

MAKING ENGLISH FUN: INTERACTIVE GAMES FOR YOUNG LEARNERS**Shukurova Sevinch Bahodir qizi****Supervisor: Shamsiddinova Dilafruz**

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ABSTRACT

This study investigates the usefulness of interactive games for teaching English to young students. It explores various forms of games, how they impact on language acquisition and the benefits they provide for student engagement. The results indicate that immersive games considerably improve vocabulary memory, speaking confidence, and overall engagement in language learning.

KEYWORDS: English, interactive games, entertaining, young kids, game-based tactics, role-playing.

АННОТАЦИЯ

В данном исследовании рассматривается эффективность интерактивных игр в обучении английскому языку младших учащихся. Исследуются различные виды игр, их влияние на усвоение языка, а также их преимущества для вовлечённости учащихся. Результаты показывают, что интерактивные игры значительно улучшают запоминание лексики, уверенность в устной речи и общий уровень вовлечённости в процесс изучения языка.

КЛЮЧЕВЫЕ СЛОВА: Английский язык, интерактивные игры, развлекательные, маленькие дети, игровые тактики, ролевые игры.

ANNOTATSIYA

Ushbu tadqiqot yosh o'quvchilarga ingliz tilini o'rgatishda interaktiv o'yinlarning samaradorligini o'rganishga qaratilgan. Tadqiqot davomida turli xil o'yinlar, ularning o'quvchilarning til o'zlashtirishiga ta'siri va darsga qiziqishini oshirishdagi roli tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, immersiv o'yinlar o'quvchilarning so'z boyligini eslab qolish, og'zaki nutqdagi ishonchni oshirish va til o'rganishga umumiy qiziqishini sezilarli darajada yaxshilaydi.

KALIT SO'ZLAR: Ingliz tili, interaktiv o'yinlar, ko'ngilochar, yosh bolalar, o'yin asosidagi taktikalar, rolly o'yinlar.

INTRODUCTION

It can be both fun and difficult to teach English to young students. Youngsters learn best when they are involved, taking part, and having fun. Conventional approaches, including repetition and memorization, can occasionally be inefficient and turn learning into a pain. Interactive games, on the other hand, can reinforce vocabulary, grammar, pronunciation, and communication skills while making language learning fun. The following article will discuss several entertaining activities that help young kids enjoy learning English. Innovative ways are crucial in the dynamic field of education, as conventional methods frequently fail to engage young learners. Incorporating games and competitions into foreign language instruction is one such strategy that has become increasingly popular in recent years. Teachers can capitalize on students' innate curiosity, competitiveness, and need for fun by introducing games and competitions into their foreign language lessons. In addition to making learning more fun, these components give students the chance to practice their language abilities in relevant and real-world situations. In order to obtain the best possible learning results, this article will examine specific methods and provide examples of how games and activities might be used in the classroom.

LITERATURE REVIEW

It can be extremely challenging and stressful to learn a new language, and for students who are easily intimidated, using the language in the "real world" can frequently be quite frightening. Before pupils must use the language in the "real world," role plays and games are utilized in the classroom to help them practice it. Another way to "experiment in a safe 'virtual environment'" is through video games (Kirriemuir, 2002).

Osha Saeed Al Neyadi (2024) said “Positive attitudes from students toward games and activities could indicate that they had a great time. Given that games create a lively and encouraging environment in the classroom, this could indicate that the kids truly desire to have the chance to play. Additionally, pupils grow disinterested in their typical passive-sitting classes.”

