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## THE ADVANTAGES OF USING GAMES IN LANGUAGE LEARNING

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**Annotation.** This article explores the role of foreign language teaching in fostering students' creative abilities and emphasizes the importance of using games as an educational tool. It discusses how foreign language instruction, through communicative and cognitive activities like listening, speaking, reading, and writing, can stimulate creativity, develop cognitive functions, and shape students' social and moral values. It highlights that games not only make learning more engaging but also contribute to the development of important psychological traits, including cooperation, responsibility, and resilience. The text explains that incorporating games into lessons helps reduce the pressure on individual students and encourages collective participation, fostering both competition and collaboration. Ultimately, the article advocates for the integration of play in foreign language teaching to maintain students' motivation, enhance their learning experiences, and help them reach their full potential.

**Key words:** Games, encourage, flexibility, fun, technology, lessons, communication, effect, enhance, opportunity, traditional.

## ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ ИГР В ИЗУЧЕНИИ ЯЗЫКА

**Аннотация.** В статье рассматривается роль обучения иностранным языкам в развитии творческих способностей учащихся и подчеркивается важность использования игр в качестве образовательного инструмента. В нем обсуждается, как обучение иностранному языку посредством коммуникативных и познавательных видов деятельности, таких как аудирование, говорение, чтение и письмо, может стимулировать

творческие способности, развивать когнитивные функции и формировать социальные и моральные ценности учащихся. В нем подчеркивается, что игры не только делают обучение более интересным, но и способствуют развитию важных психологических качеств, включая сотрудничество, ответственность и устойчивость. В тексте поясняется, что включение игр в уроки помогает снизить нагрузку на отдельных учащихся и поощряет коллективное участие, способствуя как конкуренции, так и сотрудничеству. В конечном итоге в статье предлагается включить игру в процесс обучения иностранным языкам, чтобы поддерживать мотивацию учащихся, улучшать их учебный процесс и помогать им полностью раскрыть свой потенциал.

**Ключевые слова:** Игры, поощрять, гибкость, веселье, технология, уроки, общение, эффект, улучшение, возможность, традиционный.

Language games can help in the acquisition of new languages, especially for beginners. These games make the learning process enjoyable and engaging, encouraging learners to use and experiment with the language in different contexts. Language games often incorporate novel or contextual vocabulary, helping participants learn new words and phrases while having fun. This exposure to diverse language elements enhances vocabulary retention. Many language games involve creative thinking and imagination. Players need to come up with unique phrases, stories, or responses, fostering creative expression and mental flexibility. Moreover, these games often require participants to solve puzzles, riddles, or wordplay challenges. This stimulates critical thinking, problem-solving, and analytical skills as individuals work to decipher language-based clues. Language games make learning fun and enjoyable, motivating learners to actively participate and practice. This engagement can lead to greater interest in the language and more consistent learning efforts. Language games require participants to actively use the language to solve challenges, answer questions, or complete tasks. Language games often introduce new vocabulary in meaningful contexts. This exposure to diverse words and phrases helps learners expand their vocabulary and use words appropriately. Through various game mechanics, language games encourage the correct use of grammar structures. Players naturally practice grammar rules while trying to construct sentences or communicate effectively. Currently, many teachers have applied games into learning activities, and this method is called game-based learning. Game-based learning has many benefits and has an effect on teaching and learning activities.

Learning a new language is always a challenging task, especially for non-native speakers. English is a widely spoken language, and it is an essential language for communication, business, and education. There are many traditional methods of teaching English, but with the advancement of technology, game technology is increasingly being used in language learning.

Game technology provides an interactive and immersive environment that can make learning fun and engaging. By incorporating game technology into teaching English, students can enhance their language skills while having fun. This approach to language learning is

beneficial for non-native speakers because it provides them with the opportunity to practice their skills in a safe and supportive environment.

One of the main benefits of game technology in teaching English is that it provides immediate feedback. With traditional methods, students may not receive feedback on their language skills until they complete an exam or a writing assignment. However, with game technology, students receive instant feedback on their performance. This immediate feedback allows students to correct their mistakes and learn from them, which is essential for language learning.

Another advantage of using game technology in teaching English is that it promotes collaboration and communication. Most games require players to work together to achieve a goal. In a language learning context, this means that students must communicate with each other in English to succeed. This collaborative environment can help non-native speakers build their confidence in speaking and communicating in English. English is becoming more and more important in Uzbekistan as it is used for different purposes like teaching, amongst others. Teachers are in constant search of essential activities that allow students to improve their learning abilities of a foreign language. It seems that the use of dynamic activities as a complement to the teaching-learning process is increasing. Thus, the aim of this research paper is to study the role of interactive games and its probability to improve the student's learning and teacher's teaching abilities, and therefore to possibly be considered as a *useful resource* of this process. Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every step and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and motivation. Games also help the teacher to create contexts in which 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 points of view or give information.

