
THE IMPORTANCE OF USING GAMES IN EFL CLASSROOMS

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Abstract: The purpose of this study is to examine the usefulness and application of games in EFL teaching. Semi-structured interviews and observation are two different kinds of qualitative research methods that were used in this study. This study makes use of triangulation using many methods all along. Both observation and audio-recorded interviews were used as data gathering techniques. In this case study, an updated version of the game Twister is used to teach English to two undergraduate students. Based on the findings, it was determined that games should be utilized in second language learning environments to give EFL students a fun, engaging, and effective learning environment.

Keywords: Games, Twister, vocabulary, EFL classrooms.

INTRODUCTION

The fact that games are beneficial to pupils indicates that using them in foreign language classes is appropriate. Several experienced writers have attested to the educational benefits of gaming. According to Lee (Lee, 1995), a few factors are as follows: Games provide you a chance to break up the erratic routine, yet they are essential for offering inspiration and challenges. Games also help students connect and interact more effectively, give them a motivation to keep going after their learning objectives, give them a context for using the language in a meaningful way, ease their anxiety, and allow them to study in an enjoyable and laid-back setting.

RESULTS AND DISCUSSION

Games are one of the most important components of EFL classes. They include entertaining activities with rules and objectives. Hadfield (1990; cited in Deesri, 2002) defines games as "an activity with rules, an aim, and an element of enjoyment."

Games are an important part of language learning sessions, even though most teachers are not aware of them as a teaching tool. On the other hand, it offers several benefits for students' educational journeys. To begin with, games prevent lectures from getting dull and routine. Conversely, they create a positive and productive learning environment where the focus is on the students and their education.

In EFL classes, games can help students acquire the target language in a number of ways. One advantage associated with games is that students' worries about language acquisition decrease as they play them. Even when they don't, students in language classes assume they have to be successful in the target language. In addition, the instructor's criticism and punishment of them for mistakes causes a significant degree of worry in the students. Games have taken center stage because they allow language learners to practice the target language without fear of rejection or punishment. This reduces anxiety and increases positive feelings and self-confidence (Crookal, 1990).

Since players actively engage in games, they are referred to as learner-centered activities. in accordance with Crookall (1990). Teachers encourage pupils to actively participate in their learning by changing the roles that they play with one another through games. Thus, games give pupils the chance to take control of their own learning. A pertinent framework for language usage is another advantage of games from an educational perspective. By using games, teachers can create a range of scenarios that allow students to learn without realizing it because they are not paying attention to the language or the lesson.

The following are some of the advantages that games offer, according to Constantinescu (2012):

- "Games help children grow their vocabulary in English in a safe, comfortable environment—even for students who might have specific needs. In addition, English is very commonly used with computers.
- The desire for personal development and motivation are fostered by playing video games.
- Any game needs aspects of challenge and competition, and students concentrate more closely on completing the task.
- A multidisciplinary approach. Students utilize knowledge from other classes as well.
- Students who play games develop their observational skills.
- Games have clear objectives and regulations.
- Creativity, problem-solving, and critical thinking are all enhanced by gaming.
- Instead of using traditional workbooks, games.

CONCLUSION

The primary objective of this study was to investigate the usefulness of using games in EFL sessions. These findings show that playing games creates a pleasant and fulfilling environment as well as a powerful incentive for language learning. Furthermore, the importance of games in lowering linguistic anxiety cannot be overstated. Because they allow students to practice the language while still having fun and being entertained, games are essential for teaching English. To sum up, games can be effective and useful tools for teaching vocabulary.

The study's findings demonstrate how important games are for fostering a relaxing environment for students in language-learning courses

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