

HOW THE STUDENTS' REACTIONS TO USE GAMES IN THE CLASSROOM ?

Bekzod Abduvohobov

Student at Namangan state institute of foreign languages

Email: bekzodbeabduvohobov1152@gmail.com

Phone number: 936771152

Maxliyoxon Yuldasheva

Trainee Teacher at Namangan state institute of foreign languages

Email- mahliyo7592@gmail.com

Annotation. *This article examines students' reactions to the use of games in classroom learning environments, particularly in English as a Foreign Language (EFL) education. The study explores how game-based learning influences students' motivation, participation, confidence, communication, and overall classroom engagement. The article discusses the theoretical foundations of educational games through the perspectives of cognitive development, social constructivism, and communicative learning approaches. In addition, the research analyzes students' emotional and cognitive responses to classroom games, highlighting the role of games in reducing anxiety, increasing interaction, and improving language skills. The study also considers practical aspects of using games in classrooms, including teamwork, technology-assisted learning, classroom management, and possible challenges related to game-based activities. The findings indicate that students generally react positively to educational games because games create enjoyable, supportive, and interactive learning environments. The article concludes that properly organized classroom games significantly improve learners' motivation, participation, and academic performance.*

Keywords: *game-based learning, classroom games, EFL classroom, student motivation, classroom interaction, communicative competence, educational technology, learner participation, language learning, interactive teaching methods.*

In modern education, teachers continuously search for effective teaching methods that can increase students' motivation, participation, and learning outcomes. One of the most popular and interactive approaches used in classrooms today is game-based learning. Educational games have become an important part of teaching because they create enjoyable, motivating, and student-centered learning environments. Games are not only a source of entertainment but also powerful educational tools that encourage active participation, communication, collaboration, and critical thinking among learners.

In English as a Foreign Language (EFL) classrooms, the use of games has gained significant attention because traditional teaching methods sometimes fail to maintain students' interest and motivation. Many students feel bored, anxious, or passive during ordinary classroom lessons, especially when learning grammar, vocabulary, or speaking skills. In contrast, games can make learning more enjoyable and less stressful. Through

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game-based activities, students often become more enthusiastic, confident, and willing to participate in classroom tasks. Students' reactions to the use of games in the classroom are an important area of educational research. Learners may respond positively to games because games reduce anxiety, create friendly competition, and improve classroom interaction. Games can help students develop language skills naturally while increasing motivation and enjoyment. Furthermore, games encourage learners to communicate actively, cooperate with classmates, and practice problem-solving skills in meaningful contexts.

Researchers have emphasized that positive emotional experiences during learning improve students' engagement and academic performance. When students enjoy classroom activities, they are more likely to participate actively and retain information effectively. Educational games may also improve learners' self-confidence, especially among shy or less active students who often hesitate to participate in traditional classroom activities. However, some educators argue that games may create challenges if they are not properly organized or connected to learning objectives. Excessive competition, classroom noise, or lack of clear educational purposes may reduce the effectiveness of games in teaching. Therefore, understanding students' reactions toward game-based learning is important for teachers who want to use games successfully in educational settings. This article explores students' reactions to the use of games in the classroom. The study aims to examine how games influence students' motivation, participation, confidence, and overall learning experience. In addition, the article discusses the advantages and possible challenges of using games in educational environments and highlights the importance of interactive teaching methods in modern classrooms.

The use of games in education has become an important topic in modern teaching and learning research. Many educators and researchers believe that games create interactive, motivating, and learner-centered classroom environments. In recent years, game-based learning has gained significant popularity, especially in English as a Foreign Language (EFL) classrooms, because it helps increase students' participation, motivation, and communicative competence.

Researchers have emphasized that games positively influence students' emotional and cognitive engagement during lessons. According to Jean Piaget's theory of cognitive development, learners acquire knowledge more effectively through active participation and meaningful experiences. Educational games provide opportunities for students to explore, interact, and solve problems in enjoyable learning situations. Through games, students become active participants rather than passive listeners. Another important theoretical perspective related to game-based learning is Social Constructivism developed by Lev Vygotsky. Vygotsky argued that learning occurs through social interaction and collaboration. Games often involve teamwork, communication, and peer interaction, which support learners' social and cognitive development. Group games and pair activities encourage students to cooperate with classmates, exchange ideas, and practice communication skills in meaningful contexts. Several studies have shown that students

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generally react positively to the use of games in classrooms. Researchers report that games increase learners' motivation, interest, and enjoyment during lessons. Many students feel more relaxed and confident when participating in game-based activities because games reduce classroom anxiety and create a friendly learning atmosphere. Learners often become more willing to communicate and participate actively when educational games are included in lessons.

Motivation is one of the most frequently discussed benefits of classroom games. According to educational psychologists, motivation plays a crucial role in successful learning. Games provide immediate feedback, rewards, competition, and challenges, which increase learners' interest and engagement. Studies indicate that students who participate in educational games often show greater enthusiasm and concentration compared to traditional teaching methods.