Many games offer as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice. The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form. By making the language convey information and opinion, games provide the key feature of “drilling” with the opportunity to sense the working of language as living communication.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of “meaningfulness” is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised by the content, clearly their reading, speaking and writing will be more vividly experienced and, therefore, better remembered. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on rainy days or at the end of the term.

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication functions (e. g. encouraging, criticizing, agreeing, explaining). Games have following characteristics: they are based on a learning objective, give the player control over his own destiny, include doable challenges, they are fun and interesting, thus motivating, based on reality in order to intrinsically motivate the players to continue to play the game, they require interaction, must include everyone. Some game forms are mentioned: information gap, guessing games, search games, matching games, matching-up games, exchanging games, collecting games, arranging games. To use games effectively in the classroom a teacher should adhere to the following rules: the game must have a clear learning objective and purpose; the teacher should assign students to teams; be sure to explain all necessary procedures and rules clearly and slowly; be consistent; be prepared; maintain a non-threatening environment; it may be useful to have students create games. The conclusion is to determine the rules for successful usage of games in the English classes as the game is one of the most effective forms of educational process organization and in the process of foreign language teaching at all levels is has the great pedagogical value. As we know nowadays Uzbekistan expands more and more relations with foreign countries, hence the interest in studying a foreign language is growing steadily. In the methodology of foreign language teaching there are various ways of optimization the educational activity, including the game. Games are covered in the methodological literature due to the fact that they attract foreign language teachers' interest because of the possibility using them as a mean of emotional release, motivation in educational activity, training, way to test students' knowledge and skills. The work is dedicated to the problem of using language games at English lessons within the framework of communicative classroom. Taking part in various games impacts the development of attention, memory, thinking, imagination, all cognitive processes. For example, the pedagogical and didactic value of a game is that it allows participants to discover themselves, learn to act according to the circumstances; learn norms of behavior; leads to the development of certain language skills, ability to communicate, memorize the material. However, it is important to state that the effectiveness of games as the educational way depends on their compliance with certain requirements, such as the presence of an imaginary situation, in which students will take part; children's awareness of the outcome of the game, its rules. The game is not just collective fun. This is the main way to achieve all of the tasks in education, therefore, teachers should know exactly what skills needed to improve. The game is a teaching tool that activates the mental children's activity, allows to make educational process more attractive and interesting, makes them worry in order to create a powerful stimulus in language acquisition. It is important and appropriate to use various types of games, what games are effective and. Using games during the lesson is very important. Children like indoor and outdoor games, puzzles, crosswords, competitions. Conducting this activity, teacher is obliged to create a friendly atmosphere during a lesson, to accept children's ideas concerning the rules of the game itself,

remember that all participants are in equal conditions, maintain children's interest to the material. Learning foreign language is the organization of children's education through games, which is caused by a number of factors. Firstly, intensification of educational process puts forward the objective of finding means of maintaining children's interest to the material and enhance them. One of the most effective means of solving this problem is the didactic games. Moreover, one of the major problems in teaching a foreign language is learning the spoken language, which in its turn creates the conditions for realizing communicative functions. The language allows to approach the learning process to the real training conditions which increase motivation for learning a foreign language. Children's involvement in oral communication can be successfully implemented in the context of playing activities. The analysis of school textbooks shows that they don't provide a unified theoretical and didactic foundation for using language games. In case there are some language games in a book, it doesn't contain many of them or have a sufficient amount of communicative activities for developing vocabulary and grammar skills in speech activity. It is known in the game especially full and sometimes unexpectedly reveals the ability of a person, especially a child. In school the special place occupied by such forms of work that provide an active part in the lesson, each pupil, increase the authority of knowledge and individual responsibility for the results of the pupil's work. The present method and practice of teaching children in elementary school focuses on the optimal combination of different forms, methods and teaching aids. This allows us to more effectively address training and educational objectives of the educational program. But learning tasks that performed in class, often determine the monotony of intellectual activity of student's by implementing a training goal – securing knowledge and skills development. This adversely affects the development of students and process of learning in the future. The priorities of secondary education significantly changed in recent years. Today, it's main goal – the development of creative student's personality. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun [15].

Game technology also provides a more personalized learning experience. Traditional teaching methods often require teachers to teach to the middle of the class, which may not be suitable for all students. However, with game technology, students can learn at their own pace. Games can be adjusted to meet the needs of each individual student, providing a personalized learning experience that is tailored to their strengths and weaknesses.

Lastly, using game technology in teaching English can provide motivation for students. Games are fun and engaging, and students are more likely to be motivated to learn if they are having fun. This motivation can lead to improved language skills and a deeper understanding of English.

In conclusion, game technology is a valuable tool in teaching English to non-native speakers. It provides immediate feedback, promotes collaboration and communication, offers a personalized learning experience, and provides motivation for students. With the continued

advancement of game technology, we can expect to see even more innovative approaches to language learning in the future.

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