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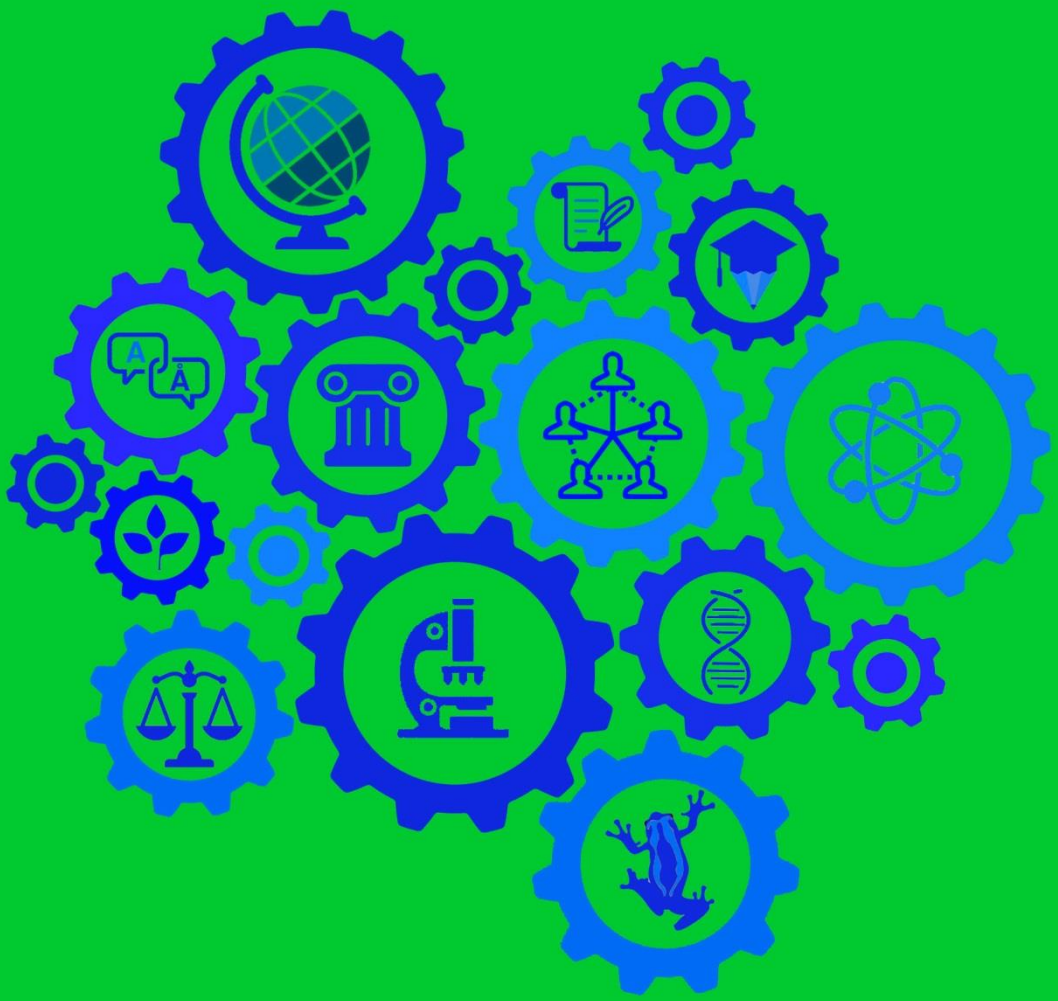

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THE IMPORTANCE OF GAMES IN ENGLISH TEACHING

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Abstract: This article examines the significance of English instruction and the function of educational games in instructing young learners. It examines the challenges associated with instructing juvenile learners of English in academic institutions. This study utilized a variety of qualitative research methodologies, including scavenger hunt games, group games, physical games, and "Simon Says"-style activities. In this investigation, multimethod triangulation is utilized consistently. Based on the analysis of the data, it was concluded that the implementation of games in second language learning classrooms would foster an environment conducive to motivation, enjoyment, and exceptional academic achievement among EFL learners.

Keywords: individual learning, cooperative learning, creative thinking, game playing, imitation game playing, approach are all keywords.

