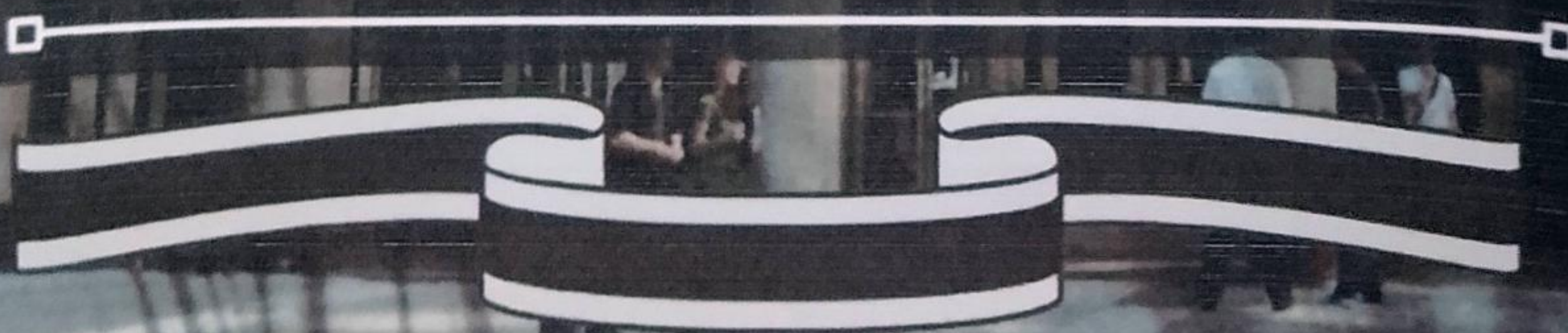


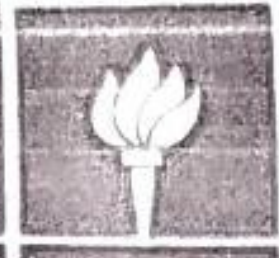
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## THE ROLE OF THE GAMES IN TEACHING ENGLISH LANGUAGE

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**Abstract:** This article discusses the importance of using games in teaching English. Games make classes interesting and exciting. They help improve the vocabulary of the language of students. Also games develop memory, agility, resourcefulness. The article substantiates the role of games in teaching English.

**Keywords:** Teaching foreign language, interactive methods, communicating skills, different games, learner's vocabulary, teaching materials, vocabulary, structure explanations and drills, native language, pedagogical value.

**Аннотация:** В данной статье рассматривается важность использования игр в обучении английскому языку. Игры делают занятия интересными и увлекательными. Они помогают улучшить словарный запас языка учащихся. Также игры развивают память, ловкость, находчивость. В статье обосновывается роль игр в обучении английскому языку.

**Ключевые слова:** обучение иностранному языку, интерактивные методы, коммуникативные навыки, различные игры, словарный запас учащихся, учебные материалы, словарный запас, объяснения структуры и упражнения, родной язык, педагогическая ценность.

**Annotatsiya:** Ushbu maqolada ingliz tilini o'rgatishda o'yinlardan foydalanish muhimligi muhokama qilinadi. O'yinlar darslarni qiziqarli qiladi. Ular o'quvchilar tilining so'z boyligini yaxshilashga yordam beradi. Shuningdek, o'yinlar xotirani, chaqqonlikni, topqirlikni rivojlantiradi. Maqolada ingliz tilini o'rgatishda o'yinlarning roli asoslanadi.

**Kalit so'zlar:** Chet tilini o'rgatish, interfaol usullar, muloqot ko'nikmalari, turli o'yinlar, o'quvchining lug'at boyligi, o'quv materiallari, lug'at, tuzilmaviy tushuntirish va mashqlar, ona tili, pedagogik qadriyat.

