

that traditional methods such as reading books or engaging in conversations offer a more comprehensive approach to learning new words and understanding their usage in context. Some individuals believe that learning vocabulary through games is an effective and enjoyable way to expand one's language skills. It is argued that games make the learning process more interactive and engaging, allowing learners to practice and boost their vocabulary in a memorable way. This can help improve overall language fluency. Learning new words can help with the mental development of a child. Learning new vocabulary impacts different fields of the brain, leading to a sharp memory. But simple dictation or word spelling will not help kids. Instead, you should play fun vocabulary games with your class to teach them a new word. A study published by the American Psychological Association shows that games in learning improve children's participation, emotional involvement, and social skills. Thus, by hosting classroom vocabulary games, you can better improve your students' language communicative skills.

CONCLUSION

In this study, I deal with the subject of learning vocabulary in game materials. Using experimental method, this study conducted the relative effectiveness of the use of a fun game on developing new words acquisition and the other abilities. During teachers' training, I learned a lot of methods and try to show how some methods and approaches could be used in the lessons while learning vocabulary. In terms of providing a relaxed environment for both learners and teachers, games are very useful if they have educational purpose rather than being fun.

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