INTRODUCTION:

Teaching has evolved significantly in recent years. Historically, learners were expected to be sedentary and attentive in the classroom. However, in the present day, learners are frequently quite engaged, and what better way to encourage activity than through game participation? The national curriculum for foreign languages in Uzbekistan emphasizes the significance of maintaining a variety of teaching methods to pique and maintain students' interest. Instructors can contribute to the maintenance of diversity in numerous ways, including by employing activities that demand innovative thinking from students and placing equal emphasis on cooperative and individual learning. In addition to employing other instructional strategies, teachers can maintain diversity in the classroom by not being hesitant to utilize games as a teaching method. The national curriculum suggests that games can serve as an effective instructional approach. In particular, problem-solving activities, role-playing games, imitation games, and theatrical expression games are well-suited for learners at every stage of the language acquisition process. Howard Gardner, the proponent of the theory that there are eight intelligences among humans, asserts that a particular subject matter can be approached in six distinct methods in the classroom so as to increase the likelihood of understanding it for every student. An approach known as "the personal way" involves exploring the feasibility of approaching a particular subject through means such as role play or other forms of interaction. Armstrong further proposes board games as a pedagogical strategy that could be well-suited for students with high interpersonal intelligence, given that they offer an ideal environment for student-to-student interaction. A multitude of justifications exist for the inclusion of activities within the language classroom. Firstly, they are entertaining, which is critical because it can motivate students who have been

dormant due to a lack of interest to participate once more. Maintaining learners' engagement is crucial, as instructors can only effectively impart knowledge to students by encouraging their active participation in the learning process. Second, activities significantly contribute to the development of relationships and a sense of equality among participants. Engaging in classroom games can additionally foster a congenial and optimistic ambiance through the implementation of varying seat arrangements between games; this deviation from the norm can be highly advantageous in maintaining a stimulating learning environment. Thirdly, most individuals desire to acquire a language so they can utilize it in authentic contexts, such as while travelling. Games can be an excellent method for students to hone this ability, as they can be utilized to reenact a variety of real-life scenarios and thus provide practice for their fluency. Additionally, through the implementation of activities in the classroom, the instructor is relinquishing some authority to the students while removing himself from the forefront. This is a beneficial development as it empowers the students to assume greater responsibilities. This also enables students to accomplish more independently, which may very well boost their confidence. Fourth, language learners require exposure to the target language in a diversity of contexts; games can provide this exposure. Games facilitate the readiness of language learners to engage in the experience by encouraging them to maintain an open mind and participate willingly once more. Fifth, it is essential that language learners experience emotive engagement, which entails feeling something during their language exposure. Emotions of intensity, including joy, surprise, amusement, and suspense, foster a positive attitude among students regarding their learning environment; thus, they are more likely to positively impact language acquisition. Sixth, games are beneficial for timid or low-confidence students, and this is especially true when the games are conducted in smaller groups, as these students are able to express themselves in front of a smaller audience rather than the entire class. Additionally, in games, where communication is less formal and greater emphasis is placed on fluency rather than grammatical accuracy, it can be simpler to overcome timidity and express one's true self. Seventh, games are a viable instructional approach for a variety of subjects due to the high probability that they will pique students' interest. They are adaptable to students of all ages and, when combined with other instructional strategies, generate diversity, which is ideal for academic work. An investigation conducted in Iceland in 2006 unequivocally demonstrates the criticality of incorporating diversity into educational institutions. Numerous participants in that study lamented the school's dearth of diversity, expressing a desire for more of it to make learning more enjoyable and forward-thinking. Due to the accelerated pace of change in our society, a significant number of children do not have sufficient opportunities to play in their spare time. As a result, the implementation of educational games is crucial. As cities continue to expand and

traffic congestion worsens, an increasing number of parents are exhibiting reluctance towards allowing their children to engage in outdoor play. Additionally, passive activities such as using the computer or viewing television are considered more exciting than engaging in physical play. As a result, it is much rarer to see children playing outdoor games in groups than it was ten, fifteen, or twenty years ago. This development is not favorable and may result in numerous negative repercussions for our society. A possible consequence is that the lack of movement may lead to health issues, despite the fact that not all games are inherently physical. Additionally, this transformation may result in a decline in social skills, as children's games reflect society and they learn many of its regulations through play, according to Jean Piaget. Although games are typically initiated with the intention of enjoyment, they may occasionally culminate in unfavorable consequences. This can occur, for instance, when an individual becomes overly engrossed in the moment and verbally or physically expresses something that offends another individual or their own sentiments. When implementing activities in the classroom, it is imperative that the instructor maintains appropriate control over the activity. Additionally, it is imperative that the instructor ensures that each student has a favorable experience; the classroom should not transform into an environment where students feel unsafe or bullied. Additionally, it is critical to recognize that not all games are suitable for all student populations or classroom environments, and that it can be challenging to locate the ideal game. In truth, when choosing a game, it is prudent to remember that a good educational game strikes a balance between difficulty and enjoyment. An additional consideration for educators is the prudent selection of games for classroom use; while one game may be ideal for a specific group of students or a particular teacher, it could be dreadful for another group of students or teacher.

