

TEACHING ENGLISH TO ELEMENTARY SCHOOL STUDENTS THROUGH DIFFERENT GAMES

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Abstract

In recent years, the emphasis on the study and teaching of foreign languages has increased significantly. This is done to make foreign language lessons, especially English, more interesting, that is, using a variety of innovative methods, techniques and interactive games that challenge a wide variety of students. Using games throughout the lesson further enhances students' interest in learning the subject. A sample group of Grade 6 classes in a research project included 26 English additional language learners. One grade 6 classes were selected, 13 pupils were being the experimental and the other 13 were being the control group. Over 20 days, the experimental group was taught English as a second language with the help of different interactive games on a daily basis. A significant difference in the means between the control and the experimental groups was recorded during a re-test done on all learners of the two classes. The experimental group performed well in a test and their knowledge percentage was higher than the other group, because they could remember more due to practising new things they had learnt during the lesson through games in English. This finding has important teaching implications for ESL.

Key words: teaching foreign languages, English, innovative methods, different interactive games, second language abilities, experimental group, control group, ESL.

INTRODUCTION. The purpose of this article is to show how important the games are in learning English, and teachers can not only teach students new things in the class through these games, but also prevent students from getting bored in the class and learn the language. This is also important so that their interest in learning does not decrease. In today's fast-paced and visually stimulating world, developing language skills in an interesting way with full of energy is paramount for elementary school students. Games have long been recognized as powerful tools for motivating young learners and improving their language skills. The purpose of this study is to investigate the benefits of using games to improve language skills in primary school students, highlighting the different approaches, methods, and outcomes associated with this pedagogical approach.

It is worth mentioning that when teaching language to children, it is necessary to use such games in which all students participate equally and learn new things from the lesson (for example, new vocabulary can be memorized, if this process is repeated every day, the student vocabulary increases to a higher level). It is inappropriate to start the lesson with grammar concepts, especially for younger students, because it causes them to quickly get bored. As a result, interest in teaching may fade . [1-5]



With them, even the process of greeting should be started in a non-traditional way, for example, the method of starting the lesson with some kind of greeting song in English (mainly a motivational method for primary school students) is an effective way. If the lesson continues in this way, the students will not lose their attention to one task during the lesson. They even look forward to English lessons. Of course, all this should be organized by the teacher, and it is the pedagogue's responsibility. Therefore, some types of games can be mentioned to make learning a foreign language interesting.

[6-10]

METHODS. Games offer an interactive, immersive method for developing language skills in elementary school students. "Role-playing games" can be used to improve the effectiveness of English lessons. The advantage of this game is that it is played based on the situation. This game is not only useful for learning science, but also helps to develop mental ability. In this game, topics are selected and children create dialogues. For example, the conversation of a passenger in the process of stopping a taxi, or conversations in clothing stores, all of this is spoken and shown in English. It is in this game that we can use the tactics of working with a group, that is, dividing students into groups and dividing them into different topics. In this case, competition also occurs. Competition is the criterion for progress. If the group that has done the task well is encouraged, the rest of the students will also be motivated. In addition, it is appropriate to use didactic games to conduct English lessons meaningfully.

RESULTS AND DISCUSSION.

The aim of this research initiative was to explore how games could cultivate the learning process and ultimately the language talents of English as a Second Language learners at the sixth-grade level. Learning English through games is important especially for listening, speaking skills and improving vocabulary and grammar base. Therefore, some special games such as "Object" and "Pictionary" were used mainly during this research. The former game is about objects or things that students should say their names in English after they are showed all of these objects according to their memory. The next game is related to drawing pictures, teacher gives cards that was written the names of objects, students should draw the pictures of them after choosing a card. According to scores which gathered during the game winners are defined. Both games are urgent to improve students' vocabulary base. This research project involved conducting quantitative analysis and employing a basic pre-test – post-test experimental design. In this type of framework, an experimental group is exposed to a treatment or strategy, while the control group does not receive the treatment.

While all conditions remained consistent between the experimental and control groups, a test-based investigation into the impact of a targeted stimulus was conducted [11]. Both the trial group and the comparative assembly received pre and post assessments simultaneously, however the latter beneficiaries did not undergo the "treatment". Certain principles of positivist methodology, as established by Herrington and Oliver, were reflected in this research [12]. For instance, authentic contexts mirrored real world application of knowledge and activities accurately replicated practical experience. Objectivism views reality as independent of perspective – an orderly objective reality known through unbiased means [13]. We researchers also aimed to logically interpret findings and apply outcomes to aid young learners in mastering the language of learning and instructing.

Initially, a class was chosen and split into experimental and control groups. Appropriate visual and auditory tools were then selected in accordance with students'



developmental stage. Their age was a factor in identifying fitting, meaningful and a bit simple game. For twenty days both groups were closely observed.

Utilizing interactive games, activities provide an entertaining approach to language acquisition beyond traditional methods. The following experimental procedure outline how and what kind of games are beneficial:

1. *Game Selection*: They should be appropriate to the age and levels of students also the theme of the lesson. Mainly, "Role playing games" were used in the research.

