

USING GAMES IN ENGLISH LESSONS

Abduxamidova Hilola Dilshod qizi

University of Business and Science oliygohi o'qituvchisi

Abdulahkimova Odinoxon Abdilbosit qizi

University of Business and Science Filologiya tillarni o'qitish ingliz tili yo'nalishi 3-bosqich talabasi Tel +998 88 254 43 42

Annotation: *This article focuses on the use of games in English language lessons as an effective and motivating teaching method. The purpose of the article is to show how games influence students' motivation, participation, and language development. The study is based on classroom experience and observation of students of different ages and language levels. Various types of games, such as vocabulary games, role-play activities, memory games, and group competitions, were used at different stages of the lesson. The results indicate that games help students learn English in a relaxed and enjoyable environment, reduce anxiety, and encourage active communication. The article concludes that games, when used appropriately and purposefully, play an important role in improving students' speaking, vocabulary, and overall learning outcomes.*

Key words: *English language teaching, games in education, interactive learning, student motivation, vocabulary development, speaking skills, classroom activities*

Аннотация: *В данной статье рассматривается использование игр на уроках английского языка как эффективного и мотивирующего метода обучения. Цель статьи — показать, как игры влияют на мотивацию учащихся, их активность и развитие языковых навыков. Исследование основано на педагогическом опыте и наблюдениях за учащимися разных возрастных групп и уровней владения языком. В ходе уроков использовались различные виды игр, такие как лексические игры, ролевые игры, игры на развитие памяти и групповые соревнования. Результаты показывают, что игры способствуют созданию благоприятной и непринуждённой учебной атмосферы, снижают страх ошибок и стимулируют активное общение. В заключение отмечается, что целенаправленное и грамотное использование игр играет важную роль в развитии разговорной речи, словарного запаса и общей успеваемости учащихся.*

Ключевые слова: *преподавание английского языка, игры в обучении, интерактивное обучение, мотивация учащихся, развитие словарного запаса, разговорные навыки, учебная деятельность*

Annotatsiya: *Ushbu maqolada ingliz tili darslarida o'yinlardan foydalanish samarali va rag'batlantiruvchi o'qitish usuli sifatida ko'rib chiqiladi. Maqolaning asosiy maqsadi o'yinlarning o'quvchilar motivatsiyasiga, faolligiga va til ko'nikmalarining rivojlanishiga ta'sirini yoritishdan iborat. Tadqiqot turli yoshdagi va til darajasi har xil bo'lgan o'quvchilar bilan olib borilgan pedagogik tajriba va kuzatuvlarga asoslangan. Dars jarayonida lug'at o'yinlari, rolli o'yinlar, xotirani rivojlantiruvchi o'yinlar hamda guruhli musobaqalar qo'llanildi. Natijalar o'yinlar o'quv muhitini ijobiy va erkin holatga*

keltirishini, xatolardan qo'rqishni kamaytirishini hamda faol muloqotni rag'batlantirishini ko'rsatdi. Xulosa qilib aytganda, o'yinlardan maqsadli va to'g'ri foydalanish o'quvchilarning og'zaki nutqi, lug'at boyligi va umumiy o'quv natijalarini yaxshilashda muhim ahamiyatga ega.

Kalit so'zlar: *ingliz tilini o'qitish, ta'limda o'yinlar, interaktiv ta'lim, o'quvchilar motivatsiyasi, lug'at boyligini rivojlantirish, og'zaki nutq ko'nikmalari, dars faoliyatlari*

INTRODUCTION

Teaching English as a foreign language requires effective methods that help students stay motivated and engaged. Many students find learning a new language difficult, especially when lessons are based only on textbooks and grammar rules. This often leads to boredom, low participation, and fear of making mistakes. Therefore, English teachers are constantly searching for ways to make lessons more interesting and effective.

One of the most successful methods in English teaching is the use of games. Games create a positive and friendly learning environment where students can practice language naturally. They allow learners to use English without pressure and help them feel more confident. This article discusses the importance of using games in English lessons and explains how games can improve students' language skills and classroom behavior.

Methods

The research is based on teaching practice and classroom observation during English lessons. Games were used with students of different age groups, including young learners and beginners. Various types of games were selected according to lesson objectives and students' language level.

The following types of games were commonly used:

Vocabulary games (matching words with pictures, guessing games)

Speaking games (role-plays, dialogues, question-and-answer games)

Memory games (remembering words or sentences)

Group and team games (competitions and collaborative tasks)

Games were integrated into lessons at different stages. At the beginning of the lesson, games were used as warm-up activities to prepare students for learning. During the lesson, games helped practice new vocabulary or grammar. At the end of the lesson, revision games were used to reinforce learned material. Simple teaching materials such as flashcards, pictures, and word cards supported the activities.

Results

The results of using games in English lessons were positive. Students showed increased motivation and interest in learning English. They participated more actively and were more willing to speak in English. Many students who were usually shy became more confident and communicative during game-based activities.

Vocabulary retention improved because students repeated words several times while playing. Speaking and listening skills also developed as students interacted with classmates and followed instructions in English. In addition, the classroom atmosphere became more relaxed, friendly, and supportive. Students enjoyed lessons more and showed better behavior and cooperation.

Discussion

1. The findings show that games are not only entertaining but also educational. Games help reduce stress and anxiety, which are common problems in language learning. When students are relaxed, they learn more effectively. Games also promote communication, teamwork, and problem-solving skills.

However, it is important for teachers to use games wisely. Games should be chosen carefully according to lesson aims and students' level. Overusing games or using inappropriate games may waste time and reduce learning effectiveness. Therefore, games should support the lesson objectives and be well planned.

Conclusion

In conclusion, using games in English lessons is an effective teaching strategy that benefits both teachers and students. Games increase motivation, improve participation, and help students develop important language skills such as vocabulary and speaking. When games are used appropriately, they create a positive learning environment and make English lessons more enjoyable and productive. English teachers are encouraged to include games regularly in their lessons to achieve better learning outcomes.

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