Materials:

The instructor must initially assess the group that will be engaged in the activity and subsequently establish a target for the group that the game should strive to achieve. It can be difficult to select an appropriate game for a specific group of students who are working towards a specific objective. For instance, teachers must ensure that the game is age-appropriate and pertinent to the subject matter. Furthermore, they must avoid choosing a game that is overly complex, as this could lead to students losing interest in it or even failing. Instructors must additionally ensure that, prior to commencing the game, the principles and instructions are thoroughly explained and unambiguous. Teachers must maintain vigilance and be prepared to assist students throughout the game, without unduly disrupting the flow; doing so could impede the fluidity of the activity and deter students from taking part. It is prudent to have some type of follow-up activity organized after the game, as this provides the students with an opportunity to reflect on the game and its outcome. It is critical that educators are aware that game augmentation is both permissible and, in

certain circumstances, absolutely necessary. For less proficient or younger pupils, more difficult games can be simplified to the point where they pose a challenge rather than being overly difficult; conversely, simpler games can be designed to suit younger or less skilled students. While it is generally possible to adapt games to accommodate learners of different ages, there are specific qualities that distinguish games that are more appealing to children of particular age groups. For children aged 68, games that involve repetition are frequently played, have few rules, and do not typically require an extended amount of time. Children aged 9 to 11 are more tolerant of lengthy games, which frequently feature significantly more suspense. Additionally, children begin to develop the ability to modify games at this stage, such as by adjusting the norms to better suit their group. When it comes to games for children older than 12 years, there is frequently a greater emphasis on strategy and collaboration. The incorporation of games into the classroom can be classified into numerous categories. A method of classifying educational games is by the paradigm upon which they are constructed. Games for dividing larger groups into smaller ones, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing and coloring games, educational card games, word games, story games, and question games are some of the categories into which Ingvar Sigurgeirsson has classified games. An alternative classification scheme for educational games involves separating them into cooperative and competitive categories. While competitive games may effectively captivate and sustain the attention of certain students, cooperative games, which require them to collaborate in order to achieve a common objective, can serve as an exceptional method for cultivating the ability to collaborate with others. Cooperative games do not priorities outcomes such as victory or defeat; consequently, individuals should not experience detrimental effects on their self-assurance, which may potentially enhance the learning experience. There are numerous other methods to classify educational games, such as dividing them into groups based on the age group they are appropriate for. Additionally, dividing them into games that require writing, reading, speaking, and listening skills could be a good idea. Certain games will invariably fall into multiple categories, which can complicate the process of classifying games. Games to partition larger groups into smaller subgroups within the group: Games to partition larger groups into smaller subgroups are available as pre-activity activities that partition the entire group into smaller subgroups. "Group dividing by miming" is an excellent example of a game that falls under this category. The instructor has prepared notes with the names of each role inscribed on them. The instructor designates four students per group, so he creates four notes for each role, such as four "teacher" or "clown" notes. The subsequent course of action entails distributing individual notes to each pupil and emphasizing the importance of ensuring that no one else has access to their notes. After each participant has received

a note, they may commence enacting their assigned roles. During this process, they are required to observe their fellow actors to identify those who are assuming identical roles. They will have formed their factions by the time they have reached that conclusion. This type of activity may also be beneficial because it "breaks the ice" and helps students prepare for the group project. This category could potentially encompass activities such as "Searching for People," in which learners are tasked with traversing the classroom in search of classmates who, among other things, have experienced living on a farm, travelling to Spain, or consuming Mexican cuisine. Obviously, the acquisition of this information would require the use of the target language. "Stating the names" is another excellent game in this category. Participants sit in a circle and introduce themselves one by one; however, prior to uttering their own name, they are required to repeat the names of those who have already done so. As the game progresses, it becomes increasingly difficult for participants to memories all the names.

METHODS:

