

TEACHING GRAMMAR WITH FUN LEARNING GAMES AMONG YOUNG LEARNERS IN TEACHING FOREIGN LANGUAGE

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Abstract: This article is about how effective and useful it is for students to use different language games, especially grammar games, in learning foreign languages. Here are some benefits of this method.

Keywords: grammar, children, young learners, games.

Аннотация: Эта статья посвящена тому, насколько эффективно и полезно для учащихся использовать различные языковые игры, особенно грамматические, при изучении иностранных языков. Вот некоторые преимущества этого метода.

Ключевые слова: грамматика, дети, младшие школьники, игры.

Annotatsiya: Ushbu maqola chet el tillarini o'rganishda talabalar uchun turli xil til o'yinlaridan, ayniqsa grammatik o'yinlardan foydalanish qanchalik samarali va foydali ekanligi haqida. Ushbu usulning ba'zi afzalliklari.

Kalit so'zlar: grammatika, bolalar, yosh o'quvchilar, o'yinlar.

Children are more motivated to learn grammar with games. The theory of intrinsic motivation also gives some insights to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can lead encourage them to play games. If these games are good then they will be learning while they are playing. Using some movement is crucial because movement helps activate the students' mental capacities and stimulaten neural networks, thus promoting learning and retention.

If you have a large class with no space you still have options. Children can stand up, sit down, move various body parts and pass things around to each other. Movement does not only mean children teaching around the playground.

When you are looking for games to use in your classroom. don't just pick something to be a time filler which does not have a definite linguistic outcome. These games may entertain the students, but when you don't have much time with them each day as it is you want your game to do double duty to get the most out of the time you spend playing games. Have a clear linguistic outcome for each game. The game can be a listening game to allow the students to repeatedly hear a new grammatical structure in use, or it can be a speaking game to allow practice of the grammar once it has been absorbed through listening beforehand. There are degrees of difficulty with speaking games from basic repetition in a fun context to more creative sentence creation for revision or more advanced practice once the basics have been mastered. The teacher should lead the children through this progression so that the game at hand is always well within the grasp of the students. This makes games fun rather than laborious. It is a mistake to play a speaking game immediately after the new grammar has been presented. Ideally reading, spelling and writing games come after the new grammar has been absorbed and the students can use it orally.

Another thing to watch out for with grammar games is that a maximum of students are involved simultaneously. If you have thirty children you want to avoid a game where only one child is speaking at a time. What are the other twenty-nine children supposed to do in the meantime other than get bored? On the other end of the scale however are games that cause chaos in class and make teachers unpopular with colleagues because of high noise levels. A variety of suitable games are available for you to try free in the source box below the article. Now you can stop the eye-rolling and complaining from your students when you even THINK about teaching them a grammar lesson, and have some productive fun. Shelley Vernon has helped 1000s of teachers be an inspiration to their pupils and achieve results 2x as fast. Improve the effectiveness of your lessons by up to 80%.

In the second half of the late twentieth century, games entered smoothly the field of education and considered as one of the useful techniques that teachers can use in their teaching process. Hadfield (1999) emphasizes the effective use of games and insists on integrating games in the language syllabus and not using it as "an amusing activity for Friday afternoon or for the end of the term (p.8). Games are a combination of many elements such as rules, competition, relaxation, and learning (Hadfield, 1999; Lee, 1991; and Greenall, 1990). Though language teaching and learning are hard tasks, teachers use games to create contexts in which the language becomes useful and meaningful, and the interest of learning is increased (Wright, Betteridge, & Buckby 1984). Yet, there has been a common misconception that games are used only for fun, not for educational purposes. In accordance to Richard-Amato (1996) and Kim (1995) games are, although, associated with fun, they are effective in learning process as they increase learners motivation, lower their stress, and create the context in which the learners can experience the target language.

Based on the literature, the scholars who are interested in the use of games in education want to emphasize the ultimate goal that is to create an environment in which learners benefit much. They have argued that games have a positive impact on learners. Several researchers believe that games are highly motivating and encourage shy students to express themselves freely (Avedon & Sutton-Smith (1971), Boocock & Schild (1968); Bredemeier & Greenblat (1981); Clegg (1991); Coleman; Livingston, Fennessey, Edwards & Kidder (1973); Dorn (1989); Hansen (1994); Randel, Moris, Wetzel, & Whitehill (1992); Seidner (1978); Thiagarajan (1998); Wentworth & Lewis (1973); and Wright et al. (1984, 2006). Wright et.al state that: "Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information." (2006, p.2)

It is clearly stated that games can motivate, increase learners interest, and catch their attention to participate in the learning process effectively. Additionally, researchers like Duong (2008), Nguyen & Khuat (2003) highlight that using games enable learners to remember what they have learnt faster and better because they feel relaxed while playing games. Moreover, games not only work for individuals but also for pair or group. According to Jacobs & Liu (1996), games provide a ground for learners to interact and develop their communicative competencies. Furthermore, Zdybiewska (1994) assert that games increase learners' achievement as they provide an atmosphere to experience the language skills that is listening, speaking, reading and writing. Additionally, Riedle (2008) insists that learners will express their opinions and feelings and will achieve better scores when they play games.

In brief, games prove to be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice to all language skills.

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