

Using Games to Increase Young Learners' Vocabulary

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ABSTRACT

In this article, we will prove that games are an effective tool in explaining new words and phrases, the importance of various games and their correct use in improving vocabulary, and how to learn new words. And examines the problems faced by teachers in the process of teaching.

In recent years, intensive teaching of English in Uzbekistan has been beneficial, especially for primary school students. Because English is taught as a main subject in kindergartens and primary schools. Like other children, Uzbek children can easily learn new foreign languages, only when the teacher teaches them using non-traditional methods, it is very interesting and useful for them. Teachers should feel responsible for finding interesting and engaging ways to teach and motivate their learners. According to Harmer (2008), elementary teachers need to spend a lot of time learning and understanding how students work and think. Teaching students at this age is very difficult compared to teenagers or adults because young learners are easily distracted. Children love to have fun and play, so teachers should choose teaching methods that suit children's nature. Games are one of the methods that can be used to prevent boredom in the classroom. They have a special role in teaching any foreign language. In addition, teachers can achieve effective results by using games, especially in teaching vocabulary.

Although language structure is considered the "skeleton of language", we see that vocabulary is the "vital organs and body" (Harmer, 2008). Vocabulary is a major part and key element of learning any language. Teaching vocabulary through the use of games is very important for English language learners because it creates interest in learning and encourages creative use of the language without fear.

Education of young learners`

Grades 1-4 are children from the age of six or seven, from the first year of primary school to the age of ten. However, children's age is not necessarily an indicator of their maturity. Flips (1993) we know that there are several factors that influence children's maturity. These factors include their culture, gender, environment (urban or rural) and parents. Their development should also be taken into account. Teachers' teaching should be influenced by their knowledge of children's attitudes, interests,

and circumstances rather than their physical age.

Yetenberg (1990) described young learners as having some difficulty distinguishing the real world from the imaginary world, which can make it difficult for their teacher to understand and deal with their perception of reality. Young students especially do not like to play or work alone. Also, the use of body movements, imitation and gestures helps them to learn effectively. In addition, children have very short attention spans, so teachers should keep this in mind when designing and selecting activities for their young students.

Phillips (1993) hypothesized that young children become more accomplished learners when taught from a young age. They respond to the underlying meaning of language without using individual words or sentences. When teaching young students, Phillips emphasized that teachers should simplify activities for them so that they understand what the teacher expects of them. Tasks chosen by teachers should be interesting so that young students can easily achieve their goals. Also, tasks should be motivating so that students can be satisfied with what they have done. In addition, Slattery (2001) identified some characteristics of elementary school students, namely, they are curious, imaginative, and playful learners. They develop as individuals very quickly and enjoy routine and repetition. They learn things by listening, imitating, watching and doing.

English is taught to young learners at the elementary level for several reasons. Cameron (2001) stated that teachers should keep four things in mind when teaching English to primary school students in addition to knowledge and skills. Teachers need to know how their students learn and think. They should also find out what the children are interested in and use it to teach the language. Most importantly, the teacher should identify the problems and difficulties in language teaching. Children need to learn one to two thousand words in order to speak and write English (Cameron, 2001).

How is Vocabulary Learned? Linguist, David Wilkins, "without grammar, little can be communicated, nothing without vocabulary."

Elementary students typically use labeling and categorizing skills when they begin to learn to speak (Thornbury, 2002). Several approaches and methods can be used to teach English vocabulary to elementary school students. Using real objects that children can later imagine is a good way to learn the vocabulary of the language. They should listen to and repeat their teaching using the word. Another method is the general physical response, which is used a lot by teachers because children are hyper, physically active and cannot concentrate for long periods of time. However, using this method, which includes games and various activities, allows young learners to learn the vocabulary of the language very quickly.

Teaching Vocabulary with Games.

Using games to teach vocabulary to elementary school students requires trained teachers who engage children in play and have a good grasp of the linguistic part of the language. Understanding Games helps teachers find and create games that help their students learn while playing.

What is the game? Jones (2009) stated that one or more players can play a game to compete or cooperate according to a set of rules. Gibbs (2001) defined games as activities performed by cooperative or competitive decision makers who seek to achieve their goals by following a set of rules. Games are indoor events that begin and end with a winner determining the end of the game (Rixon, 1981).

Games require cooperation with other members and competition against other teams or players. During play, young learners need to use language and repeat patterns that help them develop and improve their skills. Games play an important role in teaching vocabulary to young students. Lewis (1999) states that games are popular among children because they like to play. Through games, young students can interact, explore and experiment with their surroundings, he said. The use of games not only increases students' motivation, but also encourages and motivates them to use the language. Harmer (2008) stated that in order to become fluent in English, young students need to

know the features of the language and immediately reproduce the information. emphasized that they should have the ability to work. Therefore, young learners need to practice using different and appropriate techniques that help their information processing and simultaneous operations of language.

Vocabulary teaching with the help of games.

Teaching vocabulary to the student by the teacher, grouping students and about the game. There are two steps to keep in mind when making games for clarification and guidance: 1) grouping of students. 2) explaining and instructing about the game. Scott & Ytreberg (2004) emphasized the importance of making students sit together in groups because they like to have other peers around them. Sitting students together encourages collaboration, but that doesn't mean they always have to be in groups while working. Phillips (1993) noted that having a group of more than five students is counterproductive where chaos can occur.

It is important to explain the game to the students in order to achieve the desired result and fulfill the purpose of its implementation. Teachers have an integral part in the implementation of games in the classroom, as they need to provide clear explanations and instructions for students to understand how to play and practice the vocabulary list that is intended to be learned. .

Choosing games as a way to teach vocabulary to young students is a waste of class time if the teacher has not explained the rules and instructions of the game. If students don't know what to do and they get bored too quickly, nothing will happen.

Practical problems of implementing games in teaching vocabulary to elementary school students. Although games have proven to be a successful method of teaching vocabulary to students, they present some challenges for both teachers and students. The first challenge is a noisy and disorganized classroom. Children sometimes move a lot and talk a lot when they are excited, which makes them difficult to control. For classroom management, Brown (2001) stated that the teacher must understand the characteristics of the students to create a good environment for learning.

Teachers of students should choose different creative games to attract the attention of young students instead of being busy with other things. Harmer (2001) stated that children should not be expected to sit or engage in the same activity for long periods of time because they lose interest after a few minutes. Also, as mentioned above, young learners have short attention spans, so the activities should be as interesting as possible, because they lose interest after ten minutes. Creativity is an important aspect when choosing or designing games to teach vocabulary to young learners.

Another challenge that teachers may face is that students sometimes want to speak their mother tongue during lessons and games to communicate with each other and their teachers. Teachers answer in English should be given, even if the student asks the teacher something in his mother tongue. From my point of view, teachers should not let students almost use their mother tongue to encourage them to speak and participate in the lesson.

In conclusion, when teaching vocabulary to elementary school students through games, teachers must be patient in finding new and interesting ways for students to enjoy learning. A teacher must consider time and materials when designing or selecting a game. Although games have their advantages and disadvantages when used to teach vocabulary, using them allows elementary students to have a fun lesson where they can easily remember all the vocabulary.

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