



Teaching Vocabulary Through The Games

Axrrova Amira Aminovna

Samarkand State Institute of Foreign Languages

email: amiraaxrorova126@gmail.com

Annotation: In this article discusses lexical games teaching method that gives really good results in mastering new materials and consolidating what has been learned. This is a tool that creates an atmosphere of creativity and immersion in the language environment, helping to remove psychological and conversational barriers.

Key words: *bingo, memory game, puzzle, topic, banana game, circus, relay race, lexical chair.*

An educational game is a specially organized task that requires strong mental effort from the participants. And this way of perceiving information is good not only for small children, but also for preschoolers, schoolchildren, students and even adults. And a competent teacher, knowing this, effectively introduces such activities into the learning process as mentioned Benjamin Ford.

Learning words in any foreign language is a complex and often boring process. Vocabulary games come to the aid of the teacher as an important tool for practicing the words covered. The purpose of such classes is to help students learn foreign vocabulary without “memorizing”, and also learn to use it correctly without tedious repetition. Full-fledged training with this teaching method can only be prepared for preschoolers, but it is also necessary to introduce schoolchildren and students into the pedagogical process.

Lexical games are needed for:

- mastering material and expanding vocabulary;
- repetition and consolidation of vocabulary in English;
- activation of the educational process and stimulation of cognitive activity (to stimulate and motivate children, especially preschool and primary school age);
- removing the language, psychological barrier and fear of speaking English;
- training students to be in the so-called natural environment of a native speaker;
- relieving fatigue and tension among students in the classroom.



Depending on the goals that the teacher sets for himself, there are 2 main groups of games:

Language – designed to make the process of learning English interesting and creative; these tasks help to develop lexical, grammatical and phonetic skills.

Speech - used as real practice of real communicative situations that students may encounter; are also used as part of practicing and repeating learned vocabulary.

I would to consider some examples of vocabulary games adapted for different ages and language levels:

"I can't see"

The purpose of this game is to develop memory and attention. Suitable for the initial stage of speaking a foreign language. The teacher places objects, for example, figurines of animals, on the table in front of the students. Next, the children close their eyes, and one of the toys "runs away." Students must answer which of the animals is hidden: I can't see a

"Do you have a..."

The goal is to repeat words on the topic covered. The child takes a certain object from the teacher, depending on the material being studied, and hides it behind his back. For example, some stationery item, or it could also be a picture. Children ask: Do you have a... (and name the object, mouse, red pencil (the same method helps in learning colors), scarf, chair, etc). The question Is it a... can be worked out in the same way.

"Lexical Chair"

This active activity is aimed at consolidating vocabulary. It also helps develop memory, attention and auditory perception of English words. Chairs are placed in a circle; there is one less number of participants than there will be. The teacher names words related to the topic, for example, Fruits. As soon as the children hear a word from another topic (also previously studied), they sit on their chairs. Anyone who does not have time to sit down is eliminated from the game and takes one chair with him.

"Telephone"

The teacher whispers a word to the first participant. Next, the children convey what they heard in each other's ears, as if "on the phone." And the last participant voices what happened in the end. Children love this game very much,



since often a hidden word like “cat” can ultimately turn into something like frog. It turns out to be a lot of fun.

“What do you see?”

This task helps develop memory, attention and logic in children. The teacher takes a picture and a blank sheet of paper. Cover part of the picture with paper or cut out a window in a piece of paper and show a fragment of the picture through it. And students must answer the question What do you see? in English. For example, I see a lemon/shoes/a tree, etc. depending on the topic.

“Relay Race”

The goal is to consolidate vocabulary and spelling on any topic covered. The class is divided into two teams, the teacher writes words in two columns on the board in different sequences. Participants take turns coming to the board and writing the translation of the word, which can be in either Russian or English. At the end a check is done. The team whose players made the fewest mistakes wins.

“The Chain of Words”

The teacher first says the word in Russian and throws the ball to the first participant. The student translates the word and names the next one. For example, the theme Week days. Monday - Monday, then Tuesday, and so on in the chain. Tasks can be changed or supplemented. The teacher asks the question What day is before (after) Sunday/tomorrow? or What day is between ... and ...? And other variations.

“Circus”

This game is aimed not only at memorizing vocabulary, but also at developing the creative potential of students. Children are divided into pairs and prepare a mini circus performance. 2-3 minutes are given for preparation, after which the “artists” enter the “arena” and begin the “performance”. The first participant acts as a trainer, the second - the animal. One says I have a monkey. It can jump, etc, the second one does. Then they change.

