



USING MEMORY GAMES IN TEACHING ENGLISH LEARNING

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Annotation

This article is about using memory games in teaching English learning. In this article I would like to reflect how modern teachers evaluate the adequacy in using games when teaching English language. Using memory games as a key role in vocabulary learning and how the games can help learners recall material in a pleasant, entertaining way.

Keywords: memory game, entertainment, review, repetition, enrichment, modern

Introduction

At first let's define the game. What is game? A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information." Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow learners to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication

We have five main kinds of games: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills.



Each kind of game focuses on a language component or a skill, so when choosing games, one of the factors that teachers have to consider is the aim of the lesson. Games can take one of the following forms:

- 1. Information gap.** Students ask their partners to get missing information to complete the task or card they have or together solve a problem.
- 2. Guessing games.** The player with the information deliberately withholds it, while others guess what it may be.
- 3. Search games.** Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.
- 4. Matching games.** These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.
- 5. Matching-up games.** Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.
- 6. Exchanging games.** Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.
- 7. Collecting games.** Players need to collect cards in order to complete a set. combining activities. Players must act on certain information in order to arrange themselves in groups.
- 8. Arranging games.** Players must acquire information and act on it in order to arrange items in a specific order

The games can function as reinforcement, review, and enrichment. In fact, games can lend themselves perfectly to quick bursts of revision. Using some of the games, the teacher can revise a massive amount of vocabulary and grammar in a few minutes. Clearly, pupils have more chance to be exposed to vocabulary through games. Games can maintain pupils' motivation in vocabulary learning because they are amusing and interesting. In the easy, relaxed atmosphere which is created by using games, learners remember things faster and better. Similarly, games bring in relaxation and fun for students.

In this paragraph I would like to reflect how modern teachers evaluate the adequacy in using games when teaching English language. Modern language teaching requires a lot of work to make a lesson interesting for modern pupils who are on familiar terms with computers, Internet and electronic entertainment of any kind. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is



useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson.

Conclusion

In Games have some characteristics that are advantageous to language learners as follows: First, games engage all learners in the learning process. When learners play games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team-building skills. Some classroom games focus on individuals working to win against all other peers in the class. This type of game works well with learners who are highly motivated and competitive. Second, games provide an opportunity for collaboration and/or cooperation. Classroom games provide an opportunity for learners to collaborate and cooperate with each other, while working towards a common goal - winning. In some games, pupils are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal. Third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating pupils. Research indicates that classroom games are effective strategies that facilitate learning. Concisely, games help engage all pupils, provide an opportunity for collaboration and/or cooperation, and provide an enjoyable learning experience.

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