

## VOCABULARY WITH GAMES

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**This article:** *enumerates the serviceable games to widen their vocabulary range easily and briefly explains the instructions of proven entertaining activities.*

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Education, over time and through the challenges of society, has undergone several transformations in educational communities, giving rise to the need to propose new strategies resources that promote, encourage and strengthen learning, making it a meaningful and enriching experience for the various stakeholders in the process (Carrillo et al. 2012). Learning vocabulary is a form of procedural knowledge that can be used to improve learning performance. Many researchs show that teaching children how to learn vocabulary effectively makes them better learners. The result of the studies vary somewhat in terms of which strategies or combination of strategies-produce the best result. The results of course various, because successful learning mostly depends on how many words you know in foreign language which means how extensively you can express what you mean or feel. The best way to teach children vocabulary is with the help of games. Games seem to represent the most fertile area for activities that will work well with young children.

It is both beneficial method teaching vocabulary with games which makes children enjoy and remember new words better. As Julian Edge points out :”The more students use their language skills for enjoyment, the more language ability they are likely to acquire”. Don’t forget to use expressions like please, thank you, very good, great etc. to show respect to the students to encourage them more and to praise students for what they have done. There are many efficient games that inculde flashcards game, memory game, listen and draw, going fishing and slap.

- Flashcard game

1. Divide students into five groups and hand out flashcards with animal pictures at random. There should be several flashcards for each animal.

2. Tell the students that when you imitate the sound of an animal, eg a dog, those students who have pictures of dogs have to hold up their cards and call out the name of their animal. They then move seats so that all the dogs are sitting together.

3. After finding the other members of their group, the children with dog cards say loudly We like dogs!

4. Repeat with the other animals until all the children are sitting in the correct animal groups.

- Memory game

1. This game is based on concentration and memory. You will need two identical sets of cards with pictures of animals. Mix up the sets and lay them face down on the floor or table.

2. Tell the children to take turns to turn over two cards. If the cards match, the child who turned them over must say the name of the animal and can then keep the cards. As it is not a competition, you will find that they will cooperate and some kids will shout 'No, no, that's the cat!'

- Listen and draw

1. Give each student a sheet of paper with the same basic picture of a farm on it. This picture should not contain any animals as the children will draw and colour them according to your description.

2. Present the picture to the learners by pointing to the objects in it so that it is easier for them to comprehend. Encourage them to listen to what you say and to add colours and animals according to your description.

- Going fishing

This is a game recommended by Helena Curtain. We use floor as the pond so the children are able to see whether their groupmates are successful in catching and naming the fish.

- Put numbers, colours or pictures of new vocabulary items (animals in our context) on small paper fish with paper clips attached to them.

- Give each child in turn a fishing pole with a piece of string and a magnet attached to the end. They use this to 'catch' a fish. If the child can say the number, colour or the word represented by the picture, they can keep the fish; if not, the fish goes back into the 'pond'.

- Slap

It is a kind of game that can be used as a check how students learned vocabulary that is given to learn, warm-up activity as well.

1. Write amount of words that you taught in the previous lesson on the board, give a definition, synonym or L1 equal meaning of this word or what it is used for or just mime the word for them to guess.

2. Students compete to be the first and run to the board and slap the correct word. The winning student takes your place and do the same as you for others to guess.

In order for children to respond, to understand what they are reading and listening they must know the meaning of the words they encounter in foreign languages. Children with limited L2 vocabulary knowledge will experience difficulty comprehending both oral and written text. There are of course plethora types of games to extend vocabulary range of our young generation. The only thing that is being demanded is to do research not only on vocabulary, on other skills as well.

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