ORGANIZING VOCABULARY GAMES IN FOREIGN LANGUAGE CLASSES

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ABSTRACT

This article is about organizing vocabulary games in foreign language classes. It was clarified essential words and expressions for teachers and language learners in this situation, classification of language games and importance of them.

Keywords: Games, practice, communication, to compete, evaluation, enjoyable time.

INTRODUCTION

"One of the most important issues is to further increase the scientific potential in higher education institution, and to extend the range of scientific and scientific-pedagogical training."

Sh. Mirziyoyev
In the conditions of democratic transformations taking place in the country, in connection with the renewal of the socio-political, socio-economic and cultural life, the question of the social function of modern education, namely the study of foreign languages, becomes acute. The progress of society largely depends on the quality level of education, upbringing and development of the younger generations.

The effectiveness of teaching English is currently determined, to a greater extent than previously, by the rationalization of the educational process and the efficiency of its use.

Teaching vocabulary is a very important objective in the curriculum. Word is a central unit of a language: language first of all is a system of words. Without a sufficient vocabulary students cannot communicate effectively and express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language.

Teaching vocabulary is not as an easy task as it seems to be at first sight. Games help the teachers to create contexts in which the 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 point of view or give information.

Games can provide intense and meaningful practice of language, they must be regarded as central to a teacher's repertoire. Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all stages of the teaching or learning.

Literature review
Baudains & Baudains admit that "It's not easy to sustain the argument that learners should always find immediate enjoyment in their class work, and even more difficult to support it with practical ideas that will stimulate students and educators in an infinity of different teaching

situations"[3, 177]. That is why teachers should use games. Young learners love them, in many cases, they fairly call for them. They understand games as a natural part of their lives, something they need to surround them to evoke enjoyable and friendly environment. They further assume that games are also a ticket to the world in which there is no passive and boring accepting of grammatical rules and noting them down into exercises books.

Games essentially require certain set of rules adhered by all players to keep boundaries of fair play and to achieve the intended goal. Lewis & Bedson express that "The rules of the game set clear limits within which the children's natural decision-making processes must function"[4, 67].

Stevick distinguishes four features of games. First one is that players have something in common like ability to play the game or a thing that is necessary for playing the game (cards, a dice, a board). The second feature is the rule of the game. The feature here is that any restrictions on the players' actions still leave them free enough so that their actions are not entirely predictable. That means that players are able to react according to the situation and choose the best solution to be successful in the game. The last feature that Stevick mentions is the goal of the game. The goal should be mentioned by the teacher in order that students know what the objectives of the game are [8, 87].

Some of the reasons for using games are declared by Lewis & Bedson as they declare that apart from their motivational value as an enjoyable form of activity, they provide a context in which the language is embedded. This context is 'authentic' in the sense that game creates its own world: for the duration of the game, it replaces external reality [4, 67].

Research methodology
There are a lot of types of classroom activities. One of the activities is teaching which can be divided into three subcategories: games, exercises and conversations. Each subcategory has its own purpose. For games, it is having fun. Exercises are used by teachers to study the language. To share real information and practice students' communicative skills are the purposes of conversations. Besides teaching, there is also the evaluation, which helps to check if the process of learning is successful or not. We will speak about organizing of vocabulary games.

Analyses and results
Experiences of teaching foreign languages show that there are four types of games according to participants: class, individual, pair and group work. Of the four types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. In classwork it is easy to demonstrate that learners say only one or two sentences in a lesson or, indeed, in a week. The greatest mistake (if oral ability is an aim) is for the learner not to speak at all. Thus, although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be few mistakes.

Pair work: this is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all these reasons, we often prefer to organize games in pair or general class work, rather than in group work.

Group work: some games require four to six players, in these cases group work is essential. Membership of games should be constant for the sake of goodwill and efficiency. If there is too be challenge between groups, they should be mixed ability. If there is to be no such challenge, the teacher might choose groups according to ability: this is very much a personal choice. Many teachers consider it is advisable to have a group leader. The leader's role is to ensure that the game or activity is properly organized and to act as an intermediary between learners and teacher.

The teacher's role, once the groups are in action, is to go from group to group listening in, contributing and if necessary, correcting.

It is absolutely essential that the learners are totally familiar with the games they are asked to play, (it is helpful if they are familiar with the game in their own language.)
Once the learners are familiar with group work, new games are normally introduced in the following way:
-explanation by the teacher to the class
-demonstration of parts of the game by the teacher and one or two learners
-trial by a group in front of the class
-any key language and instructions written on the board
-first try by groups
-key language, etc. removed from the board.
It is essential to choose games which are appropriate to the class in terms of language and type of participation. Having chosen in appropriate game, its character and the aims and rules must be made clear to the learners. It may be necessary to use the mother tongue to do this. If the learners are unclear about what they have to do, chaos and disillusionment may result [2, 6].
The general language which can be used to organize and comment on games is as rich in its potential for learning as the specific language of any particular game. There have been listed some of the general language which is useful in organizing and commenting on games.
Language for the organization of games
   1. **General commands, instructions, etc.**

Teacher's language:	Learners' language
Take your time.	Hurry up.
Don't be in such a hurry.	Be quiet.
Look.	Be careful.
Listen.	
Turn round.	
Stand in a line.	
In twos.	
One at a time.	

