



**Journal Website:**  
<https://theusajournals.com/index.php/ijp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## THE IMPORTANCE OF GAMES IN TEACHING NEW WORDS

**Submission Date:** November 05, 2022, **Accepted Date:** November 15, 2022,

**Published Date:** November 30, 2022

**Crossref doi:** <https://doi.org/10.37547/ijp/Volume02Issue11-18>

**Ravshanova Nasiba Karamatovna**

**A Senior Teacher Of Foreign Language Department Karshi Engineering-Economics Institute, Uzbekistan**

### ABSTRACT

The article presents reflections on the role of games in teaching new vocabulary. Along with this, the author's points of view on teaching new vocabulary related to the learning process are attached.

### KEYWORDS

Traditional and modern teaching methods, games, pronunciation, new words, grammar, composition, student interests.

### INTRODUCTION

Nowadays, there are innovative and interesting ways to teach new words. Improving the teaching of foreign languages is impossible without learning its new words, because it is the foundation of any language. Teaching new words can be successful if the teacher can describe how the students are learning and try to find an approach that matches the natural processes of

learning. One of the important factors in learning new words is the act of memorizing those new words.

In addition, errors and difficulties that appear in the field of vocabulary can serve as a ship in the sea of teaching vocabulary. There are many teaching methods between traditional and modern teaching. If we combine these two types of teaching methods, we



can make teaching very effective. Today's students feel a little uncomfortable with the traditional ways of learning and understanding. The mind of the student never stops, it is always changing. No matter what educational methodology is chosen, the student must be at the center of the teaching. We believe that teachers should conduct lessons taking into account the interests and opinions of students. Teaching vocabulary using communication strategies and innovative technologies can help improve student learning.

In general, learning a second language means learning different aspects of this language, says Folse. These areas include "new words, grammar, reading, pronunciation, composition, culture and even body language" [1, p. 22]. There is no doubt that all these are real and necessary for foreign language learners. But some destinations may be more expensive than others. When learning a foreign language, new words of that foreign language are taught first. For many English learners, the greeting "hello" can be considered the first word they learn, and at the same time, this word can help them to have a conversation in a foreign language (even a short and simple one). Thus, you cannot have a basic vocabulary, and Harmer [2, p. 153] shows that there are words that "provide important organs and the body" in learning a foreign language.

New words are the first and most important step in learning a language. Learning foreign languages in the classroom can be fun and interesting with the inclusion of effective, interactive and interesting speaking exercises. Students learn vocabulary directly and indirectly. A student's conversational resource grows beyond the speaking age through systematic learning in the classroom. Having an active vocabulary list can increase a student's reading ability and their ability to

read and understand their world through activities, communication, and listening. The ability to read and understand lexical materials, textbooks, and interpretation becomes available. Learning words in foreign languages can be very difficult. The process of learning it will not be easy due to the fact that many words have several meanings. There are also many homonyms that are pronounced the same but have different meanings.

The learner needs to know how words are pronounced (its pronunciation) and what they sound like (its spelling). These are very specific descriptions, and the first time a learner comes across a new word, he or she understands the pronunciation or spelling. In teaching, we need to make sure that both these aspects are properly explained and learned.

After introducing the new words to the students, some exercises or games should be conducted to practice them and follow them to become more familiar with them. Scrivener said, [4; p. 83] at the stage of familiarization with new words, students should practice "recognition, use and use" of the word. In addition, McCallum writes that games can be used as a good opportunity for students to revise and repeat words [3; p. 9].

In general, students retain more when using senses. Therefore, some creatively designed exercises and funny games are very useful and necessary for memorizing new words and should be done at every age and language level. At the same time, there are several aspects of the use of games in English lessons, which require careful consideration by the teacher. When preparing games or game-like activities, the teacher should consider the age of the student, the number of students in the class, and the amount of time to spend on the game. In addition, he emphasizes that any game or activity should have its own goal(s).

In addition, it should be considered that playing games can even lead to problems. The most annoying element that can be done by students (especially small children) is noise. So, if necessary, the teacher should be able to calm down the students. At the same time, there are many benefits of using games and fun activities while learning a foreign language. First, motivation plays a big role in attracting students to learning. Every teacher knows that it is very important to motivate students to learn. If the teacher does not motivate the students, the student can easily get bored and lose interest in learning. McCallum says [3, p. 9]: "Games stimulate student interest" and further states that games "help and motivate students to maintain their interest and work." Second, McCallum [3, p. 9] claims that through games, lessons can be not only interesting and there can be great development and growth in the lesson, but also games act as a medicine to create a "peaceful atmosphere" in the classroom.

