



THE ROLE OF EDUCATIONAL GAMES IN EFL LEARNING

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Abstract

The article provides a review of the problems with employing games in the classroom to help EFL (English as a Foreign Language) students perform better. Its major goal is to establish the significance of educational game use as a teaching strategy in EFL sessions. According to the majority of research, playing these games helps EFL students overcome their shyness and motivates them to use the language as a method of contact with people in a variety of settings. Additionally, research demonstrates that employing games in EFL classes is advantageous for teachers since they may transform the teaching process from teacher-centered into learner-centered and assign most of the responsibility to the student.

Keywords: games, vocabulary, EFL educational process, educational involvement, communicate.

Introduction

An innovative educational technique for teaching English as a foreign language that puts the student at the center of the educational process is the use of educational games. It gives the student joy and psychological solace, aids in the development of his physical, mental, psychological, and social components of personality, and keeps him in a constant state of activity, interaction, and discovery in order to reach a certain objective.

Games should be used in language classrooms for a number of reasons. First of all, they are enjoyable, which is crucial since it might encourage students to participate who may have previously lagged behind due to lack of interest. It is essential to keep students engaged since, without their active involvement; teachers will never be able to impart knowledge to students. Second, games also contribute significantly to the development of connections and a sense of equality among players. Playing games in class may also assist foster a welcoming and upbeat setting where seating arrangements can vary from game to game, causing variance from the standard that can be very beneficial in maintaining an engaging learning environment.





If utilized effectively in the context of EFL learning and teaching, games may be very important. For instance, playing competitive games gives students a lot of opportunities to collaborate and speak with one another naturally, which helps them learn a foreign language in the same manner they study their native tongue. Because of the incentive and engagement that these games provide, learning will happen more quickly and effectively. Because people have an intrinsic desire to win, educational games also tend to encourage EFL students to participate in any activity. But most significantly, they can reduce students' nervousness. On the other hand, rather than merely practicing language in a classroom setting, employing educational games in EFL classes may teach students how to utilize language. No one disputes the reality that actual communication often occurs when people connect with one another in a variety of real-world circumstances. Therefore, instructors may foster a calm environment where worry and tension are reduced to a minimum through the use of games, which can promote greater attentiveness. Many educationalists also believe that learning via doing or playing, which is made possible by the usage of games, is extremely significant. It can assist students in getting over their ennui brought on by serious, rigid, and tedious classroom learning. These days, it is possible to employ and incorporate electronic instructional games into The easiest approach to employ various electronic games for educational practice is to use the game's material as a multiple-choice exam, with the game serving as the learners' true reward.

In order to understand the value and efficacy of games when they are employed in English as a foreign language, (Caganaga, 2016) has undertaken research. The researcher comes to the conclusion that games should be employed in classrooms to teach foreign languages since they give English language learners a nice environment where there is more enjoyment and motivation, which will undoubtedly lead to great academic success. As stated by Ochilova G.U. The most intelligent students in the classroom tend to have the largest vocabulary; either the students utilize more or less words and vocabulary. Learning vocabulary items is essential in all language skills (listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL). Furthermore, they suggest that developing a large vocabulary is crucial for effective second language usage since we will be unable to employ the structures and functions we have acquired for understandable communication if we do not have a large vocabulary. The main 4 skills will be interpreted into vocabulary because for each skill we can teach and develop the student potential in vocabulary.

When utilized properly in the unique context of EFL learning and teaching, games may be quite effective. Competitive activities, for instance, allow students a natural





opportunity to collaborate and communicate with one another, assisting them in learning a foreign language in the same manner they would study their own tongue. Information processing will be quicker and more effective since these games so obviously urge interaction and participation. Furthermore, owing to people's inherent drive to succeed, educational games frequently motivate students who are learning foreign languages to engage in any activity. As a consequence, tension will be reduced among the pupils, increasing their desire to study (Talak-Kiry, 2010).

Activities of EFL teaching can be of several types. They involve:

1. Get-to-know-you exercises that can be used when students in a class are unfamiliar with one another and prefer to introduce themselves.
2. Students construct two concentric rings and engage in a roundtable discussion while facing each other in the inner circle. Each pupil has the opportunity to introduce himself to the person in front of him. Then the instructor introduces a subject that the students are required to discuss in pairs.
3. Students congregate in a circle for the highly entertaining whole-class free-speaking practice known as "story completion."
4. Interviews performed by students with a variety of persons on certain themes.
5. Reporting before class is when students are instructed to read a newspaper or magazine before class and then share with their classmates the news they find most interesting.
6. Students can tell their peers stories they have made up themselves or briefly recap fairy tales, fables, or other stories they have already heard.
7. Since students may utilize images, picture describing games can help pupils improve their speaking skills.
8. Students pretend to be in different social circumstances and to perform a range of social roles during role-playing exercises.
9. Simulations in which the class's environment is made realistic by the objects the students bring.
10. Where pupils are meant to be working in pairs, there is a knowledge gap. One student will know knowledge that the other student in the partnership does not, and the partners will exchange information.
11. Students can work in pairs on this project to "find the difference," and each pair will receive two distinct images to compare. Students in pairs talk on the images' similarities and/or differences.

Children have a fantastic chance to improve their speaking, language, and listening abilities by learning English via games. During playing, kids converse and listen, which aids in their development as independent language users. Children may learn





a variety of new abilities via games, such as experience, exploration, and tradition, which aids them in completing the developmental challenges they will face throughout their lives. Young children learn more about themselves and the world via play and learning. It is interesting that the creators of textbooks include certain games in their publications as a guide for both new and seasoned instructors to employ in their classrooms.

Many academics and researchers agree that using games to facilitate learning through doing or playing is highly important. This could help pupils get over their ennui with the serious, rigid, and monotonous classroom learning procedures. The usage of the integration of e-learning games into schools would then be possible. Electronic games are utilized in a variety of ways to improve educational practice. The most basic method is to use the gameplay as a multiple-choice exam, with the game itself acting as the students' true reward.

Conclusion

One of the educational tools and modern education that depends on taking advantage of the influence that games have on students during their formative years and working to turn this influence into a beneficial, practical educational tool to make students interact with their materials effectively and increase verbal interactions between them and thereby acquire new vocabulary in the language is the use of games to teach English. When youngsters spend their motor energy in educational games, it reflects their mental and physical activity and aids in learning a variety of facts through fun instructional techniques. As the student will learn a lot of linguistic components and be able to utilize them effectively in class, learning through games has a larger effect on memory.

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