

THE IMPORTANCE OF GAMES IN ENGLISH LESSONS

Палымбетова Дилбар Турсынбаевна

[*palimbetova1975@gmail.com*](mailto:palimbetova1975@gmail.com)

Annotation: This article is devoted to the importance of using games in teaching English. The article substantiates the role of games in teaching English lessons. 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 make language learning more useful and meaningful. Usage of active games aimed at developing students' thinking in the lessons, help to achieve the goal set in the lesson.

Key words: Interactive methods, communicating skills, teaching foreign language, different games, learner's vocabulary, teaching materials.

Teaching foreign language is difficult task. Experts state that, in teaching foreign language the role of interactive methods is very important because it motivates learners and keep their interests during whole lesson. Interactive methods include games, songs, poems, activities. Mostly the purpose of learning language is communication with foreigners, so first of all teachers need to improve learners' communicating skills. For this, we need interactive methods, students may be involved in different games during lessons, it provides language practice in the various skills – speaking, writing, listening and reading. Also games improve learners' vocabulary building skills.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning correct forms [5]. He also 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. There are many advantages of using games. “Games can lower anxiety, thus making the acquisition of input more likely” [8]. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings[4]. They also enable learners to acquire new experiences within a foreign language, which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, “add diversion to the regular classroom activities,” break the ice, “but also they are used to introduce new ideas” [3]. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better [6]. S. M. Silvers says many

teachers are enthusiastic about using games as “a teaching device,” yet they often perceive games as mere time-fillers, “a break from the monotony of drilling” or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier. Further support comes from Zdybiewska, who believes games are a good way of practising language, for they provide a model of what learners will use the language for in real life in the future.

Games have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students’ use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

‘Learning vocabulary through games is one of effective and interesting ways that can be applied in any classrooms. The results of our research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners’ communicative competence.’[7]

M. Martha Lengeling and Casey Malarcher, writing in Forum journal in 1997, further explore the ways in which students may benefit: ‘In an effort to supplement lesson plans in the EFL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.’[1]

Using interactive methods in English lessons is more useful and meaningful, also it is an easy way of teaching new words and word combinations, theme, culture and etc.

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. One example, for interactive games in teaching vocabulary is “Whispering game” or “Broken telephone”, which is an enjoyable and fun game to play with language learners. In this game, teacher can keep points to identify winners or it can be played just for pleasure. Class is divided into two equal groups. If there is an odd number of students, one can be

“assistant” for teacher. Both of the teams are called to the middle of the class. Groups are asked to take a place from the right and left side of the teacher or assistant. For example, group A is on the right and group B is on the left. The teacher whispers a message to the first person in the lines. The game starts when first players know the message. Then, each player whispers the message to the next player in the group until the last player gets the message. The group who correctly repeats the message first gets a point. Teacher’s assistant is in charge to compute the points. Players who are the second in line take a turn for the next message. Game lasts until the last player becomes the first in line.[2]

The main purpose of this study was to explore the importance of using games in EFL lessons. As this findings show that using games create an environment in which there is fun and satisfaction besides high motivation for learning a language. It can be obviously understood that games are very important instruments in language teaching classrooms in terms of providing a relaxed environment for both teachers and learners, games are very useful if they have an educational purpose rather than being fun.

REFERENCES:

1. A Natural Resource for Teachers’ by M. Martha Lengeling and Casey Malarcher ‘Forum’ Vol. 35 No 4, October – December 1997 Page 42.
2. Communicative language teaching approach 2014 Ma’suma Akbarova.
3. ‘Creative Games for the Language Class’ by Lee Su Kim. ‘Forum’ Vol. 33 No 1, January – March 1995, Page 35.
4. Elizabeth Claire “ESL teacher’s activities Kit” USA 1998.
5. ‘Games for Language Learning’ (2nd. Ed.) by Andrew Wright, David Betteridge and Michael Buckley. Cambridge University Press, 1984.
6. Kim L. S. “Creative games for the language class”. England 1995.
7. Learning Vocabulary Through Games by Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga. ‘Asian EFL Journal’ – December 2003.
8. The Use of Games For Vocabulary Presentation and Revision by Agnieszka Uberman. ‘Forum’ Vol. 36 No 1, January – March 1998 Page 20.
9. Azimjon Latifjon oqli Melikuziev. (2022). HISTORICAL AND MODERN CLASSIFICATION OF PARALINGUISTICS. *Academicia Globe: Inderscience Research*, 3(10), 126–128. <https://doi.org/10.17605/OSF.IO/UAH57>
10. Khakimov, M. K., & ugli Melikuziev, A. L. (2022). The History of Paralinguistic Researches. *International Journal of Culture and Modernity*, 13, 90-95.