Thus, students should not be under pressure when using games. Thirdly, students' use of "natural language" in speaking improves their communication skills [3, p. 9]. In addition, their reaction is spontaneous and they use the foreign language in a creative way, he writes. During games, students can express their feelings. McCallum [3, p. 9] believes that thanks to games, students are less shy, in experiments and they feel free to use a foreign language. It should be noted that games increase solidarity among students.

Another advantage of using games in the classroom is that all students can participate in playing, the students with low knowledge will follow the active students and strive to be active. In addition, for some students it can be a "healthy competition". Wright [5, p. 1] conclude that if students are "happy and resilient, they can remember words better." Because memorizing new words and keeping them in memory requires great

patience. Finally, with the use of games, all skills and abilities of students develop and progress.

But games have a positive effect not only on the student, but also on the teacher. According to McCallum [3, p. 9], games can provide good information about students, can be used with all learning abilities, and materials are often easy to prepare. There are many vocabulary memorization games and exercises, some of which are recommended by Scrivener [4, p. 8].

- discussions
- role playing
- matching, combining pictures with words / other parts of words / pictures corresponding to words (for example, associations, synonyms, opposites, etc.).
- word building exercises
- categorize things into lists
- crossword puzzle, filling in diagrams
- fill in the gaps in the sentences
- memory games.

You are now familiar with some processes that transpire when children learn their first and second language grammars. But what about word learning? How do children learn the first words in their mother tongue? What happens when they learn words in a second language? Research in word learning, or the acquisition of the lexicon, is fairly recent. It has, however, provided some interesting data.

At around the time when babies turn two, their word development undergoes a dramatic change. Suddenly, their vocabulary starts growing. Scholars who have studied children's early vocabularies report that babies' vocabulary before their second birthday numbers a few dozen words. However, after their second birthday, babies' word power grows

immensely. During this vocabulary expansion (referred to as the vocabulary burst, or naming explosion, or word spurt) some babies learn up to ten words a week. The vocabulary burst goes on through the preschool, the early school, and the elementary school years. It has been estimated that during some particularly intense periods of word learning, children memorize up to ten words a day. (Take a foreign language dictionary, jot down on a piece of paper ten words with which you are not familiar, and try to memorize those words. This little exercise, which most adults find extremely challenging, might give you some idea about the magnitude of the task that children perform quite effortlessly.) The vocabulary burst is particularly remarkable given that babies don't get any help with their word learning. Adults very infrequently take the time to explain to a child what this or that word means. Children simply pick up new words from their environment.

What kinds of processes are involved in this high-speed word learning? A study of the acquisition of color terms by young children provides some insight. Researchers conducted an experiment where they asked 3- to 4-year-old children to give them a block. When children gave researchers a green block, adults said, "No. Not the green one, give me the chromium one." Using context alone, children inferred that the word "chromium" referred to the color of the blocks in the other tray and handed the correct block to the researchers. Perhaps most impressively, even one week after hearing the word "chromium" children still remembered the new word.

In later experiments, researchers demonstrated that children learn new words after just a single exposure that lasts only 3 seconds. Thus, children who are as young as two years old have the ability to quickly figure out what a word means after hearing it just once and

then immediately remember the word. This ability is known as fast mapping.

Conclusion. In conclusion, teachers should not only increase students' interest and enthusiasm for learning a foreign language, but also keep them fresh, active, and using yin freely. The students are interested in games, their enthusiasm increases and they learn new words in English that they did not know. In today's globalization processes, everyone wants to be able to communicate in English. Modern children learn English not only in the classroom, but also through the Internet, watching English-language videos, films, and shows and listening to English-language songs. In the process of learning, they come across new words. Thus, the vocabulary increases. Under such conditions, if teachers teach in the traditional way, students will not be interested in learning in the classroom. Therefore, when teachers use the game in the classroom, this game should be interesting, attract the attention of students, and increase their enthusiasm. Teachers should be able to search for information on the Internet and work with the Internet when collecting materials for games and lessons required.

## REFERENCES

1. Folse, K. S. Vocabulary Myths. —Michigan: The University of Michigan Press, 2004. – p. 22.
2. Harmer, J. The practice of ELT. —Harlow: Longman, 1991. —page 153.
3. McCollum, G. P. Word Games. Oxford: Oxford University Press, 1980. – p. 9.
4. Scrivener, J. Learning Teaching. —Heinemann: Heinemann, 1994. —page 83.
5. Wright A., Batteridge D. and Buck M. Games for Language Learning. —Cambridge: Cambridge University Press. 1984.— page 1.