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TO TEACH VOCABULARY THROUGH GAMES**ОБУЧЕНИЕ ЛЕКСИКЕ ЧЕРЕЗ ИГРЫ****ЎЙИНЛАР ОРҚАЛИ СЎЗ БОЙЛИГИНИ ЎРГАТИШ**

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One of the difficult aspects of learning a foreign language is vocabulary teaching and learning. This work investigates the difficulties faced by teachers and their learners in the process of teaching and learning vocabulary. This article proves that games are effective tools to explain vocabularies and they make it easier to remember their meanings. It tells us the importance of using games in teaching vocabulary and in what way using them is helpful.

Keywords: *games, game activities, vocabulary, young learners, teaching.*

Чет тилини ўрганишнинг қийин жиҳатларидан бири сўз бойлигини оширишдир. Бу мақола ўқитувчилар ва уларнинг ўқувчиларининг сўз бойлигини ўқитиши ва ўрганиши жараёнида дуч келинадиган қийинчиликларни очиб беради. Ушбу мақола ўйинлар сўз бирикмаларини тушунтириши учун самарали восита эканлигини ва уларнинг маъноларини эслаб қолишни осонлаштиришини исботлайди. Мақола сўзларни ўргатишда ўйинлардан фойдаланишнинг аҳамияти ва уларнинг қандай фойда келтириши тўғрисида маълумот беради.

Калитли сўзлар: *ўйинлар, ўйин фаолияти, сўз бойлиги, ёш ўрганувчилар, ўқитувчи.*

Один из трудных аспектов изучения иностранного языка - расширение словарного запаса. Это статья исследует трудности, встречающийся между преподавателями и их студентами в процессе обучения и изучения лексики. Данная статья доказывает, что игры являются эффективным инструментом для объяснения и легкого запоминания значений лексики. В статье говорится о важности использования игр в обучении лексики, и о эффективных методах их использования.

Ключевые слова: *игры, игровые действия, лексика, молодые обучающийся, преподавание.*

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create variety type and attractive methods for the class. What should a teacher do if their students get bored? Using a variety type of games can be an alternative solution to handle this problem. There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

Vocabulary should be mastered by the beginner learners so that they will be easy to understand the language. The way to help them in learning vocabulary is by having a good method in teaching. The teacher should have a creative way in giving the materials to the students; one of the ways is by doing some fun activities. "Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language" Brumfit, (1995). According to (Harmer, 1991), "at the same time children's span of attention or concentration is less than adults. Children need frequent changes of activity: they need activities which are exciting and stimulate their curiosity: they need to be involved in something active(They will usually not sit and listen).

According to Khan (1991), "games are activities governed by rules, which set up clearly defined goals". Games consist of fantasy, ritual, competition, and luck that are interesting for children. These things make games enjoyable. It means games reduce boredom. When games are used, the situations of classroom become alive and natural. Games create situations that make children's need and want to use English. Lee (1994) explained that it occurs because in games language is linked by action. Thus, games are appropriate to the principal of language accompanying action. As a technique of teaching games involve children actively. Through games, all children can get the opportunity to succeed in learning. Children are very fond of games. If they learn through games, they will enjoy and relax in learning. As stated by Paul (2003), "they will take what they learn through games and use it in daily life". Besides that, games have comfortable environment, so that they will be able to take a risk and try something new. Teachers need to use games that students like and they do not use too many or too few kinds of games. Too many kinds of game will make them focus on games, not English. Too few games will make the game too predictable so that the games are not challenging. Based on the statements above, we can say that in teaching vocabulary the teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing the new words. Through experiences with situations in which a language is used by the student, they will be easy to learn and used the language. Besides, we also know that young learners have a high curiosity in learning something new. But they will be able to get bored easily if there is the same method in teaching. So the various kinds of fun activities are needed to attract them and increase their attention in learning English.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Most language games make learners use the language instead of thinking about learning the correct forms. Games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato). They are highly motivating and entertaining, and

they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, " they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus). Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems. Choosing appropriate games is the main act. There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience. Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but according to Siek-Piskozub, the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc.