To better integrate this activity into a language classroom setting, the instructor may request that each student add an item of personal preference that commences with the same letter as their name, as in "My name is Anna, and I adore apples." An alternative approach would be to assign adjectives to pupils that begin with the same letter as their names, as in "Sigga super" or "Anna awesome," thereby incorporating adjective instruction into the curriculum. Concerning children whose names commence with unique Icelandic letters, certain modifications to the regulations would be necessary. One potential strategy is to assign them the task of identifying adjectives that commence with the same letter as the second or third letter of their given name. "Fruit Basket" is an example of a group game that emphasizes the development of useful and necessary skills, including listening, memory, and reflexes. Each participant in this activity is assigned the name of a specific fruit to "be" while seated in a circle. One individual is chair less and is required to stand in the center. Then, whenever he says the name of a fruit—for instance, an orange—the orange students are required to stand and exchange seats. The individual positioned in the center must attempt to "steal" a seat from the others as they exchange positions; if successful, that individual will be replaced with another individual who is tasked with identifying a different fruit. This game could be readily modified to accommodate various contexts or for the purpose of expanding vocabulary by substituting words from different categories, such as clothing, family names, or food varieties for fruits. Physical games—illustrate 'Walking the line', in which participants must simultaneously walk a line while completing a variety of tasks, such as balancing a book on their heads or walking backwards—is an example of a physical game. To make this game more appropriate for a language classroom, the instructor should provide the instructions in the target language, for instance 'everyone must walk

backwards'. There are two reasons why TPR is considered an effective method of instruction for acquiring a foreign language. The initial benefit is that it is believed to alleviate the stress associated with language learning, thereby enhancing the learning experience. The second benefit is that it emulates the method used to teach children their native language, which involves prolonged exposure to the language prior to verbal development. Savage hunt games are highly suitable for the language classroom due to the fact that the clues can be composed in the target language. This not only compels the participants to read but also compels their teammates to attend and assess their comprehension. Students might also be required to solve puzzles as part of the scavenger expedition; examples of such puzzles include word searches, crossword puzzles, and questions. Almost limitless possibilities exist; educators are merely constrained by the depths of their own ingenuity. The "mail game," in which players are tasked with delivering "mail" to its designated destinations, serves as a prime illustration of an educational game. A good concept for languages would be to develop a motif of a particular location, such as the home. Making the envelopes and the "mail" is the initial responsibility of the instructor. A genre-specific label should be affixed to each envelope, such as "kitchen," "bedroom," "bathroom," and so forth. The mail should then consist of letters containing words that correspond to particular envelopes; for instance, "knife" or "refrigerator" would correspond to the envelope labelled "kitchen." Then, each pupil should be assigned a specific quantity of "mail" on which to write his name before beginning delivery. If each individual successfully delivered all of their correspondence, the first to do so would be declared the winner. Games of theoretical expression, such as "Who am I?" is an ideal fit for the category of theoretical expressions." Typically, the class is divided into two teams for this activity. Subsequently, each student takes the stage individually and performs a designated vocation assigned by the instructor. The teams alternate between making educated guesses and posing inquiries; however, the actor's responses are limited to yes or no. The scoring system could be adjusted as follows: A team would receive one point for posing a query that is replayed with an affirmative response, while the team that correctly identifies the actor portraying a specific character would receive five points. An example of a game falling under the category of "drawing and coloring games" would be the "drawing in a foreign language" game. The only distinction between this game and the "Who am I?" game from the previous category is that students are required to draw on the blackboard rather than perform. Additionally, they may be working with nouns, verbs, or adjectives rather than professions. Bingo is an educational card game that can be utilized effectively in language instruction due to the fact that the instructor can depict words on the cards while the pupils are limited to images (or vice versa). Students would be required to comprehend the words in order to correctly align them with the corresponding image. Word activities can be particularly beneficial when it comes to language instruction.

Students are provided with word searches and crossword puzzles in which the answers are concealed in the word search and require them to match the crossword puzzle in the target language. These activities are presented in their native tongue. Additionally, it is effortless to request that students utilize the target language through the utilization of the "Filling in a chart" game, which requires participants to identify various items such as countries, cities, animals, and foodstuffs. "To Tell a Story" is an outstanding illustration of a game that falls under the category of story games. One of the individuals seated in a circle is designated to relate the story. The instructor murmurs a single word into each student's ear and requests that they retain it. The storyteller then proceeds with the narrative, pausing intermittently to indicate a pupil who must utter the word that the instructor has whispered to him. The narrator is then required to integrate this word into the narrative, which often results in humorous outcomes. This game is an ideal complement to language instruction due to the fact that both the narrative and vocabulary are presented in the target language. Within the category of inquiry games, "riddles about European countries" is an excellent entry. The students are organized into pairs, and each pair is tasked with preparing a brief riddle pertaining to a particular country. For instance, one pair may compose the following: "It is surrounded by water, has many horses, and is inaccessible by train." The correct response: Iceland. Once each pair has completed their riddle, they are required to approach the front of the classroom and request the other pairs to solve the riddle. The remaining pairs are then required to record their own interpretations of the correct answers. Once all pairs have posed their riddles, the answers are compiled and the pair that obtained the most accurate responses is declared the winner.

