



The efficiency of using enhancing games in class

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ABSTRACT

This article is written to show that there are a lot of different ways of teaching foreign languages young learners at the beginning stage. This article consists of different tips, which can help teachers to work with children and adults. Psychological peculiarities of children and adults are describing in this work.

Keywords :

methods, personalization, stories, games, communication, puzzles

We consider that language as a means of communication is a complex of listening, reading, writing, speaking. Learning English spreads widely in Uzbekistan. According to the decree of 2012 learning of foreign languages is paid attention, mainly English language begins to be taught from the first classes in the country since 2013-2014 academic years. Teaching in higher educational institutions of separate special subjects, especially on technical and international specialties will be conducted in foreign languages.

Language learning is a complex process: in this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need technologies relevant to the teaching- learning situation. If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture, teaching organization and finance.

It is very profitable to give lessons on the basic of the interest of the person's age. For example : It is good teaching more little children with pictures which are illustrated and graphic or some kind of animated cartoons. You want them to learn the new words which you gave. You should realize these words with any of kind motion but I think that we'd take into consideration of the age of them.

As teaching somebody who does not know any languages, we should joint not only grammar but also listening to the primer because our oral speech increases faster by listening than grammar.

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that it clearly contributes to the understanding of another

culture by providing vicarious contact with speakers of the language, through both audio and visual means.

One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programmes on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. But our concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally. It is a fact that most students who have taken English courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written mode. The problem arises not from the methodology itself but from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the sentence structure and situational settings. In addition, teachers have to take into consideration their performances in terms of communicative acts. But this not necessarily means that teachers should pay full attention to only communicative acts in the preparation and presentation of language teaching materials.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that

deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue Arthur (1999) claims that video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

There is nothing that engages children more than teaching English through games. Using language games in class has got to be one of the most exciting ways to teach children English. As already stated, "enjoying playing games" is the natural character of children. If pupils have already mastered the basic meaning of the vocabulary in the text books, they can try to revise these words through some different kinds of games in order to make a boring revision lesson more exciting. Students may feel it is relaxing to learn English words by taking part in different kinds of games in class. Raising students' interest can make vocabulary teaching more effective. Games can be designed in accordance with the different ages and aptitudes of pupils. For the pupils aged 6-8,

games can more clearly be designed to address cooperative learning methods¹

Guessing Game

Teachers can hold a “guessing game” (e.g., students can put many different kinds of toys on a desk or table. One of the students is required to come to the blackboard without looking at the word representing one of the objects that the teacher writes on the board behind them. All the other students will try to do some pantomiming or gesturing as clues for the student whose back is to the board. The student at the blackboard is trying to guess what the word is. If the word is guessed correctly, all the students in the class are required to spell aloud the word.)

This direct and visual teaching method will create an involved and interested class. A brief quiz conducted by the teacher to check for learning after such an activity would help confirm the value of such activities.

Hide Guessing

Recognizing the general curiosity of children, a teacher recognizes that primary students are interested in things that they do not know but have a chance to guess. The teacher can hide something behind his or her back, asking all the students to guess what it is. Pupils can be asked to use all the vocabulary words they have learned to guess what the target of word is. Then the correct spelling would need to be recited by the correct guesser. This activity works well with younger children with whom very concrete vocabulary is generally used. If the word is a verb or a more abstract concept, the teacher might have to do a pantomime for students to guess. This activity could be used with older students in small groups where they would create the gestures or pantomime necessary to offer clues to other class members when it is their turn to perform before the class.

A teacher can give some clues telling the student what the basic category of the

vocabulary word is. Also, a teacher can read some of the words, silently mouthing the vocabulary. Students can then try to guess what the word is, based on the shape of the teacher’s mouth. This can also be done to reinforce spelling, by having the students write what they think the word is, and then having the teacher reveal the answers after mouthing several vocabulary words.

Word Puzzle

The teacher can also design a “Word Puzzle,” which is also called a “Word Cross”, asking the students to cooperate in groups to find and circle the words that the puzzle contains. This game is appropriate for pupils aged 10 to 12. This game might work better with pairs than a group so that both students have easy access to the puzzle. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling. A group of students might cooperatively create their own puzzle, using vocabulary from a story they had read. Each group’s puzzle can then be exchanged with another group for that group to solve.

Good problem-solving activities of the puzzle type include some or all of the features for effective second-language learning activities, that is, contextualization (such as using words from a story the class had shared), visualization (such as being able to isolate visually the letters constituting an appropriate vocabulary word), diversification, and personalization²

Lucky Turn Plate for Learning Colors

When we are learning vocabulary words representing colors, we can design a “lucky turn plate” with different colors on it. Before the teacher spins the turn plate, he or she can begin to ask each team, “What color will it be? Can you guess?” The teams begin to raise their hands. One team guesses “red,” another team guesses “green,” another “blue,” and so

¹ Blachowicz, C., Fisher, P., Ogle, D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the Classroom. *Reading Research Quarterly*. p. 120

² Nuessel, F. (1994). Recreational Problem-Solving Activities for Teaching Vocabulary in Elementary and Intermediate. *Hispania*, 77 (1).p. 110-122

on. When the teacher is spinning the “lucky turn plate,” the team which guesses correctly will be given a point. Based on the teaching method of elicitation, children aged 6-8 are always very sensitive to colors, and they are very interested in learning the different words for colors. If they are required to anticipate what the color might be, they will be given the chance to express the vocabulary words of colors as frequently as possible in order to review these words in an active way. Again, this activity is geared toward the very young, beginning learner.

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