

THE BENEFITS OF TEACHING ENGLISH THROUGH GAMES

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***ABSTRACT.** This article provide information about investigating the advantages of teaching English through games. Language games can help students in building a good relationship with the new language. Teachers should change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire the foreign language.*

Keywords: Dinamic; advantages ;games; grammar;young learner.

According to passage: Madina Toyir qizi Ergasheva

Games provide a platform for learners to actively engage with the language in a practical and enjoyable way, promoting communication skills and fostering a sense of accomplishment. In this way, games serve as valuable tools in language learning, helping students to overcome challenges and stay motivated throughout their learning journey. Games have proven to be effective tools for learning vocabulary in various ways. Firstly, games provide a sense of relaxation and enjoyment for students, making it easier for them to learn and remember new words. Secondly, games often involve friendly competition, keeping learners engaged and motivated. This competitive element encourages active participation in English learning activities. Thirdly, vocabulary games introduce real-world contexts into the classroom, allowing students to use English in a practical and communicative manner. Therefore, the importance of games in teaching and learning vocabulary cannot be overlooked. However, to maximize the benefits of

vocabulary games, it is crucial to select appropriate games. Factors such as the number of students, their proficiency level, cultural background, timing, learning objectives, and classroom environment should be considered when choosing a game to ensure its effectiveness allowing students to practice their communication skills with their peers. This interaction not only enhances language learning but also fosters a sense of community and collaboration within the classroom. Desi Surayatika, Universitas Indo Global Mandiri

Program Studi Pendidikan Bahasa Inggris Furthermore, games provide a platform for students to apply the language they have learned in a practical and meaningful way. By engaging in language games, students can experiment with new vocabulary and grammatical structures in a low-stakes environment, building their confidence and fluency in using the language.

Additionally, the competitive element of games provides a natural incentive for students to work together and communicate extensively with one another. Through these interactions, students not only practice their language skills but also enhance their teamwork, problem-solving, and negotiation abilities. Overall, language games offer a holistic learning experience that goes beyond language acquisition to foster valuable interpersonal skills essential for effective communication in various contexts. In summary, using games in language teaching has several benefits:

1. **Motivation and Interaction:** Games stimulate and encourage students to participate actively in language learning, as they naturally want to win. This motivation leads to increased interaction among students, enhancing their language acquisition process.

2. **Language Acquisition:** Through games, students acquire a new language in a fun and engaging way. They realize the importance of using the language to communicate effectively with others.

3. Lower Anxiety: Games create an easy and relaxed atmosphere, which helps students remember and internalize language concepts more effectively.

4. Enhanced Learning Experience: Games make language learning more vivid and memorable, leading to better retention of language skills.

5. Achievement Improvement: Games involve all basic language skills and can motivate learners, promote interaction, and improve language acquisition, ultimately leading to increased achievement in tests, communication abilities, vocabulary knowledge, and other language skills.

According to the passage Jorge Hunt:

The importance of teaching English through play Jorge Hunt belongs to the second generation of a family committed to promoting the pedagogical method of playing games to learn English. In this article, Jorge shares some key insights for successfully teaching English through play. Jorge is the Centre Exams Manager at Brian's School of English, an English academy in Torrelavega (Cantabria). With 40 years of experience, Brian's School of English is specialised in playing games and using dynamic activities to learn English. Playing is not just for fun. Playing is not just for fun: children learn by playing. It has been proven that the earlier a child starts learning English, the easier it will be. However, it is possible to combine the two and get a better grasp of the language in a fun way. Ever since my parents started teaching English in their small premises, they understood that letting children learn by playing was the best methodology they could apply. Games are a fundamental part of a person's development, so we offer an environment where everything is possible. I firmly believe that increasing fun-based English language learning means changing our mindset about how we approach another language. When we think of children playing, we usually think of free, unstructured, child-oriented recreation, for the most part without any adult participation. However, knowledge of English as we understand it is much more useful if we think of it as a spectrum. With playing freely at one end and fun, teacher-guided discoveries at the other.