Additionally, games create an ideal atmosphere in the kids' language lesson. It is often known that English language games are among the best teaching aids and enhance learning. Children are willing participants and are not only in class because they are required to, which is the primary reason games are so helpful because they make learning enjoyable. Because they like themselves, they perform better, feel better about themselves, and perform even better—a positive learning cycle—students pay more attention. There is a goal and a result when playing a game. (Nelvia Ibrahim, 2016). Furthermore, games assist the instructor in establishing circumstances where the language is applicable and significant. The students wish to participate and to do so, they must comprehend what others have written or said, as well as speak or write to provide information or to express their own opinions. One method of assisting

language learners in experiencing language instead of just studying it is through games. (Siti Linda Kurniani¹, and Safra Apriani Zahraa², 2016). According to the options examined to address this demand, (Córdoba et al, 2017) concur that using games in the classroom allows for continuous motivation for lots of pupils and turns the learning environment into a fun experience. With exercises that support the growth of attention and active reading abilities, games also encourage children to reflect, create, and recreate. The use of game-based tactics was creative. It's fascinating to note that, based on the research's findings, over 50% of the students questioned agreed that game-based learning is an advanced method since it allows pupils to study while having fun. (Lozada Maritza et al. 2024).

Children have the opportunity to learn or practice rhythm, tone, and melody through singing songs. Songs help kids learn vocabulary, develop their listening abilities, and express themselves through singing (MacNaughton et al. 2004).

METHODS

The purpose of this study is to assess how well interactive games work and how engaged young learners are during learning English. Students' opinions and preferences on several interactive games were gathered through a survey.

Participants:

Students who had previously learned English through interactive games between the ages of 6 and 14 were the target audience for the survey; participants were split into three age groups: 6–8, 9–11, and 12–14.

Design of the Survey

To find out how engaged students were with various interactive games and how effective they thought they were, a questionnaire was created. There were three sections to the survey:

1. General Questions: To find out how students feel about interactive exercises and learning English.
2. Game-Specific Questions: To determine which games pupils find most entertaining and useful for learning.
3. Use open-ended questions to get qualitative input on their educational experiences and ideas for enhancements.

The poll was administered to first- through eighth-grade students at School No. 34. Google Forms was utilized to guarantee user-friendliness and automated data

gathering. Teachers helped younger pupils understand the questions and record their answers to ensure correctness.

RESULTS AND DISCUSSION

The majority of pupils said they enjoyed learning English, with 25% saying they liked it somewhat and 70% saying they enjoyed it very much. Merely 5% of pupils indicated that they had little to no interest in learning English.

85% of students who were asked if they thought that interactive games improved their learning agreed that they did, whereas 10% were not sure and 5% disagreed.

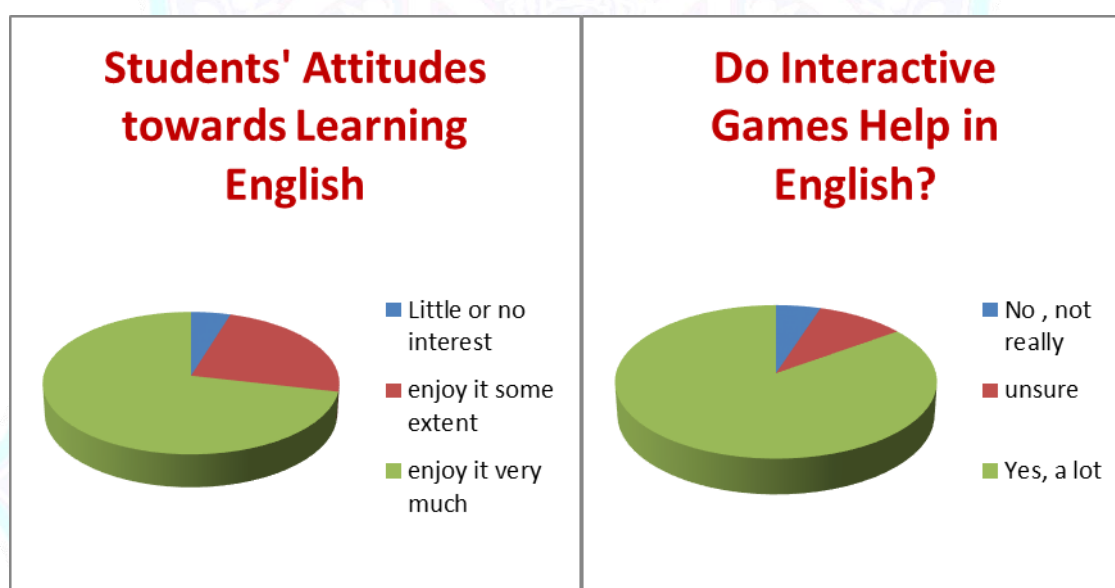


Figure 1. The diagram shows General Perceptions of Learning English Among Students