2. *Grouping*: Games should be divided into groups according the steps which they are used, some of them may be used at the beginning and others may be at the middle or end.

2. *Pre-stage*: Introduce the requirements of the game, divide groups and provide background information to scaffold students' understanding.

3. *Active Session*: Organize the game according to instructions and control the noise and behaviour of students, let students do their best, game should be attractive to all students.

4. *Post-stage*: Facilitate discussions, feedback and comments on students' mistakes, give rewards, motivation and revise all new words and grammar rules during the game.

Benefits and Outcomes:

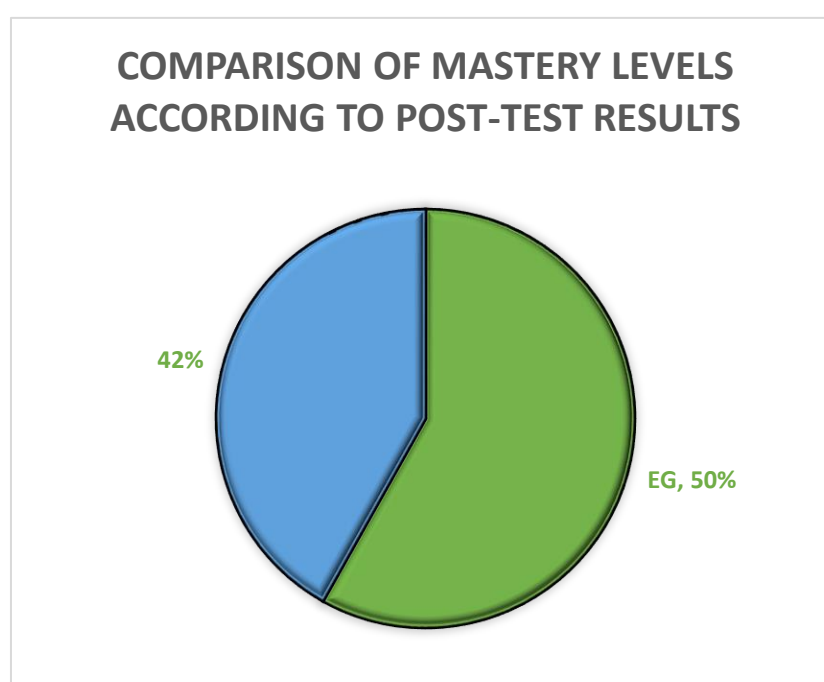
The incorporation of games in language learning offers numerous benefits for elementary students. Actively engaging with games provides students with opportunities to expand their vocabulary, grammar rules, improve speaking and listening skills, improve pronunciation. These interactive experiences promote increased student engagement, enhanced listening comprehension, respect each other, work with groups and foster a positive attitude towards language learning.

Following 20 days of the study, tests with the same sub-tests were administered individually to all learners in the experimental and control groups. By comparing pre-test and post-test scores, the data from both sets of test results were combined to indicate improvement or lack for each learner. These specifics are not discussed in this article as they are considered particularly valuable to the teachers of the two classes. It is challenging to determine the efficacy percentage of each game, because lots of different games were used in the program. Therefore, the researchers found it unnecessary to differentiate between the results of each subsection. An overall mean for the entire sample was calculated and yielded significant results. During the research students boosted their vocabulary base through games and visual aids. The overall means for the experimental and control groups produced the following results.

Multiple comparisons of means were conducted on the difference-means of the various levels of the identified significant variables. Comparison of mastery levels according to post-test results – shows the level of growth (EG–CG; EG/CG), $50\% - 42\% = 8\%$; $50/42 = 1.2$), where it can be seen that the children of the experimental group grew by 12 percent (1.2 times) higher than those of the control group. This can be clearly seen in the diagram below:

Pie chart: Listening skills: Means for experimental and control group

Overall, using games could have a favorable impact on the acquisition of English as a second language, particularly on listening and speaking skills for ESL learners. Enhancing the



English language skills of young non-English speaking learners could improve their overall academic performance, contributing to their success in school.

CONCLUSION

In summary, the results of this research project highlight that games can have a significant impact on improving listening and speaking skills, especially among young ESL learners. The results of this study show that a well-planned games can not only help ESL learners improve their listening and speaking skills, but also contribute to their overall language acquisition and proficiency. When using games, we can change them depending on the knowledge and age of the children, that is, make them easier or more complicated. The purpose of these above-mentioned games is to strengthen the memory of students, to increase their mental capacity, quickness, intelligence, to remember new words easily and, most importantly, to organize the lesson in a meaningful way. Today, the educational process is mainly carried out in a traditional way, but it is necessary to organize continuous learning of foreign languages at all stages of the educational system, as well as to improve the qualifications of teachers and to teach with modern educational and methodological materials. provision requires further improvement. By introducing advanced methods of education with modern pedagogy and



information communication, it is desirable to make the growing young generation an expert in the languages they are learning and, on the basis of this, they can speak these languages easily. After all, everything is for the great future of our youth and the development of our country.

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