



THE ROLE OF GAMES IN THE PROCESS OF TEACHING VOCABULARY

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Abstract

In the article we would like to present some ways of using games in vocabulary teaching. There are numerous techniques concerned with vocabulary presentation.

Keywords: techniques, lexical, periodic, approach, repertoire.

Utilizing games in instructing jargon abilities creates propensities and abilities of exchange discourse, advances understudies' talking drives and upgrades the regular open direction of the exercise. The creators guess that while messing around understudies compulsory retain new lexical and sentence structure material. Consequently, utilizing games in unknown dialect educating is perhaps the best ways that give understudies talking openings and simultaneously, rouse them.

The linguist, David Wilkins, stated that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Young learners usually use labeling when they first start to learn to speak then categorizing skills (Thornbury, 2002). Thornbury stated that young learners develop a network building in which they construct complex ideas. They realize that there are other words such as synonyms and antonyms and others during this process. There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects that children could visualize later is a good way to learn vocabularies of the language. They need to listen to their teaching using the word and repeat it as well. Another method is the direct method where there is no translation and using the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time. However, using this method that includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast. In addition, teachers of young learners encourage their students to communicate by using Communicative Language Approach (CLT) where they stress language meaning in context.

Halliwell (1991) argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because the language used in any activity is unpredictable, teachers have to encourage them to actively construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability. Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon (1981) stated that understanding games will help teachers in finding and creating games that make their students learn while they play. In this section, a definition of the word game will be explained and reasons for using games when teaching young



learners will be presented. Advantages and disadvantages of using games in teaching the vocabulary of the language will be put forth as well.

Games are an important part of a teacher's repertoire. The purpose of games in the learning process is to reinforce what has already been taught. During the game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language. So games can provide vocabulary practice. Vocabulary games facilitate initial practice and periodic revision of vocabulary in an enjoyable context, thus making classroom vocabulary study an amusing and satisfying experience for teacher and student at the same time. Some games are played with the whole class, often with the students divided into two teams, while others can be played in pairs or small groups. Briefly saying, Teaching vocabulary is not so easy process. It is not secret that while teaching and learning English language vocabulary for students we often rely on dictionary meaning only but as a facilitator it had better pay attention to the form, meaning and conceptualization of language.

Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If you want the games to bring desired results you must be sure that they correspond to the student's level, or age, or to the material that is to be introduced or practiced. Games become difficult when the task or the topic is unsuitable or outside the student's experience. There are given some ways how to teach vocabulary to the learners.

1. Oral Presentation of New Words:

Before the students even see the word, I say it to them numerous times. Then, I instruct my students to listen and repeat the word after me. As they do this, I make sure that they are pronouncing the word correctly. While I am saying the word, I show the students a picture representing the meaning. If I don't have a picture or can't draw one on the board, I will dramatically act out the meaning.

2. Written Presentation of New Words:

After my class can hear and pronounce the word reasonably well, I will introduce it in its written form. As the students see the word on the whiteboard, I have them repeat it after me two or three times or until the pronunciation is correct. If my students are still unsure about the exact meaning of the word, I will try to explain it with simpler English words. If this fails, I will ask a student who knows the meaning of the word to provide the translation to the class in the students'

native language. If no student can do this, I will tell the students to look up the meaning in their bilingual dictionaries. At this time, the students all should have copied the word and its meaning into their notebooks.



3. Using New Words with Associations:

Explaining how to use new words with associations is the heart of my lesson. I am a firm believer that if you can't actively use a new word, it is not a part of your vocabulary. How do I do this? Let me give you some examples. First, let's consider the new word "tasty" which is being introduced to the students. After I explain in simpler English words that "tasty" means good to eat or delicious, I will ask the students to think of any words or things they know that are associated with "tasty." That is when students hear or see the word "tasty," what do they think of or see in their minds? Most students will offer words such as "French fries," "steak," "ice cream," and "fried chicken." For abstract words such as "ambitious," I include the associations of "best student in the class," "Bill Gates," "Microsoft," and "United States" as examples of people, companies, and countries that have worked extremely hard to achieve success. I also tell the students to think of other words to add to their lists of associations which they copy in the notebooks.

4. Making Sentences Using New Words:

This is the final step in gaining mastery of the use of new vocabulary. After my students can correctly use new vocabulary in sentences, I will have them make sentences using the new words. To sum up teaching students with vocabulary is very crucial by the help of the different steps as I have mentioned above. Being deep concentration to teach vocabulary is the main purpose of the teachers.

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