

## THE IMPORTANCE OF USING GAMES IN TEACHING VOCABULARY

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### Abstract:

This article is devoted to show the importance of using lexical games in the classroom as they are very effective means of teaching, which allows to make the learning process exciting and interesting. Using games at the lessons helps to create a trusting and relaxed atmosphere and helps to maintain the students' interest in the subject. Games help learners to become creative individuals, teach them to treat any activity with creativity and interest.

**Keywords:** Lexical games, educational process, foreign languages, communication, English lessons

The study of foreign languages is currently becoming more and more relevant due to the expansion of international communication, the growth of economic ties between countries, hence the need for specialists with knowledge of a foreign language.

Recently there have been noticeable changes in the methodology of foreign language teaching in education. The main goal has become the mastering of language as a social phenomenon, serving as a means of communication in oral form (listening and speaking), as well as in written form (reading and writing) [4].

At a time of scientific and technological revolution and a great flow of information, the demands on learners and those who teach have become more high. The main goal of training is to educate a well-rounded and well-developed person, with the necessary culture and ready to be included in the professional activity. And accordingly, the main task of a teacher is to bring up a broadly educated, socially active personality. This is possible only by improving the quality of the educational process [1].

The game in teaching a foreign language is aimed at the formation and training of skills necessary for psychological and personal development, as well as a means of forming the abilities for education and training. It was noticed that teaching with the help of games at the initial stage of learning is important and leads to intellectual development of pupils, contributes to more successful learning of a foreign



language. Therefore, the development, study and implementation of game programs are important nowadays.

The game is a kind of decision making, namely how to act, what to say, how to help and how to win. The students' willingness to solve questions increases their thinking activity. And what if a student thinking in a foreign language other than their native tongue? Of course, there are there are great learning opportunities here. Pupils, however, don't think about it. For pupils, the game is first and foremost an entertaining and exciting activity. In a game, all participants are equal. The game is accessible even to weak pupils. The feeling of equality, the feeling that the tasks are feasible, the atmosphere of enthusiasm and joy - all this allows you to overcome the language barrier and shyness, which prevent the free use in speech words of a foreign language and have a good effect on learning results.

When the game is organized, language material is learnt by pupils and at the same time there is a feeling of satisfaction - it turns out, I can speak the same language as everyone else [3].

One of the main problems in teaching foreign languages is difficulty in memorizing new words. This problem can be overcome by language games. These games allow in a playful way expand the pupil's vocabulary, saving him from "rote learning". Work on foreign words should fulfil the following tasks:

- to create an abundant and active vocabulary;
- preventing the forgetting of these words;
- correct and appropriate use of vocabulary in speech.

The transmission of thought is the main purpose of communication, and this may become impossible if the interlocutors do not know the words or use words in the wrong meaning. Meaningful communication cannot take place in an English class if students are not able to use lexical material correctly or proficiently [2].

When teaching the functional features of vocabulary, there are some difficulties related to memorizing the volume of word meanings, which in most cases does not coincide with the native language, polysemousness of words, the nature of combinability of some words with other words, as well as the use of the words in specific situations of communication [6]. Moreover, one of the special difficulties is the phraseological phrases - stable word combinations of different types, the meaning of which is independent of the meaning of their components.

So it is important to include game as a teaching tool that contributes to activation of thinking, makes learning activity more exciting and interesting. Games in teaching



vocabulary are used for a variety of purposes: for introducing new lexical material, for consolidating it in the students' memory and developing their oral skills.

The lexical game, introduced in the teaching process in foreign language lessons, as one of the teaching methods, should be uncomplicated and lively, interesting, contribute to the accumulation of new language material and consolidation of previously acquired knowledge. Lexical games focus students' attention only on lexical material and aim to help them acquire and expand their vocabulary, illustrate and practice the use of words in real-life situations. They can be used at any stage of the lesson: at the beginning - to create a comfortable atmosphere and to repeat previously learnt lexical material that will be used by pupils later on in the middle or at the end of the lesson.

The objectives of these games are:

- familiarization of pupils with new words and their combinations;
- to train pupils in the use of vocabulary in situations close to natural communication;
- activation of pupils' speech and thinking activity;
- help to unite the group, turn language learning into a fun and satisfying activity [5].

All of the above allows us to formulate a general conclusion that the lexical game is an effective means of developing lexical skills in teaching foreign language and games can be widely used in English lessons, in extracurricular work on the subject, in pupils' independent work also.

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