



# FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

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Islomova Latofat Fazliddinovna

Faculty of English philology – Karshi State University

## THE ADEQUACY IN USING GAMES

### Abstract

Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

**Key words:** meaningfulness, teacher's repertoire, invaluable, teaching device, misconception, drilling.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information". The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

Distinguished scholars, Abbott G., D. Mc Keating, J. Greenwood noted them following: Language learning is a hard task which can sometimes be frustrating [1]. Constant effort is



required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. As distinguished games as follows [2]: There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Bowman has argued that games are not just time-filling activities but have a great educational value [3]. The scientist holds that most language games make learners use the language instead of thinking about learning the correct forms/ He also says that games should be treated as central not peripheral to the foreign language teaching program. A similar opinion is expressed by Dornyei Zoltan. , 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" [6]. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Furthermore, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. 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 practiced earlier. Further support comes from Brown, Douglas, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future [5]. Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming. It is also important to set certain rules with the learners about how to behave in order not to interfere with a good



learning situation. A teacher should discuss proper rules for a good learning situation with the pupils and why the class needs to have them.

Clear organization is vital in order to create a good atmosphere. A teacher should not just explain what they are going to do each lesson but also why it is important, what they are going to learn and how they are going to work, for example pair work, individual and so on. The teacher should begin each lesson by giving clear instructions to the whole class and end by addressing the whole class to get routines, both daily but also weekly. These routines create a sense of stability and structure which is helpful to many weaker students. For a teacher, assessment is very important, not just after each unit but on a day to day level. This is important because it helps to see how the lesson went and how it can be improved next time by better instructions, group work etc. It is important to let the learners be part of assessment by letting them discuss in small groups with the teacher for example how an assignment went, what could have been improved and so on.

One of the most important ways to deal with mixed-ability classes is to always give clear information and instructions and to present it in easy, manageable ways. This contributes to making the students feel it is more meaningful and interesting. A teacher should introduce tasks clearly by using different methods. The teacher should give the students the information in the whole class, and showing an overhead or writing on the board. When explaining something to the students it is very useful to show concrete examples and illustrations. Using several methods to inform the students reinforces their understanding. After they have been given clear instructions it is advisable to give them time to think and discuss with their workmate and then ask questions.

Journal writing, whole class discussion or individual written assessments given to the teacher can also be good ways for the students to give the teacher helpful ideas on how to improve different aspects of teaching. It can be very useful for the weaker learners to be provided with self-assess material so the learner can follow his/her progress and evaluate how it goes. This material needs to have clear instructions on what the learner needs to do and also provide some questions for the student to reflect over when a task has been completed.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Interactive games ought to be at the heart of teaching foreign languages. They are used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

### Literature

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