A variety of methods exist and these are based entirely on playing games or incorporating elements of them. It then becomes a tool that helps to enhance the neural pathways linked to knowledge; increasing well-being, improving memory and mental organisation. These methods teach children social mediation and conflict resolution skills. They encourage creativity and critical thinking, as well as increasing a child's vocabulary and ability to make good progress in reading and writing. This is all achieved in such an easy-going way that children absorb English without even realising it. They obtain advantages that also prepare them for the formal education that lies ahead. In order to develop all these activities in the classroom, it is essential to have qualified, English-speaking teachers. Teachers must also be able to establish warm relationships with young students in an environment that is conducive to exploring. It's also vital to have a programme of skills that are apt for development. The teachers and the head of studies should work on this programme together. On this journey to learn a second language, we've enjoyed the Greenman and the Magic Forest materials developed by Cambridge. The digital resources that we use in the classroom make the characters feel like friends and we turn them into classmates.

According to the passage Gülin YOLAGELDİLİ, Arda ARIKAN

Although some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners. With the introduction of communicative language teaching, English language teaching and learning has become much more demanding for teachers and learners just like any other innovation poses challenges for its users. Games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner. Similarly, because the definition of the term "young learners" encapsulates those children between the ages of about 5 years old to 12 years old (Rixon, 1999), it

can be suggested that games are a natural part of young learners' lives. To sum up, games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas. The major areas mentioned in the literature are using games in teaching grammar to young learners (Nedomová, 2007; Bekiri, 2003; Hong, 2002); factors to consider while choosing games; deciding which game to use (Nedomová, 2007; Rixon, 1991; McCallum, 1980); deciding the time to use games (Lee, 1979; Rinvolutri, 1990); the role of teacher in using games to teach grammar to young learners; teacher's preparation (McCallum, 1980); the role of the teacher as a facilitator (Celce-Murcia, 1979); class organization (McCallum, 1980); learner participation (McCallum, 1980; Lee, 1979); and the effectiveness of using games in teaching grammar to young learners (Amato, 1988; Gunn & McCallum, 2005; Deesri, 2000; Celce-Murcia & Hilles, 1988). The fact that games are the most suitable instructional activities for young learners is obvious because they are a natural part of their existence. Nedomová (2007, p.17) argues that "young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired." Especially when grammar teaching is too dependent on rules and memorization, they start to lose their interest and motivation. Teachers know that young learners like being physically active as they learn by doing. Moreover, they are imaginative and creative and they learn without being aware of it. Besides, young learners use their previous experience, knowledge, several skills, and abilities which help the teacher present the new information by enabling children to practice the new knowledge on top of their previous knowledge (Nedomová, 2007, p. 28). Therefore, the best way to direct this capacity in grammar teaching is using games. Bekiri (2003, p.1) states that when a lesson includes a game, the game gives a chance to the teacher to help learners acquire new forms and lexis in an effective way. It should not be a complicated game, but a simple one because it is usually more effective as young learners find

it difficult to understand a long list of rules. Similarly, games should also include praise and encouragement because young learners always love to be the centre of attention. In addition to all these, it should be born in mind that games should be as short possible because as mentioned before, young learners are able to pay their attention to the games just for a limited time. Hong (2002) gives some suggestions to teachers about using games for teaching young learners by claiming that:

In conclusion, games play a crucial role in foreign language teaching and learning by creating engaging contexts for language practice, promoting interaction among students, and offering opportunities for real communication. Incorporating games into the language classroom can enhance motivation, reduce stress, and ultimately facilitate the acquisition of language skills. This increased interaction and collaboration in language games also help students develop important interpersonal skills, such as the ability to disagree politely or ask for help. By engaging in group or pair activities, learners are more inclined to communicate, ask questions, and discuss topics with their peers. This collaborative environment encourages students to think creatively about how to use the foreign language to accomplish their objectives.

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