



ON THE IMPORTANCE OF GAMES IN ENGLISH LESSONS

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Abstract: *This article is devoted to the importance of using games in teaching English. The article substantiates the role of games in teaching English lessons. Teaching lessons through exercises requires convenient storage and easy access to materials, objects, pictures, toys, games, conversation pieces and other props. The article presents several examples of games for use in English lessons. The use of these interactive methods in English lessons makes language learning more useful and meaningful. The use of active games aimed at developing students' thinking in lessons helps to achieve the goal set in the lesson.*

Keywords: *Interactive methods, communication skills, teaching a foreign language, various games, students' vocabulary, educational materials.*

Teaching a foreign language is a difficult task. Experts say that the role of interactive methods in teaching a foreign language is very important, because it motivates students and maintains their interest throughout the lesson. Interactive methods include games, songs, poems, and exercises. The main goal of language learning is to communicate with foreigners, so first of all, teachers need to improve students' communication skills. For this, we need interactive methods, students can be involved in various games during the lesson, which will provide language practice in various skills - speaking, writing, listening, and reading. Games also improve students' vocabulary skills. Many experienced authors of textbooks and methodological guides emphasize that games are not only time-consuming activities, but also have great educational value. WR Lee believes that many language games force students to use the language instead of thinking about learning the correct forms [5]. He also says that games should be seen as a central, rather than peripheral, part of a foreign language teaching program. A similar point is made by Richard-Amato, who considers games to be fun but warns against neglecting their pedagogical value, particularly in foreign language teaching. There are many advantages to using games. "Games can reduce anxiety, which increases the likelihood of getting an entry" [8]. They are highly stimulating and engaging, and can give shy students more opportunities to express their thoughts and feelings [4]. They also allow students to gain new experiences in the foreign language, which is not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they "add distraction to the regular classroom activities," break the ice, "but they are also used to introduce new ideas" [3]. In a relaxed, comfortable environment created by games, students remember





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things faster and better [6]. SM Silvers notes that many teachers are enthusiastic about using games as a “teaching tool”, but they often perceive games as just a time-filler, a “break from the monotony of drill”, or a meaningless activity. He notes that many teachers often overlook the fact that real learning often occurs in a relaxed environment and that students use language that they have encountered and practiced before.

Further support comes from Zdybiewska, who believes that games are a good way to practice language because they provide a model for how students will use the language in real life in the future. Games have the advantage of being effective and efficient in learning vocabulary in a variety of ways. First, games provide students with fun and enjoyment, which helps them learn and retain new words more easily. Second, games usually involve friendly competition and are fun for students. These motivate English learners to engage in learning activities and participate actively. Third, vocabulary games bring real-world context into the classroom and increase students' flexible, communicative use of English. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, to get the most out of vocabulary games, it is necessary to choose appropriate games.

When it comes to using games, the number of students, their level of proficiency, the cultural context, the time, the subject matter, and the classroom setting are all factors that need to be considered. “Learning vocabulary through games is an effective and engaging method that can be used in any classroom. Our research findings show that games are used not only for fun but, more importantly, for useful practice and revision of language lessons, which leads to the goal of increasing students' communicative competence.”[7] M. Martha Lengeling and Casey Malarcher, writing in Forum in 1997, further explore how students can benefit: “Teachers often turn to games to supplement their lesson plans in the EFL classroom. It is well documented that the rationale for using games in the classroom benefits students in a variety of ways. These benefits range from cognitive aspects of language learning to cooperative group dynamics. [1]Using interactive methods in English lessons is a more useful and meaningful, as well as an easy way to teach new words and phrases, topics, cultures, etc.

There are many ways to teach ESL to children, but one of the most fun and useful ways to do this is through the use of English games. For example, for interactive games to teach vocabulary, the “Whisper Game” or “Broken Telephone” is a fun and engaging game to play with language learners. In this game, the teacher can keep score to determine the winners or just play for fun. The class is divided into two equal groups. If there is an odd number of students, one can be the “assistant” to the teacher. Both teams are called to the middle of the class. The groups are asked to take a seat to the right and left of the teacher or assistant. For example, group A is on the right, and group B is on the left. The teacher whispers a message to the first person in the lines. The game begins when the first players know the message. Each player then whispers the message to the





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next player in the group until they reach the last player. The first group to correctly repeat the message wins. The teacher's assistant is responsible for calculating the points. The players who are in the second line take turns to tell the next message. The game continues until the last player is the first in line.[2]The purpose of this study was to investigate the importance of using games in EFL lessons. These findings show that the use of games creates an environment of fun and satisfaction in addition to high motivation for language learning. It can be understood that games are a very important tool in language teaching classes in terms of creating a comfortable environment for both the teacher and the students, and games are very useful if they are not only fun but also have an educational purpose.

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