

## THE EFFECTS OF INTERACTIVE GAMES ON THE LEARNING OF ENGLISH FOR THE PRIMARY SCHOOLS

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**Annotation:** This research was developed due to the deficiency in the communication in the English language in students of sixth year of basic education "Eugenio EspejoDiez De Agosto" school, in Guaytacama parish, That is the reason why it has been established the importance of using interactive games to enhance the English teaching-learning process, at the same time to turn the environment into the funniest classes, reaching an interaction between teacher and students in an easy way. It will permit to exchange knowledge and will avoid boredom into the classroom. Therefore, the most important point of this research was to contribute with a didactic guide based on interactive games in order that students can apply their knowledge acquired with the objective to improve communicative skills of English language and catch the student's attention. The students also have the opportunity to engage in a collaborative and interactive class setting. This research was conducted through descriptive method which was used to obtain important information to develop the proposal which will be a reference for students and teachers in the English field to develop the English learning and integrate the knowledge. (**Author: Almache Alencastro Susana Del Carmen. AGOSTO 2015**)

**KEY WORDS:** *Interactive Games, Teaching Learning Process, Didactic guide,*

The English language is one the most important languages around the world and it is applied in different fields such as education, business, technology, medicine and communication, It means that many people need to get and produce communication using English language and taking into account this situation is important to know how essential is the English language in this new era, which opens many opportunities in the people's life. **BAUGH, A and CABLE, T. (2002).**

The English language is the primary language of several countries and a second language in a number of multilingual countries, it is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people. **(BAUGH, A and CABLE, T. (2002).**

English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures. **AS PHILLIPS, K. (2007)**

English language refers to the procedure and practice of acquiring a 2nd or overseas language. It helps students overcome the challenges of the unexpectedly changing and keenly competitive knowledge-based society. Language education has come to be of the education curriculum round the world.

With the development of technology, the widespread availability of computers everywhere, and the fact that computers become mobile and accessible from everywhere, the fact that new generation children spend a lot of time in digital games has led to criticisms that digital games reduce sociality. **(Kukul, 2013).**

### *Interactive games*

Interactive games are very popular type of games nowadays. It can be played either at school or at home, it requires individual or pair work and learners practice their reading and writing skills. The teacher can be tutor or play none role. There are usually given clear rules the computer is necessary here.

Interactive games are very popular among children as well as adults. In the Netherlands, Almost all primary school children play computer games on a regular basis (e.g., Bijlsma, 2007; Jeugdpeil, 2010). The appeal of computer games is thought to lie in, among others, The challenging and curiosity-provoking environment provided by games (e.g., Malone, 1981).

✓“Interactive Game is a voluntary activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome.” **ZIMMERMAN, E. (2002)**

✓ “Interactive games is an occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy, and the consciousness that it is different from ordinary life” **HUIZINGA, J. (2005).**

The use of video games in foreign language getting to know has been beneath consideration for a long time. It performs essential roles in a number of instructing methods used in a number of nations . **( Sevik, M. (2014).**

Games known as activities which make the students especially young learners play while learning are regarded as powerful tools to help them learn better in a fun way. The existence and involvement of plays for those lower levels students are seen very appropriate as they are parts of children's world. They can give accurate stimulations for the children to develop their competence and skills in fun way. **(Suryaningsih, N.M.A., et.al.2016)** Game is a kind of plays, which has rules, a goal, and element of fun. **(Hadfield, J. (2002)** The element of fun is not only able to create

a relaxed and pleasant learning atmosphere in the classroom, but also promote learning.

**(Huyen, N.T.T, and Nga, K.T.T. (2003)**

Game is one of the incredible methods to make younger adults immerse in depth learning, awesome energizer and tutorial computing computer imparting enjoyment, and passionate involvement which promotes motivation. **(Paul, D. (2003); Mahmoud, A.A.A., and Tanni, Z.A. (2012).**

“Interactive games as powerfully motivating digital environments and study interactive games in order to determine how motivational components of popular interactive games might be integrated to facilitate learning”**BOWMAN, B ( 2004)**

### ***Interactive Games in education.***

Exploring interactive games and schooling is inherently controversial. Interactive video games can appear the uneducational; they are generally related with play and childhood. Even the title implies that interactive games are the opposite of work. Assertions that video games have to be used to make the mastering fun pass the truth that students who are deeply engaged in learning think about in each exciting and challenging work. **( Almache Alencastro, S. D. C. (2016).**

This statement is actual because interactive video games are the most popular entertainments in present day society. Challenging with the limitations and accomplishing a higher degree in the game, they have interaction human beings for competition.

The purpose of this study was to examine the effect of using games in learning English. Based on the participants’ perceptions, four major findings are presented in what follows.

**Research question 1:** What is the overall effect of using games on the improvement of English proficiency in terms of motivation, vocabulary acquisition, and anxiety from peer pressure? The questionnaire was designed in three parts in order to evaluate student perspectives as to whether the use of games improved their English ability or not in terms of motivation, vocabulary acquisition, and anxiety from peer pressure, while learning English.

**Research question 2:** What is the relationship between students’ English performance and the use of games in learning English? A correlation analysis was utilized to investigate the relationship between student English proficiency and the effects of playing games upon motivation, vocabulary acquisition, and anxiety caused by peers while learning English. **(Ying-Jian Wang.et.al 2011)**

### Key Characteristics of an Interactive Game.

a) Challenge. It is created by having clear, set goals that are relevant for the students. Uncertain outcomes provide challenge by offering varying levels of difficulty, hidden information, and randomness. Performance feedback should be frequent,

unambiguous, and supportive. Finally, the activity should promote feelings responsibility of the person involved.

b) Curiosity. There are two different forms of curiosity: sensory curiosity and cognitive curiosity. Audio and visual effects in interactive games can increase sensory curiosity. When students are surprised or intrigued by paradoxes, or incomplete, it aroused cognitive curiosity

\*Sensory curiosity. It is the desire of the new feeling and emotion, explorations involves looking for new information to solve a problem through observation, consulting and direct thinking, and the brain is saturated with pleasant sensory stimulation associated with physical activity or social.

\*Cognitive curiosity. Desire interest about new information is typically a human mechanism for information in which the information content of simulation, simulation plays the key part cognitive curiosity information is associated with audio and visual effects

c) Control. It is experienced as feelings of self-determination and controls on the part of the learner. The ingredients of contingency, choice, and power contribute to the control feature of the learning experience. When the individuals face choices that produce the powerful effect, it increases their sense of personal control

d) Fantasy. Includes both the emotions and thinking process of the learner. Fantasies should appeal not only to the emotional needs of learners, but it should provide relevant images or analogies. Lastly, fantasies should have an integral relation to the material covered.