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LEARNING VOCABULARY THROUGH GRAMMAR MATERIAL

ИЗУЧЕНИЕ ЛЕКСИКИ ЧЕРЕЗ МАТЕРИАЛ ГРАММАТИКИ

Abstract. In this article, it referred that learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

Key phrases: teaching and learning vocabulary, affective, adaptability, natural acquisition, grammar.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

The scholar Lewis pointed out that games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. Moreover, 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, students can learn English the way children learn *their* mother tongue without being aware they are studying; thus without stress, *they can learn a lot*. Nevertheless, even shy students can participate positively.

The scholar Tyson proposes classification in accordance with its listed *features* we may chose necessary game:

- A game must be more than just fun.
- A game should involve “friendly” competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather *than on* the language itself.

One more scholar, M. Martha Lengeling said the following:

In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics. These are the general benefits of games proposed by the scholar:

Affective: lowers affective filter, encourages creative and spontaneous use of language, promotes communicative competence, motivates, fun

Adaptability: easily adjusted for age, level, and interests, utilizes all four skills, requires minimum preparation after development

Therefore, language learning is a hard task that 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 students 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.

The most instructive language learning games are those that emphasize specific structures. They do not only practice the basic pattern but also do so in a pleasant, easy way that allows the students to forget they are drilling grammar and concentrate on having fun. The following games are concerned with *Yes/No* questions, questions, tag questions, comparative and superlative, adverbs, modals, demonstratives, etc.

Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalizing it. One way of focusing this energy is through the release offered by games. Teenagers are delighted to be asked to do something that feels like an out-class activity and in which they control what is going on in they are the objects of teaching. Grammar games can be used in three ways:

- diagnostically before presenting a given structure area to find out how much knowledge of the area is already disjointedly present in the group;
- after a grammar presentation to see how much the group have grasped;
- a revision of a grammar area.

We should not use grammar games as a Friday ‘reward’ activity. Using them as a central part of the students’ learning process would be a better idea. Thus, each game is proposed for a given level ranging from beginner to advance. This refers simply to the grammar content of that particular game. But, as it has been already mentioned above, a lot of activities can be adapted to different classes with different grammar components. By changing the grammar content a teacher can, in many cases, use the game frame offered at a higher or lower level.

A game should be planned into the day’s lesson right along with exercises, dialogues and reading practice. It should not be an afterthought. Games are a lively way of maintaining students’ interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. They should also know how much time they have to *play* a game. It is not useful to start a game five minutes before the end of the *lesson*. Students are usually given a ‘five-minute warning’ before the time is over so *they can* work towards the end.

Modern language teaching requires a lot of work to make a lesson *interesting* for modern students who are on familiar terms with computers, Internet *and electronic* entertainment of any kind. Sympathetic relations must exist not only among students but between students and a teacher. It is of special importance for *junior students* because very often they consider their teachers to be the subject *itself*, *i.e.* interesting and attractive or terrible and disgusting, necessary to know or *useless* and thus better to avoid.

Children learn with their whole beings. Whole-child involvement means that one should arrange for the child’s participation in the lesson with as many senses as possible. Seeing pictures of children performing actions and repeating, “The boy is running”, “The girl is hopping” is not at all as effective as when students do the actions themselves in response to commands and demonstrations from the teacher.

All said above is fairly true to adult learners not only children, because of our common human nature to possess habits through experience. We all learned to understand and speak our first language by hearing and using it in natural *situations, with people who* cared for and about us. This is the most effective and *interesting way* to learn a foreign language as well. The experts now advise *language teachers* to spend most of the classroom time on activities that foster *natural acquisition*, rather than on formal vocabulary and structure explanations and drills.

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