THE IMPACT OF LANGUAGE GAMES ON CLASSROOM

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"O'zbek tili va tillarni o'rgatish" kafedrasi katta o'qituvchisi

ANNOTATION

This article presents the reality of using language games in EFL primary classrooms and further investigated its impact on the nature of classroom interaction and pupil language production. Such an investigation provides teachers, researchers in the field of education and language teaching as well as syllabus designers with a better understanding of the utility of using language games in classroom. It has been evident in this study that language games not only facilitated language learning.

Keywords: language learning, capacity to hold students' attention, opportunities for genuine communication, competitive components of the games.

The national curriculum in foreign languages of Uzbekistan recommends using a variety of teaching methods to engage and hold students' attention. By using activities that allow students to utilize their imaginations and giving equal weight to both individual and group learning, instructors can foster diversity in a variety of ways. Another particular method that teachers can use to preserve variation in the classroom is to combine the use of games as a teaching tool with other methods. According to the national curriculum, games including role playing games, imitation games, dramatic expression games, and problem-solving exercises are particularly suitable for all stages of language learning.

Using language games is one effective way to promote language learning. It is advantageous for teachers to have a thorough understanding of the definitions of games, which are typically characterized as a type of play with regulations, rivalry, and amusement. Instructors should take into account the benefits of games, such as their capacity to hold students' attention, reduce their stress levels, and provide opportunities for genuine communication. Finally, educators must evaluate how to use games effectively in the classroom. It is crucial to pick an appropriate time and incorporate them into the normal curriculum and syllabus. Games, however, are frequently underutilized in the classroom due to the syllabus' restrictions.

Some teachers believe that using language games in the classroom is a waste of time because they are sometimes used for only one purpose. Games can actually offer English language learners (ELT) and English language learners (ESL) more than that. Games are an effective method for enhancing students' language competency in addition to visual aids, CALL (Computer Assisted

Language Learning), theatre, role-playing, and other techniques (Richard - Amato, 1996). This essay seeks to explain clearly what games are, why they are utilized in the classroom, and how they are employed.

Learning a language is a challenging and perhaps difficult undertaking. Understanding, producing, and manipulating the target Language take constant effort. Well-chosen games are crucial because they provide kids a break and give them a chance to develop their language abilities at the same time. Games are often motivating since they are both entertaining and difficult. They also utilize language that is practical and meaningful in actual settings. Also, they promote and boost 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."

Games are generally seen as excellent teaching tools because "they motivate students and engross them in the competitive components of the games; furthermore, they exert more effort in games than in other courses"

Naturally, when playing games, kids want to succeed or outperform opposing teams for either themselves or their team. They want a chance to play, to score points, and to win, which is why they are so competitive while playing. Students will undoubtedly take part in the activities in class. As a result, a teacher may introduce students to new concepts, grammar, information, and so on. Students are just as competitive in the dictation game, and they want to finish first and come out on top. It is evident that games can draw in students' interest and engagement. These may inspire pupils to pursue further education. They can also make a dull class interesting and difficult.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... ... raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. ..... One method has been developed to make students forget that they are in class ....relax students by engaging them in stress reducing task (games)."

Due to the fact that students must deal with unfamiliar or strange grammatical structures, vocabulary, texts, and other things, there is a lot of stress in the classroom. As a result, students frequently experience anxiety and unease in the classroom, which inevitably hinders their capacity to learn. Games can therefore aid in reducing their anxiety, fostering a sense of comfort and a desire to learn more. It is thought that when students play games, they unwind and enjoy themselves. Students don't care about making mistakes or try to correct themselves in every sentence because they are aware that they are playing games and want to communicate well. Students' fluency and natural speaking styles can be improved when they are anxiety and stress-free.

Next, students learn without realizing that they are learning (Schultz, 1988.) For instance, when playing a game called "What Would You Do If?" students will have to pick one hypothetical

question from those that they have written in a box. They might get a question like "What would you do if a lion came into this classroom?" Next they have to pick one answer that they have written before. The answer they get may be "I would be a fly." Usually the question and the answer they get do not match each other, so students have to use their own imaginations to explain their bizarre answer, and everyone has fun listening to it. The explanation might be "If a lion came into this classroom, I would be a fly because I am a good person, so an angel would come and rescue me by turning me into a fly." While trying to explain, students do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, students do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously-learn without realizing they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988.)

It was noted that there is a widespread belief that learning should always be serious and solemn in character and that if someone is having fun and there is hilarity and laughter, then it is not actually learning. This is a false impression. Learning a language and having fun are both achievable at the same time. Playing games is one of the finest methods to accomplish this.

Games are fun and children like them. Through games children experiment, discover, and interact with their environment. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot even shy students can participate positively. They point how to choose a game. • A game must be more than just a fun. • A game should involve "friendly" competition. • A game should keep all of the students involved and interested. • A game should encourage students to focus on the use of language rather than on the language itself. • A game should give students a chance to learn, practice, or review specific language material. Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or programmed, and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. A dissertation was written on the role of word games in second language acquisition second language pedagogy, motivation and ludic tasks, the study attempted to determine the role of word games and student motivation in the second-language classroom environment; and to compare games with more traditional practices as effective learning tools. The games were selected for their adherence to principles of task-based instruction and communicative approaches to pedagogy.

The quantitative analysis's findings demonstrated that one game produced outcomes that provided evidence in favor of the theories that underpin this study.

To put it another way, students who play specific kinds of word games will be more motivated to study than students who engage in more conventional activities; games also improve the classroom atmosphere, foster a sense of community, and improve student-teacher interactions. The three other games' results contradicted the theories. Word games in pedagogy suffered as a result of those

games. The students felt that their peers did not enjoy the games and that they were boring and worthless. They also claimed that word games should not be a major component of the curriculum. Results, however, indicated that engaging in enjoyable and creative activities is highly valued. For all four games, the qualitative analysis was more positive. Collectively, the findings (quantitative and qualitative) imply that word games may be motivating and efficient, if they are timely, directly related to the content being studied, competitive, and enjoyable for academic purposes. Otherwise, students do not embrace game use with enthusiasm.

In this study the use of language games appeared to play a significant role in creating a social interaction context where scaffolding and collaborative work are encouraged. Scaffolds provided by teachers not only facilitated language learning, but also equipped pupils with learning strategies which likely to be beneficial for their future study as independent learners. Such findings are encouraging for the use of language games with EFL young learners, and therefore it is hoped that this research will prove useful to future work in this area.

The use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games.

The general conclusion is that the use of language games had an impact in several respects: on the nature of interaction in the classroom (where, although teachers still dominated the talk and controlled classroom discourse, some significant differences were found between traditional and language games-based classes); on teachers' perceptions about the use of language games; on the way they interacted with pupils in class; and, crucially, on pupils' language use. Pupils who used language games were more successful than their counterparts in traditional classes in producing more and longer utterances containing English, and were more able to support each other during this process. These findings support the arguments presented in this study that the use of language games in class could have positive effects on both classroom interaction and pupils' language learning.

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