   2. **Organisation**
      a) **Things required for the lesson**
         Teacher's language:
Akbar, could you (would you, will you) give out the pencils (scissors, rulers), please?
Fetch the tape recorder (the projector) from the storeroom, will you?
Bring (give) me some chalk (some paper, a pencil), please.

You'll each need
You each need
 You'll all need

You'll need
You need   a pencil (ruler, scissors…). ;   pencils (rulers, scissors…).

Have you each got (Have you all got, Have you got) a pencil (ruler, scissors…);   pencils (rulers, scissors…)?
Put up your hand(s) if you need anything (if you haven't got anything).
What   do you need (haven't you got)?
Look. There are some (There's one) here (over there).
Here you are. Come and get it (them, some).
Help yourself (yourselves).
One for you, and one four you…
One (two, three, four,…) each.
One between two (three, four,..).
One (two, three,…) for each group.
Who can lend Karim a pencil?
Learners' language:
Please, may (could, can) I give out (fetch) the pencils (scissors, rulers)?
I'm sorry, I can't find the pencils (scissors, rulers, them, any).
I haven't got a pencil (one, any).
Please may I have…?
(I'm sorry, but) my pencil's broken.
Look./ There's one/ over there.
          There it is/ on the table.
          There some/ on the disk.
          There they are/ by the window.
Here you are.
One for you, and one for you…
  b) **Arrengement of the classroom**
       Teacher's language:
Move (put, take) the (your) desk(s)/chair(s)/things over there please.
Move, (put, take) the (your) desk(s)/chair(s)/things back where it (they)came from.
  c) **Grouping of learners**
       Teacher's language:
Work with the person sitting next to you.
Work in twos (threes, fours, your groups).
Split (go, get) into your groups (now) , please.
Aziza, (would you) sit next to (behind, in front of), Karim, please(?)
In groups. In your groups.
On your own. By yourself.
You be the group leader.
Would you be the group leader?
Who's next? Whose turn is it?

Learners' language:
I want/ I'd like to work with…
Let me/ Let's have a turn (go, look).
Whose turn (go) is it?
You do it first (next).
Let me / let's do it first (next).
  d) **Organisation of the game**

Teacher's language:
First / then/next/finally,…
It's your turn. Is it your turn?
It'll be your turn next.
Who hasn't had a turn yet?
You take it in turns.
When he …then you must…
If you want any help, put up your hand(s).
Who wants to try / have a go?
You must…
You've got to…

3. **Praise, blame, and evaluation**
   Teacher's language:
   (I think) this one (these) is (are) better than that one (those).
   I don't think this one (these) is (are) as good as that one (those).
   Good. Quite good. Very good. O.K. fine. Great.
   Well done. Right. Correct.
   Wrong. Not right. Not very good.
   Not quite right.
Learners' language:
   Is it (this) all right?
   (I think) it's good/ this is great/ they're rubbish.

4. **Interpersonal exchanges**
   Teacher's language:
What's wrong? Can I help you?
All right?
Learners' language:
Please/ Excuse me, Mr Smith (Mrs Smith/ Miss Smith/ Dr Smith…
Would you like to…?
Let's…
Yes. No. o.k. all right. Certainly not.
Of course.
Wait a moment.
I've finished.

CONCLUSION

Taking all the main points which are mentioned above into account, we can state that students need games and it can be a good motivation for them to use playing activities as an instrument of their subconscious learning. We can consider that as an integral part of learning process.

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. In addition to that, we must pay attention to the linguistic and psychological abilities of the today's learners because they can use modern informative technologies almost well, and the teachers themselves must focus on their achievements to acquire the target language at advanced level. Besides that, organizing games help the specialists of teaching foreign languages resolve methodological and psychological problems that they may have during lessons. Moreover, it

is important to mention that to use new technologies in the education sphere assists us to do one of the most crucial tasks of our President in his Address to the Oliy Majlis in 2018: "We need to educate our young people in a worthwhile way and realize their aspirations for science. To this end, we need to develop the system of pre-school education, material and technical basis of secondary and higher educational institutions, scientific and educational process [1]". As a result of this, we have aimed to develop not only the process of educating our young generation, but also make them professionals of theirs spheres by broadening their language and cultural competences.

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