Most of the games are designed to be played by a medium size class in which students can participate as individuals, pairs, groups or teams:

- Individuals: its main advantage is that every learner relies on his knowledge. However, they create a missing chance of conversation. Also, a most of individual games are highly competitive which may cause troubles between winners (happiness) and losers (failure).

- Pairs: the most commonly used type of grouping. It helps learners to cooperate and benefit from each other. Their feeling of happiness can be doubled in success as well as they can blame each other in case of failure. The only disadvantage is that teachers cannot keep control and hear what pairs are saying.

- Groups: these games allow weaker students to join the game more easily since each group may include stronger and weaker students. The advantage of groups in "the chance for students who are shy of saying something in front of the whole class, or to the teacher." The most common disadvantages are discipline and organization's problems.

- Teams: either dividing the class into two big equal groups or the whole class is playing with the teacher as a monitor. This gives them a chance to speak, understand their classmates, hear their mistakes and comfort different opinions.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary:

1. Presentation. Provide a good model making its meaning clear;
2. Controlled practice. Elicit good imitation of new language and appropriate responses;
3. Communicative practice. Give students a chance to use the language .

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. However, can they be more successful for presentation and revision than other techniques? The following part of this article is an attempt at finding the answer to this question. The use of games for presenting and revising vocabulary

Vocabulary presentation. After the teacher chooses what items to teach, Haycraft suggests following certain guidelines. These include teaching the vocabulary "in spoken form first" to prevent students from pronouncing the words in the form they are written, placing the new items in context, and revising them..I shall now proceed to present practical examples of games I have used for vocabulary introduction and revision. Description of the groups. For the purpose of vocabulary presentation, I chose two groups of third form students. With one of them I used a presentation game and with the other translation and context guessing. In both groups, students' abilities varied-ranging from those whose command of English was very good, able to communicate easily using a wide range of vocabulary and grammatical structures, and those who found it difficult to communicate.

After covering the first conditional and time clauses in the textbook, I decided to present students with a set of idioms relating to bodily parts-mainly those connected with the head (taken from *The Penguin Dictionary of English Idioms*). The choice of these expressions was determined by students' requests to learn colloquial expressions to describe people's moods, behavior, etc. Moreover, in one of the exercises the authors of the textbook called for examples of expressions which contain parts of the body. For the purpose of the lesson I adapted Gear and Gear's "Vocabulary Picture-Puzzle" from *the English Teaching Forum* (1988). Students were to work out the meanings of sixteen idiomatic expressions. All of them have Polish equivalents, which made it easier for students to remember them.

Description of vocabulary picture-puzzle

To prepare the puzzle, I cut two equal-sized pieces of cardboard paper into rectangles. The selected idioms were written onto the rectangles in the puzzle-pieces board and their definitions on the game board. On the reverse side of the puzzle-pieces board, I glued colorful photographs of landscapes and then cut the puzzle-pieces board into individual pieces, each with an idiom on it. The important thing was the distribution of the idioms and their definitions on the boards. The definitions were placed in the same horizontal row opposite to the idioms so that when put together face to face each idiom faced its definition.

Puzzle Pieces Board

The idioms and their definitions were the following (all taken from *The Penguin Dictionary of English Idioms* p.77):

1. to be soft in the head: *foolish, not very intelligent*;
2. to have one's hair stand on end: *to be terrified*;
3. to be two-faced: *to agree with a person to his face but disagree with him behind his back*;
4. to make a face: *to make a grimace which may express disgust, anger*;
5. to be all eyes: *to be very attentive*;
6. to be an eye-opener: *to be a revelation*;
7. to be nosy: *to be inquisitive, to ask too many questions*;

8. to be led by the nose: *to be completely dominated by, totally influenced by;*

9. long ears: *an inquisitive person who is always asking too many questions;*

10. to be all ears: *to listen very attentively;*

The task for students. Work out the puzzle by matching the idioms and their definitions. First, put puzzle-pieces on the desk with the word facing up. Take one and match the idiom to the definition. Having done that, place the puzzle-piece, word-side-up, in the chosen rectangle. When you have used up all the pieces, turn them over. If they form a picture of a landscape, the choices are correct. If not, rearrange the picture and check the idiom-definition correspondences.

