

UDC 82

THE ROLE OF VOCABULARY GAMES IN TEACHING FOREIGN LANGUAGES

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Abstract

Games help students to make and sustain the effort of learning. Games provide language practice in the various skills – speaking, writing, listening and reading. They encourage students to interact and communicate. They create a meanwhile context for language use.

Key words: motivation, games, communicative orientation, involuntary memorize, new words, learning process, teacher`s aim, category games.

In teaching a foreign language, vocabulary plays an significant role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in foreign language, students should acquire an adequate number of words and should know how to use them accurately. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own notions; the article focuses on effectiveness and role of using games in vocabulary acquisition. Language game help students to decrease their stress which affects their learning process negatively. Games can help and inspired students to sustain their interest. If students have fun while learning vocabulary. Also, motivation is very important for students` learning.

Vocabulary is the total number of words in a language. Vocabulary is an important part to master English well. There are essential steps of learning vocabulary:

- Having source for encountering new words;
- Getting a clear image for the form of words;
- Learning the meaning of new words;
- Making a strong memory connection between the form and the meaning of the.

To increase the vocabulary we need media to be used. Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantage for teacher and the students as well. The use of games attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment. Some experts have also figured out characteristics of games that make vocabulary learning more effectively. Armstrong [1.4] suggest board games as a teaching strategy might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students. Games are away to help students not only enjoy and amuse with the language they learn, but also practice it incidentally. To be short, games can be considered useful and effective tools that may be applied in vocabulary classes. The use of games in teaching vocabulary is away to make the lesson more interesting, enjoyable and effective.

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary better, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. Teachers must make sure students have understood the new words, which

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will be remembered better if introduced in a “memorable way”. Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision. We believe that one of the effective ways of vocabulary presentation games.

Games are an important part of a teacher’s repertoire. The purpose of games in the learning process is to reinforce what has already been taught. During the game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language. So games can provide vocabulary practice. Vocabulary study an amusing and satisfying experience for a teacher and students at the same time. Some games are played with the whole class, often with the students divided into two teams, while others can be played in pairs or small groups

At different stages of the lesson, teacher’s aims connected with a game way vary:

1. Provide a good model making its meaning clear;

2. Controlled practice. Elicit good imitation of new language and appropriate responses.

3. Communicative practice. Give students a chance to use the language.

It is a important to acknowledge is the fact that not all games fit the classroom environment or all group of students and that it can be hard finding the right game. In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge. [Steve Sugar. [2.16].

Now let us look at what games the teacher may exploit while working with word:

1. **Word association** requires students to name all the words they know associated with any lexical category. One student says a word from the category. The next student continues with another word and so on around the class.

2. **Memory game** begins with one students saying a sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order.

3. **Guess** the total game provides a good opportunity to develop students skills in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other, and gives a card with two words written on it to each student and asks them not to show each other they’re the two words written on the card are a tool and a relate occupation, for example, saw and carpenter, blackboard and teacher. One at a time, each student describes the tool without saying its name. The other students have to guess the tool and name an occupation that uses the tool.

4. **Team game**. For this game the teacher has to prepare cards with the names of different. The students are divided into two teams. Then the teacher takes any card and reads out the country. The first team must name the language of this country, the second team – the capital of this country. Then the teams exchange their tasks.

Although game in general might emphasize fluency the category speaking games can be divided in two main categories. Those categories are: linguistic games and communicative games. Even though they both aim towards teaching speech in the target language they put emphasis on very different things. While linguistic games emphasize speaking correctly the goal when playing communicative games is fluency. Hadfield.[3.8]. Under such circumstances, games have been shown to have advantage 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 student’s use of English in a flexible, communicative way.

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