

TEACHING ENGLISH TO YOUNG LEARNERS THROUGH GAMES

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Abstract: This article is about teaching English as a Second Language (ESL) through the games in classes 6 to 9. It is very important to carry out activities in the target language, in this case, English. Here is given many different kinds of warming up activities to teach foreign language lessons and make them more beneficial and effective

Key words: social contact, group work, intellectual development, public education system, language games, dialogue

Great attention is being paid to young generation in Uzbekistan during independence years. There were many changes in education system and other fields of social life. The decree of the President of Uzbekistan “On approval of the development concept of the public education system by 2030” is a clear fact for these issues. Main functions are that raising the spiritual-moral and intellectual development of the younger generation to a qualitatively new level, introducing innovative forms and methods of education in the educational process.

As children have different characteristics, they cannot accept serious learning all the time. Furthermore, they will have some difficulties as English is not their mother tongue and it is a new situation for them. That’s why teachers should create friendly atmosphere through the games which are thought to be significant and useful to young learners. Actually, games are essential tools for teaching English to young learners. Because young learners do love playing games, participating in activities. It’s scientifically proved that children learn faster when they are physically active. Moreover, games contribute to improve social contact and group work as they do activities in pairs. Choosing an appropriate games are also indispensable to keep children in focus and let them have fun simultaneously. Using games in classroom has many benefits. But teachers need to consider which games to use, when to use them, how to link them up with the lesson more specifically "The key to a successful language game is that the rules are clear and the game must be fun.

According to Carrier, “Games raise the students’ motivation in such a way students enjoy their learning so much that they might not realize they are doing so”. For instance, a teacher can explain “there is /there are” by this way:

Imagine

Work in pairs. Take turns to close your eyes and imagine the perfect house or holiday location. Describe it to your partner, e.g. There is a beautiful garden with a little cottage in the middle of it. There are some apple trees. There are lots of birds singing everywhere. There's a fountain in the middle...

Ask you partner questions about his/ her imaginary place, e.g.

A: Are there any animals?

B: Yes, there are. I can hear lots of birds.

A: Is there a pond?

B: No, there is not, but there is a fountain.

Learning is more effective if the learners are actively involved in the process. The degree of learner activity depends on the materials they are working on, the topic they are interested in and interaction patterns they are involved in.

Here is given another example for children who are beginner or elementary level. It lasts only 5-10 minutes. This example helps to promote speaking abilities.

Odd one out

Write some groups of four words on the board, and have students discuss in pairs which words don't belong in the group. For added difficulty, make each odd word belong to another group in the list, so students have to reallocate them. Here's a very simple example:

- Monkey cow brown octopus
- Train car bus broccoli
- Coat scarf sheep jacket
- White red bicycle orange
- Potato pants onion cabbage

To make the activity more productive, a teacher can give the students extra point if he or she can use the word in a sentence.

Aydan Ersoz, author of "Six Games for the ESL/EFL Classroom" also explains more reasons why games do work for teaching grammar. Learning a language requires constant effort and that can be tiring, but Ersoz outlines two good reasons why games should be included in the classroom:

- *Games that are amusing and challenging are highly motivating.
- *Games allow meaningful use of the language in context.

Make a sentence

Teacher will divide the class into two groups. Then he/she will say "must " or "mustn't " and the group in turn make up sentences. Each correct sentence gets 1 point. The group with the most points is the winner.

Teacher: must

Group A: You must drive carefully

Teacher: must

Group B: You must be polite .

Teacher: mustn't

Group A: You mustn't be late

Teacher: must

Group B: You must tell lies

Teacher: Wrong! You must tell the truth.

Group B gets no point

“Sprite”

This is a writing activity for teaching vocabulary to children

This is a fun and efficient activity that can be used when teaching and practicing vocabulary words. Students get the chance to practice the four skills; writing, reading, listening and speaking.

To do this activity:

- Divide your class into two or more teams depending on the size of the class
- Say a vocabulary word from your lesson
- One student from each team races up to the board to write it
- After they write it they say it
- The first student to say it and write it correctly gets a point for their team
- The other students seated can help them spell it correctly
- Make sure that they correct any mistakes before sitting down

You could also have them draw a picture of the word as well as write it.

It can be concluded that games help to motivate, teach, comprehend better and evolve fluency simultaneously. Meanwhile, by the help of games communicative competence is promoted. Since communicative competence has become the main target of language learning nowadays, it is emphasized that teaching communication is extremely significant.

I do agree that using games in children classes is really important because of the nature of learners . However, I think that the amount of games should be taken into consideration wisely. Clear purposes such as educational, working as a teamwork, creativity should have been involved.

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