

## **The Importance of Games that Increase Students' Attention in Language Learning**

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**Abstract:** It is generally agreed that games, encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities, to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Moreover, games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

**Keywords:** sorts of amusements, classroom system, sort of animation, significance, tabletop games, impersonation recreations, dramatic expression, critical thinking exercises.

It is known that students learn through experimenting, discovering and interacting with their environment so they continuously need variation to increase their motivation. So, why not use games in teaching English? Since by using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying. The national educational programs of outside languages instructing in our nation discusses the significance of continuing showing techniques assorted keeping in mind the end goal to light and manage intrigue the lesson among understudies. Instructors are attempting to keep assorted qualities in an alternate routes, for example by utilizing dialect diversions amid the lesson that oblige understudies to be more innovative in speculation and by underlining singular learning and helpful adapting similarly. A great deal more particular way is that instructors can utilize amusements, keeping in mind the end goal to support differences inside the classroom is to not fear applying recreations as a showing technique alongside different strategies. There are various reasons why amusements should use in the outside dialect classroom . Leading all, they are exceptionally entertaining, which is critical, on the grounds that recreations can enact and propel the understudies who may have been dormant some time recently, because of absence important to lesson. Keeping learners dynamic is significant on the grounds that instructors will never have the capacity to really show understudies anything unless they can not include the understudies to take an interest in their own particular learning process. Secondly, games are also played as a big part in helping to build relationships among participants, and to feel equal. Playing the language games during the lesson can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and therefore can be cause diversity from the traditional class which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real life situations, for example during travelling. Games can be a very good way to practice and enhance learners' language skills because they can easily be used to reenact various situations from real life and provide students with practice in their fluency.

Also, by using games in the classroom the teacher is giving a chance to his students a bigger role feel free, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to work more on their own, and that can very well result in an increase in their confidence level. Fourth, the foreign language learner students might have to use the language in a different situation, which is the language games can fulfill. Except this, language students also have to be ready to take on the experience, keeping their minds open and being willing participants Again, games make this possible.

Fifth, language students must to be emotionally involved, it means they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and thus they are likely to have positive effects on language learning. Sixth, games are good for shy students and students who have low confidence, and that applies specifically games when playing takes place in smaller groups, because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. In addition, it is sometimes easier to reduce and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency without any grammatical correctness. Seventh, games can be a good strategy not only teaching language but also other subjects because games are very likely to spark interest amongst students. You can use the games with all aged students, and while they are using the games with other teaching methods they create diversity which is ideal for school work (Ingvar Sigurgeirsson. 1999:80). A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools.

As indicated by the national educational modules recreations are viewed as a decent showing technique and sorts of diversions, for example, pretending amusements, impersonation recreations, dramatic expression and critical thinking exercises are particularly appropriate for all phases of dialect learning .

As per Howard Gardner felt that people have eight insights, contends that when exploring a specific theme in school it can, and ought to, be drawn closer in 6 diverse routes so as to augment the chance of taking part all understudies in the lesson. One of them is “the individual way”, where the best point is to see whether it is conceivable to approach a particular subject by utilizing, for instance, pretend, and or different collaborations amusements. Moreover, Armstrong prescribes tabletop games as an instructing apparatus that may fit understudies with relational insight since they supply an astounding setting for connection among understudies.

However, using this method that includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast. Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon stated that understanding games will help teachers in finding and creating games that make their students learn while they play. In conclusion, we firmly believe that games are an effective way of helping students to learn vocabulary, as they use active teaching and learning styles likely to motivate and sustain the attention of a wide cross section of pupils.

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