“Puzzle”

Participants are divided into groups or teams. Each team is given an envelope containing several parts of the picture. Task: be the fastest to collect a picture, name one by one everything that is depicted on it. For example, It's a tree. I see a cat on it. It has gray paws, etc.

“Topic”

You can play either for yourself or by breaking into groups or teams. The teacher sets a topic, for example, Public transport. The 1st player draws a card with a



word. The second word on the topic is called by another player or another team. At this time, you can pass each other an object: a ball/pen, etc. The team that cannot name the word when the move stops on it is eliminated or does not earn a point. The task can be complicated: each subsequent word must begin with the last letter of the previous one. For example, airport – trolleybus – station, etc.

"Tower"

For this game you will need word cards and empty disposable cups. Participants take turns drawing cards and reading the words on them. If the player pronounces what is written correctly, then he places the cup and covers it with a card on top. This is how the tower is built. The goal of the game is not to destroy the tower and practice phonetics.

"Time"

The teacher moves the hands on the clock (this could be just a mock-up of a clock) and the students answer what they are doing at that time. For example, the arrow points to "8". Possible answers: I get up at 8 o'clock in the morning every day. Or At 8p.m. I always walk with my dog, etc..

The game can be continued. Then each subsequent participant repeats the speaker's last sentence and adds his own. This variation of the task trains attention and memory well.

You can also practice grammar using the clock. For example, the use of verbs in the past and future tense. To do this, the presenter asks the question: "What did you on Friday at half past seven?" or "What will you do tomorrow at a quarter to three?"

"Banana Game"

Such activities are good memory training and learning new words. At the beginning, students read or listen to texts with new words, and at the end of the lesson, a memorization test is carried out. Students are divided into pairs. One of them has a list of fresh vocabulary, the second has a closed textbook. The first one reads the sentence, inserting "banana" instead of the new word, and the second one must guess what the word is based on its meaning.

For example, the City theme. A sentence might sound like this: Beside that, visiting museums and art galleries, exhibitions and theaters, simple "banana" or traveling can be very useful for every boy or girl, if they want to broaden their outlook, to study some subjects profoundly. Correct answer: sightseeing.

"Memory Game"



This game is aimed at practicing the learned vocabulary and practicing phonetics. The teacher prepares sheets of paper with fixed expressions on some topic in advance and cuts them into genders. For example, on the topic “time” run out of time - 2 cards are made from this expression, which will later be laid out in two columns. Other expressions are cut in a similar way. Students take turns coming up and opening one card from the first column and saying what the continuation should be. Next he opens another card, but from the second column. If you guess correctly, he takes two; if not, he returns both cards back. The team that collects the largest number of stable expressions the fastest wins.

"Crossing the river"

This active game will appeal to both adults and children. It is aimed at repeating vocabulary on the topic and practicing the correct pronunciation of words. Participants are divided into 2 teams. Each team is given the same number of cards. Participants take turns opening cards, naming the item in English or reading its name, and then giving a translation. If the player pronounces and translates correctly, he throws the card on the floor and takes a step forward, stepping onto the so-called “island”. The team that gets to the “shore” first wins.

Finally lexical games are an effective teaching method that gives really good results in mastering new materials and consolidating what has been learned. This is a tool that creates an atmosphere of creativity and immersion in the language environment, helping to remove psychological and conversational barriers of the learners.

REFERENCES:

1. A. A Axrorova - Galaxy International Interdisciplinary Research Journal, 2022
2. [Effective Games For Teaching English AS A Second Language](#) A. A Aminovna - JournalNX
3. August, D., M. Carlo, C. Dressler, and C. Snow. 2005. The critical role of vocabulary development for English language learners. *Learning Disabilities: Research & Practice* 20 (L), pp. 50-57.



PEDAGOGICAL CLUSTER

JOURNAL OF PEDAGOGICAL DEVELOPMENTS



Website: <https://euroasianjournals.org/index.php/pc/index>

4. Beck, I.L., M.G. McKeown, and L. Kucan. 2002. *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
5. Calderón, M., D. August, R. Slavin, D. Duran, N. Madden, and A. Cheung. 2005. Bring words to life in classrooms with English-language learners. In E.H. Hiebert and M.L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Erlbaum.

INTERNET SOURCES:

1. <https://www.neliti.com/publications/343278/effective-games-for-teaching-english-as-a-second-language>
2. <https://tefl-tesol-certificate.com/blog/leksicheskie-igry-na-urokakh-anglijskogo-yazyka>