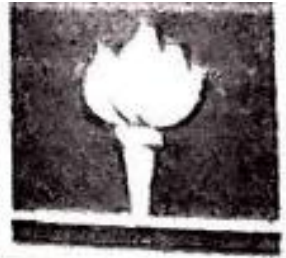
### INTRODUCTION

It is commonly believed that in teaching foreign language the role of interactive methods is very important. Because it makes the learners to motivate and keep their interests whole lessons Interactive methods include



games, songs, poems, activities. Also games improve the learner's vocabulary building skills. Vietnamese pupils learn vocabulary passively several factors. First, they consider the teacher's explanation for meaning or definition pronunciation, spelling and grammatical formations are boring. In this case language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, children only think of vocabulary learning as knowing the primary meaning of new words. Third, pupils usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many words in a text and then ask the teacher to explain the meanings and usages. Fourth, many learners don't want to take risks in applying what they have learnt. In summary games are useful and effective that would be applied in vocabulary classes. Teaching lessons through activities requires convenient storage and easy retrieval of materials, objects, pictures, toys, games, conversation pieces and other props. Ideally you should have a room large enough. If you keep your filing cabinet to the right or left of your desk, you will be able to reach at bottom three drawers without moving your chair. With small classes do well in unshaped formation or horseshoe. Very large classes might work in groupings of four, six or a double horseshoe. Try different arrangements to see what suits you and your pupils. Some suggestions for bulletin boards include: scenes of pupil's native country and customs, the four seasons, manners, health, holidays, safety, school rules and so on.

Culturally rich resources can easily be used in language classrooms. Songs offer a change from routine classroom activities. Songs also give new insights into the target culture. Like songs, poems exaggerate the rhythmic nature of the language. If a poem that exemplifies a particular structure is also a good poem, it engages the eye, the ear and tongue simultaneously while also stimulating and moving us. Using these interactive methods in English lessons more useful and meaningful, also it is easy may to teach new words and word combinations, theme, culture and etc. Now we will see one by one of these methods. There are many ways to teach ESL to children but one of the most exciting and rewarding ways to do it is by using English games. We learned to understand and speak our first language by hearing and using it in natural situations. This is the most effective and interesting way to learn the second language as well. The experts advise that language teachers to spend most of the classroom time on activities that faster natural acquisition rather than on formal vocabulary and structure explanations and drills. Before learning the second language we should know our first language well. Because if we know our native language well we can easily learn the second language. Teaching English language through activities and games require a convenient storage and easily



retrieval of materials, objects, pictures, toys, games, conversation, puzzles and other props. Ideally, we should have a room larger for an activity center, a quiet work center and an activity center. But if you are traveling, teaching or teach in a broom closet, some where you should have a desk, chairs, bookshelves and a filing cabinet at your disposal. They all help the pupils to learn the language more excellent clearer and they make pupils to motivate. English games not only engage the children, but also through play and most of the time the pupils don't know they are learning until the time comes to show their knowledge. If truly is possible and necessary to create a classroom where he children not only learn also, they may enjoy their time there. «There are many reasons for using games. Games are not just time filling activities. But they have a great educational value». Most language games make the learners to use the language instead of thinking about learning the correct forms. W. R. Lee says that games should be treated as central, not peripheral to the foreign language teaching program. A similar opinion is expressed by Richard Amato, who believes games to be fun, but warns against overlooking their pedagogical value, particularly in foreign language teaching. We know that there are many advantages of using games. Games provide a less threatening environment. Besides games make passive pupils active in learning process by providing a challenging environment. In addition, games provide language practice in various skills, speaking, listening, reading and writing. Although our games were short activities and were applied to create a relaxed, pleasant learning atmosphere, in the classroom, we wanted games to be more just fun. Games should also promote learning and pupils' vocabulary as well. Therefore, it is important to progress in learning vocabulary through games. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Rixon suggests that games are used at all stages of the lesson, provided that they are well-chosen. We know that, sometimes children usually full bored in vocabulary lessons, because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations. To heap children' find language classes, especially vocabulary lessons more from games, we conducted action research to find the answers to the question. The research shows they are effective in heaping children to improve their vocabulary building skills. In learning a foreign language vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing, all together. In order to communicate well in foreign language children should know how to use them accurately. When we teach English language through activities, the focus of the lesson is on the object of the activity not on English. We will be using natural whole language whatever



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