

English With Games

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Abstract: The article is dedicated to teaching English through games and with fun. The author mentions that the success of interactive lessons even with games depend on teachers' methodologic, analyzing skills. Students attend actively during the lesson and their progress is evident.

Keywords: Effectiveness of games, method, learner, interesting, learning, play.

Introduction

Today it is difficult to imagine an adult who would not strive to learn English. And knowledge of it is really necessary for a modern educated person. It happens that we encounter difficulties caused by not knowing English at the airport or on vacation abroad, and we begin to devote time to learning English. But sometimes it is very boring at the lessons and we are not interested. To make it interesting to learn English, we can use various games that will help us in learning the language. Video games are an immensely popular form of entertainment in the 21st century. The broad video games industry sees great success from both large, multi-million-dollar productions, as well as smaller, more indie-style releases. There is also growing interest in applying video games into teaching and learning. Video games designed solely for education, often referred to as edutainment (Egenfeldt-Nielsen, Smith, & Tosca, 2013), are improving every year. The popular language learning game Duolingo (von Ahn & Hacker, 2011), as an example, is a far cry from the clunky and unmotivating language learning games of yesteryear. Contrary to many older edutainment products, playing Duolingo is a genuinely entertaining experience.

Materials And Methods

Since game is found to be really motivating way in teaching a subject, there are a wide range of free digital games on social media applications, such as: an app "quiz your English" that students and players from around the world can challenge their English with a help of a free English language quiz. There are also various cooperative games for learning English. Cooperative games encourage teamwork, problem-solving abilities and creativity. For instance, for listening and speaking activities there is a game that player 1 hides any kind of object(for example a pen)and player 2 must find it, at the same time player 1 should tell how close they are: "you are very close", "you are in a wrong way", "that's better", "if I were I would look at under the sofa" and so on. Moreover, there are creative games that can help students to nurture a new language by using imagination and creating their own games, such as: through asking a student to pretend to be another family member or a friend, and asking to guess who they are: "Are you older than me?", "Do you have blue eyes?", "Do you visit us a lot?" at the end reversing the roles.

Results And Discussion

Play allows children to experience what they know and what they don't. It lets them find a solution to problems, to experiment through error, to work out new strategies and to build confidence as well as competencies. In our hectic life it is easy to forget the actual value of play. An overwhelming majority of individuals now find the play is just a waste of time, children would have done something more of use or proper instead. Yet, educators and doctors strongly recommend to find play as serious for learning. It can develop critical thinking and similar abilities, which will aid to succeed in children's future(for instance in interviews for hiring to jobs), including language learning. The balance between enjoyment and challenge makes game an amazing tool for learning.

To bear English lessons in a fun way with a help of some kinds of games, while English language is becoming more and more widespread, yet its lessons are getting monotonous and of no benefit (is taught in an ordinary way) for students. Games can also be of great use for students who are considered to be shy and embarrassed about making mistakes, so that it can provide a mammoth opportunity for those students to communicate not only in a safe, but also in a fun way.

Conclusion

According to the facts and factors it is generally believed that games are considered fantastic and of great values in acquiring at any age, yet mostly, particularly significant for young learners. A research by a team at Cambridge English shows that games are appeared to be really essential for healthy development in early childhood and beyond. In fact, majority of students have shown more engagement, participation, curiosity, achievement and recall of their learning.

Reference

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