RESULTS:

Four locations comprise games: 1. Writing is an acquired rather than a natural talent, even in the context of one's native tongue. This may partially account for the perceived difficulty or even tediousness of writing in the target language. An alternative rationale might be that the material is frequently designated as assignments, which is generally disliked by students. One plausible explanation for the perception of writing as challenging is the absence of immediate feedback, which contrasts with the dynamic nature of conversations. Consequently, the writer may experience heightened self-doubt regarding the quality of their work. Certain educators also employ writing as a form of discipline: "All right, Bobby, I'll have an essay on the perils of smoking on my desk tomorrow. Additionally, writing necessitates the use of an entirely distinct language than that which is typically employed in informal conversations. Students in the classroom must not develop an aversion to writing as a result of this experience with writing. Not only can games be entertaining, but they can also give writers a reason to write, and it goes without saying that writing becomes simpler when there is a specific purpose for doing so, as opposed to simply being required to write because the teacher says so. Games can

additionally furnish writers with an audience. In numerous games, fellow students assume the role of the reader, thereby furnishing the writer with essential feedback that is frequently absent in written work. There are numerous interactive writing games available on the internet, and instructors can easily develop their own writing practice game. For instance, when instructing pupils on the composition of a formal letter, a game in which players must rearrange sentences in the correct order to form the letter itself might be an effective activity. 2. The majority of individuals recollect honing their listening abilities primarily through participation in listening exercises during their education years. While engaging in listening activities may prove to be an efficacious method of honing that specific skill, instructors must ensure that the activities remain adaptable to prevent student boredom. Teachers may enhance students' motivation and progress towards goal attainment by integrating gaming elements into listening activities, thereby preventing boredom and maintaining their interest. The renowned "Simon Says" is an example of an effective listening game in which one participant assumes the role of Simon and instructs the others; for instance, "Simon says jump" or "Simon says stop jumping" would require all players to execute the corresponding action. In the event that Simon provides the directive "everyone jump" without appending the phrase "Simon says" in advance, it is expected that the remaining participants will not comply with the instruction. Students must therefore attend attentively so that they may discern when to comply with Simon's instructions and when to disregard them. Additionally, it is possible to utilize this game to enhance any vocabulary. 3. As per the national curriculum, the instruction of communication is deemed critical due to the substantial role it assumes in language proficiency. Additionally, the curriculum asserts that since real-life communication is unpredictable, students must have the opportunity to practice it rather than simply reading prefabricated conversations. To accomplish this objective, the curriculum proposes exercises as an effective approach. Despite the emphasis on communication education in the national curriculum, certain instructors appear to be deficient in effectively instructing students in this domain. Based on a study conducted in 2006 regarding English instruction in elementary schools in Iceland, a mere 10% of ninth and tenth grade English teachers consistently employ the target language in the classroom. The remaining 66% utilize it occasionally or frequently, while 24% employ it infrequently. According to the same study, students also made limited use of the English language. In fact, 39% of students reported rarely responding to their teachers in English, and an astounding 75% of students stated they never interacted with their peers in the target language. It should not come as a surprise that a significant number of students do not use the target language when their instructors refrain from doing so in the language classroom, given that students hold them in high regard. Games may be of assistance in resolving this issue due to their communication-oriented nature and emphasis on fluency rather than accuracy.

This should motivate students to engage in dialogue, as students who priorities fluency tend to receive less constructive criticism, despite the possibility of committing mistakes. As practice fluency is a critical skill due to its practical necessity, one could argue that games serve as an essential link between the educational environment and the real world. While games as a whole may priorities the development of fluency, speaking games can be categorized into two primary classifications. These are linguistic and communicative activities, respectively. Despite the fact that both approaches share the common goal of instructing speech in the target language, they priorities distinct aspects. In contrast to linguistic games, which priorities accurate speech, communicative games aim to foster fluency. Reading proficiency is particularly crucial when attempting to acquire the English language. To begin with, it is critical because individuals must have the ability to read in order to write. Furthermore, individuals who intend to travel to the country where the language is spoken must possess the ability to comprehend a variety of materials, including menus, tourist brochures, and directions. Thirdly, reading proficiency is essential for students who intend to pursue higher education, as such programmes require students to have this skill. This final point is particularly pertinent in Iceland, where the preponderance of university textbooks is written in English. Given the critical nature of the reading skill, it is imperative that instructors employ suitable methods to maintain students' interest. Similar to other competencies, games can contribute to subject matter variety and interest.

CONCLUSION:

Based on the results of this research, it is evident that games play a crucial role in language instruction classrooms by creating a conducive atmosphere for students to feel at ease. Furthermore, games that serve an educational objective rather than mere entertainment value are highly beneficial for both instructors and students.

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