

THE ROLE OF GAMES IN VOCABULARY ATTAINMENT

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Annotation. This article discusses the use of games as a practical and effective tool in English vocabulary acquisition. It emphasizes how games enhance motivation, engagement, and language retention. The article also outlines methods of selecting and applying games in language classrooms to improve vocabulary skills.

Keywords: language games, vocabulary learning, engagement, motivation, communicative approach, learner-centered methods

Аннотация. В статье рассматривается использование игр как практического и эффективного инструмента в обучении словарному запасу английского языка. Подчеркивается, что игры повышают мотивацию, вовлеченность и закрепление изученного материала. Также рассматриваются методы подбора и применения игр в языковом классе для улучшения словарных навыков.

Ключевые слова: языковые игры, изучение словарного запаса, вовлеченность, мотивация, коммуникативный подход, методы, ориентированные на учащегося

Annotatsiya. Ushbu maqolada ingliz tili lugʻatini oʻrganishda oʻyinlardan amaliy va samarali vosita sifatida foydalanish masalasi yoritiladi. Maqolada oʻyinlarning oʻquvchilarni ragʻbatlantirish, ularni dars jarayoniga jalb qilish va oʻzlashtirishni yaxshilashdagi oʻrni muhokama qilinadi. Shuningdek, lugʻat boyligini rivojlantirish uchun dars jarayonida oʻyinlarni tanlash va qoʻllash usullari koʻrib chiqiladi.

Kalit soʻzlar: til oʻyinlari, lugʻat oʻrganish, jalb etish, ragʻbatlantirish, kommunikativ yondashuv, oʻquvchiga yoʻnaltirilgan metodlar

Collins Cobuild English Language Dictionary explains it like this,¹ a game is a competitive activity that follows specific rules, with a winner determined by skill, strength, or chance. It is typically something people participate in for fun and enjoyment. A game can also refer to the way in which one plays in a contest or a situation that involves competition or conflict. Moreover, a game is often seen as an engaging activity where participants play against each other under a set of agreed-upon rules.

Byrne outlines several procedures that can be considered when incorporating games into a learning setting:

First, select games that align with the students' language learning needs and match the type of practice required. Next, make sure to prepare the games thoroughly and ahead of time. Then, provide students with clear explanations of the purpose and the rules governing the games. Give them an opportunity to practice the game at least once before playing it formally. Aim to involve as many students as possible by organizing the class into groups or teams. Finally, if the game is team-based, assign points for each correct answer and record the scores on the board so students can track their progress.²

Mora and Lopera, in their article "Games in the Classroom: More Than Just Fun," stress that playful and entertaining activities have consistently been among the most effective tools for both teaching and learning. They argue that incorporating games into lessons is not just helpful but essential, as these activities develop a wide range of skills and competencies. Games also promote social interaction, cooperation, and shared values, encouraging students to respect one another and work together productively.

Wright (1984) points out that mastering a new language demands consistent effort and dedication over a long time. According to him, games can be a valuable tool to keep learners engaged and motivated throughout this challenging process.³ When instructing children between the ages of seven and ten, a teacher must pay attention to

¹ Collins Cobuild English language dictionary 1987 (1993). London: HarperCollins Publishers

² Byrne, B. M. (1984). The general/academic self-concept nomological network: A review of construct validation research. *Review of Educational Research*, 54, 427-456.

³ Wright, A. (1984). The Role of Literature. *English in Education*. 18 (3), 33-43.

being prepared and lesson creativity. The children are normally active, curious for diverse activities and explanation, and eager to be tested. These lessons need to be actively stimulating and engaging. With the age-related propensity for disruptive behavior, planning becomes critical if a positive atmosphere for language learning is to be maintained.

It is widely assumed that to learn means to be serious or solemn in some way, and a classroom filled with fun and laughter is devoid of productive learning. This reasoning is, however, untrue. Learning a language while having fun is not only possible, but even advantageous. One of the most effective means of doing this is through educational games. Wright and Ersoz explain that when games are properly embedded into classroom activities, they encourage students to actively use and practice the language in a fun atmosphere.

Through games, the learning process is made enjoyable; at the same time, collaboration and teamwork are fostered. Teachers need to plan how games will be integrated into lessons to make sure the students stay motivated and engaged. Through games, teachers can capture students' attention and create a dynamic atmosphere that balances enjoyment with learning. Games bring an element of playfulness to the classroom while still allowing teachers to teach the language effectively.

an anonymous expert highlights several benefits of incorporating games into classroom instruction. Games provide students with a refreshing break from the standard classroom routine, helping to keep the learning experience lively. Additionally, games are stimulating and challenging, encouraging students to put in effort and practice a variety of skills. This approach allows learners to interact and communicate meaningfully in the target language, enriching their overall language experience.

Incorporating games into the school curriculum offers a wealth of advantages from multiple angles. Firstly, students find games and activities highly enjoyable, making it easier for teachers to bring a lively, engaging atmosphere into their classrooms. This, in turn, sparks greater enthusiasm and curiosity about the lesson

content. Games also serve as a valuable way to break up the routine of a typical class, transforming the classroom environment into a more dynamic and supportive space for learning.

Beyond simply entertaining students, interactive games provide meaningful opportunities for teachers to create real-life language situations where learners can use and apply their skills in a practical, functional, and authentic way. Games foster a sense of community as students want to interact with one another, listen to each other's ideas, and share their own perspectives in order to achieve the game's goals. This participation nurtures both language development and critical thinking.

Selecting the right game is crucial, as it offers students a refreshing pause from standard lessons while simultaneously reinforcing language skills. Games are particularly motivating and engaging because they present challenges in a fun, stimulating manner. Moreover, teachers can seamlessly integrate essential language elements—like real-life scenarios and authentic communication—into the gameplay. Games can reinforce all language skills and help expand students' vocabulary while building their confidence and encouraging collaboration. Though students may sometimes be drawn to games just for enjoyment, teachers see them as a powerful tool for immersing students in different cultural contexts, thus broadening their learning experience.⁴

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⁴ Richard-Amato, P., A. 1996. *Making It happen*. New York: Addison-Wesley Publishing Group. Pp 192-199.