During class, participants were asked which games they had played and which they thought were the most fun and productive. The following patterns emerged from the results:

GAME	Students who played it	Who enjoyed it the most	Who found it most effective
Simon says	80%	20%	15%
Word Relay	75%	15%	18%
Role-playing	65%	18%	22%
Pictionary	70%	22%	14%
Hot potato	60%	12%	10%
Bingo	85%	10%	12%
Charades	55%	8%	7%

Treasure Hunt	50%	10%	8%
Spelling bee	72%	12%	18%
Board Race	68%	15%	16%

Figure 2. The table illustrates The Effectiveness and Popularity of Games

According to these findings, the most entertaining games were Pictionary and Simon Says, while the most successful learning games were Role-Playing and Word Relay.

Role-Playing

Interest is the primary motivator for learning other languages. a desire to learn the language as well as an interest in the instructional methods. Students' interest and the topic's relevancy are assumed when they immerse themselves in the role-playing game. A student who enjoys playing football should be allowed to pretend to be a professional player, possibly giving interviews to reporters after winning a championship. This approach works very well because elementary and secondary school-aged youngsters dream the most. The teacher doesn't have to worry about maintaining student engagement as long as the subject is pertinent; the class will take care of that on its own. (Mamlakat Azadovna, 2022).

Pictionary game

In addition, the Pictionary game is one in which the word to be guessed is represented by an image. One of the most played games is Pictionary. It can be applied to vocabulary instruction. At 24, a man named Robert Angel created the game of Pictionary. In 1986, he invented the game of Pictionary. Since then, this game has grown successfully as a useful teaching tool for English, particularly for expanding students' vocabulary. Based on the aforementioned information, it can be concluded that the Pictionary game is a great teaching tool for fostering communication and creative thinking skills. For students who learn best visually, it can reinforce concepts and ideas in other subjects. Additionally, the rules of the game will emphasize the development of creative thinking. (William Hamer, Ledy Nur Lely. 2019)

Simon Says Game

The Simon Says Game is a well-known action game in active listening classrooms. The player designated as "Simon" tells the other players to perform the actions if they are preceded by the phrase "Simon says." Children are expected to fully participate in this game to improve their listening, following instructions, and movement skills. Simon says game is an enjoyable way to get pupils interested and

help them with their cognitive abilities. It enables children who are playing the game to pay careful attention and make snap decisions. Accordingly, Nation and Newton assert that one of the five recommendations for training immigrants is to engage in activities that call for mobility. It is an easy way to keep children engaged in three-dimensional learning. By emphasizing meaning transmitted through movement, students will be freed from self-conscious and stressful situations and be able to focus entirely on their studies. (Titin Sumiyati, Anita, Tri Ilma Septiana. 2023)

Kahoot!

Kahoot is a fun and engaging learning tool that enhances the learning experience. This is an excellent way to have fun while learning new things. Kahoot offers a variety of tools, including games, surveys, and quizzes, to enhance the dynamic and enjoyable nature of learning.

As a result of using Kahoot in the classroom, students who have used it during the learning process are interested in learning more about what they have learned, eager to join the class, more attentive in the English language, and able to describe what they have learned to others.

CONCLUSION

According to the survey results, interactive games greatly improve student engagement and the efficiency of learning in English lessons. When asked which aspect of playing games in English class, they enjoyed the most, pupils pointed to the following: playing games increases interaction and reduces stress during learning. They like working in groups and competing, also they have an easier time remembering new words when students play games.

Students' recommendations included a wish for more activities to be used in the classroom, especially ones that require cooperation and movement. The majority of students think that games aid in language retention, particularly in speaking and vocabulary. Role-playing, word relay, and Pictionary were found to be the most interesting and successful interactive activities, so teachers should think about including these in their courses.

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