The game objectives. To work out the puzzle, students had to match idioms with their definitions. The objective of the game was for each pair to cooperate in completing the activity successfully in order to expand their vocabulary with, in this case, colloquial expressions. All students were active and enjoyed the activity. Some of their comments were as follows: "Very interesting and motivating" "Learning can be a lot of fun" etc. Students also had to find the appropriate matches in the shortest time possible to beat other participating groups. The element of competition among the groups made them concentrate and think intensively.

Translation activity. The other group of students had to work out the meanings of the idioms by means of translation. Unlike the previously described group, they did not know the definitions. The expressions were listed on the board, and students tried to guess their proper meanings giving different options. My role was to direct them to those that were appropriate. Students translated the idioms into native language and endeavored to find similar or corresponding expressions in their mother tongue. Unlike the game used for the purpose of idiom introduction, this activity did not require the preparation of any aids. Fewer learners participated actively or enthusiastically in this lesson and most did not show great interest in the activity.

Administering the test. In order to find out which group acquired new vocabulary better, I designed a short test, for both groups containing a translation into English and a game. This allowed learners to activate their memory with the type of activity they had been exposed to in the presentation.

Revising vocabulary. Many sources referred in this article to emphasize the importance of vocabulary revision. This process aims at helping students acquire active, productive vocabularies. Students need to practice regularly what they have learnt; otherwise, the material will fade away. Teachers can resort to many techniques for vocabulary consolidation and revision. To begin with, a choice of graphs and grids can be used. Students may give a definition of a given item to be found by other students. Multiple choice and gap filling exercises will activate the vocabulary while students select the appropriate response. Teachers can use lists of synonyms or antonyms to be matched, sentences to be paraphrased, or just some words or expressions in context to be substituted by synonymous expressions.

The crossword puzzle. After completing a unit about Art gallery, students wanted to expand their vocabulary with words connected with art. The students compiled lists of words, which they had learnt. In order to revise the vocabulary, one of the groups had to work out the crossword puzzle.

Students worked in pairs. One person in each pair was provided with part A of the crossword puzzle and the other with part B. The students' task was to fill in their part of the puzzle with the missing words known to their partner. To complete the activity, learners had to ask each other for the explanations, definitions, or examples to arrive at the appropriate answers. Only after getting the answer right could they put it down in the suitable place of

their part of the crossword. Having completed the puzzle, students were supposed to find out what word was formed from the letters found in the shaded squares. Though the main objectives of the games were to acquaint students with new words or phrases and help them consolidate lexical items, they also helped develop the students' communicative competence. From the observations, I noticed that those groups of students who practiced vocabulary activity with games felt more motivated and interested in what they were doing. However, the time they spent working on the words was usually slightly longer than when other techniques were used with different groups. This may suggest that more time devoted to activities leads to better results. The marks students received suggested that the fun and relaxed atmosphere accompanying the activities facilitated students' learning. But this is not the only possible explanation of such an outcome. The use of games during the lessons might have motivated students to work more on the vocabulary items on their own, so the game might have only been a good stimulus for extra work.

Although, it cannot be said that games are always better and easier to cope with for everyone, an overwhelming majority of students find games relaxing and motivating. Games should be an integral part of a lesson, providing the possibility of intensive practice while at the same time immensely enjoyable for both students and teachers. My article has produced some evidence which shows that games are useful and more successful than other methods of vocabulary presentation and revision.

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A LEARNER-CENTERED CLASSES AS NON – CONVENTIONAL METHOD OF TEACHING

ТАҲСИЛ ОЛУВЧИЛАРГА ЙЎНАЛТИРИЛГАН МАШҒУЛОТЛАР НОАНЪАНАВИЙ ЎҚИТИШ УСЛУБИ СИФАТИДА

ЛИЧНОСТНО ОРИЕНТИРОВАННЫЙ МЕТОД КАК НЕТРАДИЦИОННЫЙ ПОДХОД ОБУЧЕНИЯ

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The given article discusses advantages of learner centered method as modern approach to teach /learn target language. The author describes innovative strategies and tips of lesson