Researchers have also emphasized the role of games in language learning. In EFL classrooms, games help learners improve vocabulary, grammar, pronunciation, speaking, listening, reading, and writing skills. Interactive games encourage students to use English naturally while communicating with classmates. Through repeated practice in enjoyable situations, learners develop fluency and confidence more effectively. Another important issue discussed in the literature is classroom anxiety. Many students experience nervousness and fear during traditional learning activities, especially when speaking a foreign language. Educational games help reduce stress because learners focus more on the activity itself rather than on fear of making mistakes. Researchers note that shy and less confident students often participate more actively during games than in ordinary classroom discussions.

Studies also show that games improve classroom interaction and social relationships among learners. Collaborative games encourage teamwork, cooperation, and peer support. Students learn to share ideas, solve problems together, and respect different opinions. Positive social interaction during games contributes to a more supportive classroom environment and increases learners' confidence.

Technology-based games and digital learning platforms have also become popular in recent educational research. Online educational games, mobile applications, and gamified learning systems provide students with interactive learning experiences. Researchers argue that digital games increase learners' motivation and make lessons more engaging for modern students who are familiar with technology.

Despite many advantages, some scholars discuss challenges related to classroom games. Poorly organized games may create excessive noise, reduce classroom discipline, or distract students from educational objectives. Some teachers also find it difficult to manage time effectively during game-based activities. Researchers therefore emphasize that games should be carefully selected and connected clearly with lesson goals to ensure effective learning outcomes. The literature indicates that students' reactions to the use of games in classrooms are mostly positive. Games increase motivation, participation, confidence, communication, and classroom interaction while reducing anxiety and boredom. Previous studies strongly support the idea that game-based learning is an

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effective educational strategy for creating engaging and student-centered learning environments.

The practical application of games in the classroom demonstrates how game-based learning influences students' motivation, participation, confidence, and overall learning experience. In many educational settings, teachers use games as interactive teaching tools to make lessons more enjoyable and effective. Students' reactions to these activities are generally positive because games create a friendly and less stressful classroom atmosphere. One of the most noticeable practical effects of classroom games is increased student participation. During traditional lessons, some learners may remain passive listeners and avoid answering questions or participating in discussions. However, when games are introduced, students often become more active and enthusiastic. Educational games encourage learners to communicate, cooperate, and compete with classmates, which increases classroom interaction and engagement.

Games also help improve students' motivation toward learning. Many learners feel bored during ordinary lessons that focus mainly on textbooks and teacher explanations. In contrast, games make learning more interesting and enjoyable. Students usually react positively because games provide excitement, challenge, and entertainment while learning. Reward systems, points, and friendly competition motivate learners to participate actively and complete classroom tasks successfully. Another important practical aspect is the reduction of classroom anxiety. Many students, especially in English as a Foreign Language (EFL) classrooms, feel nervous when speaking in front of others. Educational games help create a relaxed environment where learners focus more on the activity than on fear of making mistakes. Shy and less confident students often participate more actively during games because they feel emotionally comfortable and supported by classmates.

Games also improve communication and social interaction among students. Pair and group games encourage teamwork, cooperation, and peer support. Through collaborative activities, learners exchange ideas, solve problems together, and practice communication skills naturally. These interactions help students develop positive relationships with classmates and improve their confidence in expressing opinions.

In language learning classrooms, games are especially useful for practicing vocabulary, grammar, pronunciation, speaking, listening, reading, and writing skills. For example, vocabulary games help students memorize new words more effectively, while role-playing games improve speaking fluency and communicative competence. Grammar games make difficult language structures easier and more understandable for learners.

Teachers also observe that games increase students' attention and concentration during lessons. Interactive activities keep learners mentally engaged and prevent boredom. Students become more focused because games require active thinking, quick responses, and problem-solving skills. As a result, learners often remember information more effectively compared to traditional teaching methods. Technology-based games have become another important practical tool in modern education. Digital games, online quizzes, educational applications, and multimedia activities provide students with

additional learning opportunities. Many students react positively to technology-assisted learning because it matches their interests and modern lifestyle. Online games and interactive platforms make lessons more dynamic and visually attractive.

Despite many positive reactions, some practical challenges may occur during the use of games in classrooms. Excessive noise, time management problems, and over-competitiveness may affect classroom discipline if activities are not properly organized. Some students may focus more on winning than on learning objectives. Therefore, teachers should carefully select educational games that match lesson goals and students' language levels. Effective classroom management is essential for successful game-based learning. Teachers should provide clear instructions, organize activities properly, and ensure that all students participate equally. Games should support educational objectives rather than replace learning content. When games are used appropriately, they become powerful teaching tools that improve students' motivation, participation, confidence, and academic performance.

In conclusion, the practical use of games in classrooms demonstrates that game-based learning creates positive educational experiences for students. Games encourage active participation, reduce anxiety, improve communication skills, and make learning more enjoyable and effective. Students generally react positively to classroom games because these activities combine education with entertainment and create supportive, interactive learning environments.

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