

## **Games as a Motivation in Teaching Foreign Language**

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**Summary:** The article deals with learning how to use interesting games and choose activities correctly to make the students be active, help each other, and also teaching to listen their partners opinions attentively also we tried to show the role of motivation that without motivation we can't get good results in teaching process.

**Keywords:** The role of game, teaching speaking, teaching process, using vocabulary.

Games help the teacher to create contexts in which the language is useful and meaningful. Even though games are often associated with fun, we should not lose sight of their pedagogical value, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress. According to J. Haldfield [1], "a game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus". This definition highly evaluates the importance of games in teaching. Classifying games into categories can be difficult because categories often overlap. J. Hadfield [1] proposes two ways of classifying language games.

First, language games are divided into two types: linguistic and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. Communicative games presuppose successful exchange of information and ideas. J. Hadfield also offers to classify language games into many more categories: sorting, ordering, or arranging, information gap games, guessing, search games, matching games, labeling, exchanging games; board, role play games.

According to W. Lee [2], games can be classified into ten categories: structure games which provide experience of the use of particular patterns of syntax in communication; vocabulary games in which the learners' attention is focused mainly on words; spelling, pronunciation games; number games; listen-and-do games; games and writing; miming and role play; discussion games.

It is also important to understand the external factors, which schools can affect the variables in learning conditions and environment that trigger, support, or change learner motivation. Certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices. For example, challenging, relevant instruction helps to engage learner on learning foreign language.

Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning, effort, values and perceived ability.

In this case, we can consider that the using games are the most motivational way on teaching process. Games offer learners a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, pupils have the opportunity to use language in a non-stressful way. While playing games, the pupils' attention is on the message, not on the language.

Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people.

In a game-oriented context, anxiety is reduced and speech fluency is generated - thus communicative competence is achieved.

Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language. In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs.

Most learners who have experienced game-oriented activities hold positive attitudes towards them. Pupils usually say that they like the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom.

On the effectiveness of games, we should report that our pupils seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment. The benefits of using games in language learning can be summed up in nine points.

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children.

Through playing games, pupils can learn English the way as children learn their mother tongue without being aware they are studying, thus without stress, they can learn a lot. Even shy pupils can participate positively.

As teachers, we should be careful on choosing games for our learners according to their knowledge level and interests, as:

*Games promote learners' interaction.* Interaction comprises the nature of classroom pedagogy and classroom behavior. Pair or group work is one of the main ways to increase cooperation. Many games can be played in pairs or in small groups, thereby providing an opportunity to develop their interpersonal skills such as the skill of disagreeing politely or the skill of asking for help. In the classroom learners will definitely participate in the activities. Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss topics with their partners and think creatively about how to use foreign language to achieve their goals.

*Games improve learners' language acquisition.* Thanks to the motivation and interaction created by games, students can acquire knowledge faster and more effectively than by other means. Games can stimulate and encourage students to participate in the activity since they naturally want to win. Apart from having fun, students are learning. They acquire a new language. Students begin to realize that they have to use the language if they want others to understand what they are saying. Furthermore, games can lower anxiety. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better.

*Games increase learners' achievement.* Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills. Games can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners' test results, ability of communication, knowledge of vocabulary.

In brief, games prove to be a useful tool in language teaching. Games not only motivate learners and create a friendly atmosphere, they are aimed at developing all language skills. Consequently, games can motivate, promote learners' interaction, improve their acquisition and increase their achievement.

Let's summarize why we should use games in language teaching.

- *Games are a welcome break from the usual routine of the language class;*

- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning;*
- They encourage students to interact and communicate;*
- They create a meaningful context for language use;*
- Games lower anxiety especially when played in small groups;*
- Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game;*
- Many games can be played in small groups, thereby developing their interpersonal skills;*
- Games involve students in active learning;*
- They can encourage students to draw on analysis, synthesis, evaluation;*
- They foster a more positive attitude toward the classroom experience – more attention, better attendance, better participation;*
- They improve retention, decision-making skills, and comprehension of general principles.*

**For summing up**, we should mention that the findings of the study reveal that Uzbekistan students learn a foreign language both for extrinsic and intrinsic reasons. In view of the understanding that intrinsic motivation is very important in promoting success, it is essential that students, whose initial reason for taking up a foreign language course is extrinsic in nature, be constantly encouraged with the hope that they would come to love the learning process.

The evidence in the study also suggests that compulsory foreign language requirement may have enhanced intrinsic motivation.

Therefore, foreign language program providers in Uzbekistan need to take into consideration different impulses due to different policies which lead students to learn these foreign languages. The content of the courses and the methods of classroom



teaching can then be planned based on the different needs and motivation of the learners.

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