TEACHING ENGLISH THROUGH GAMES FOR MULTILEVEL LEARNERS

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Annotation: This article which I am writing about the important and effective sides of Teaching English through games in grammar to learners in different level. According do statistics many young learners interested in learning languages with various ways like games or activities. In this article we see the role of games in teaching language as well as different games.

Аннотация: *Эта статья, которую я пишу, посвящена важным и эффективным сторонам преподавания английского языка с помощью игр по грамматике для учащихся разного уровня. По статистике, многие молодые ученики заинтересованы в изучении языков различными способами, такими как игры или занятия. В этой статье мы видим роль игр в обучении языку, а также различных игр.*

Anotatsiya: *Mening bu maqolam ingliz tilini multilevel darajadagi o'quvchilar uchun turli xil o'yinlar orqali o'qitshning foydali va muhim jihatlari haqida. Statistikaga ko'ra, ko'plab yosh o'quvchilar tillarni o'yin yoki mashg'ulotlar kabi turli usullar bilan o'rganishga qiziqishadi. Ushbu maqolada biz turli xil o'yinlar bilan bir qatorda til o'rgatishda o'yinlarning rolini ko'rib chiqamiz.*

Key words: *methods, represent, curriculum, effective, individual, teamwork, category, theory, activity, organize, challenging, rule, competition, process, relaxation, demonstration, guessing, board, viewpoint, matching, teacher, leverage, pupil, benefit, motivation.*

As per the Dec. 10, 2012, proclamation issued by President I.A. Karimow of the Republic of Uzbekistan regarding the advancement of foreign language teaching and study, foreign languages are considered an indispensable component of curriculum at school, lyceum, college, and university levels. Students in higher education as well as those in nursery school participate in the teaching process. Numerous changes are implemented in the following domains: The National Testing Center will develop and implement a unique method of evaluating a student's proficiency in a foreign language; beginning with the 2015–2016 academic year, English proficiency tests will be included in university entrance exams; a major improvement is anticipated for learning centers to have access to these tests.

Teaching English through games has proven to be an effective and engaging method for both young learners and adults. This approach leverages the natural enjoyment and motivation derived from play, making the language acquisition process more enjoyable and less intimidating. Here are some key points and strategies for integrating games into English language teaching.

1.The theory of games in teaching English

"The term 'game' is used whenever there is an element of competition between individual students or teams in a language activity," according to Greenall (1990) (p.6). The aforementioned guidelines are especially important when "an element of competition" is present. Additionally, games are highlighted in this instance to foster students' teamwork and unity by requiring them to work together to complete tasks or even to code any requirements that the games may have for team spirit. As a result, a variety of elements, including rules, rivalry, relaxation, and learning, are included in games. Using games in the classroom is mostly done to assist students learn more efficiently while still having fun.

But before the pupils begin, the rules of the games need to be well taught and understood by them. There must to be a minimal number of clearly stated rules. Furthermore beneficial are demonstrations, which aid students in comprehending the rules of the game and in adhering to them.

2. Game classification

Since categories frequently overlap, it can be challenging to categorize games. Hadfield (1999) describes two classification schemes for language games. First, there are two categories for language games: communicative games and linguistic games.

- Accuracy is emphasized in linguistic games, such as providing the right antonym.

- Successful information and idea exchange is the main goal of communicative games. For example, two players can notice differences between two photographs they have that are similar to each other but not exactly the same. While maintaining proper language usage is still crucial, reaching the communicative aim comes first.

Secondly, Hadfield (1990) creates many more categories for language games. In addition to being categorized as communicative or linguistic games, certain games will have components from more than one category.

Organizing, classifying, or setting up games. For instance, students are given a deck of cards with various products on them, and they are asked to sort the cards into categories such as department shop and grocery store products.

3. Different games for teaching English

Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

Labeling games. These are a form of matching, in that participants match labels and pictures.

Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.

Board games. Scrabble 4 is one of the most popular board games that specifically highlight language.

Role-play games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant.

4. The advantages of using games in language teaching and learning

According to Wright, Betteridge, and Buckby (1984), games play a crucial role in language learning by helping learners maintain their interest and effort over a sustained period. They also enable teachers to create meaningful contexts for language use. Conversely, Richard-Amato (1996) emphasizes the pedagogical benefits of games in foreign language education, highlighting their ability to motivate students, reduce stress, and promote authentic communication. Despite the misconception that games are merely for entertainment rather than educational purposes, they are a valuable tool in language teaching and learning.

Though different in the viewpoints, the linguists want to emphasize the ultimate aim of using games in teaching is those teachers want a better lesson in which their students benefit much. What is common in all these descriptions is the fact that games involve many factors such as employing rules, fostering cooperation while making learning fun. One can simply say that games are enjoyable. However, in addition to being enjoyable, games refer to rules to be followed pointing at a serious instructional planning and delivery process. As expressed by Lee (1979, p.3) games have a very clear beginning and ending and they are governed by rules. Competition, which is associated with games, plays a crucial role as for the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over. Similarly, games' making learning easier in an enjoyable way suggests that games are full of fun which leads to successful learning. In many games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. No matter how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a foreign language.

Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game.

LIMITATIONS AND SOLUTIONS OF TEACHING THROUGH GAMES

The use of games in education has both advantages and disadvantages. Some students may initially be hesitant to participate in game-based learning activities, but their attitudes often change positively after experiencing the benefits firsthand. Many students believe that

incorporating games into the curriculum on a regular basis can make learning more enjoyable and effective. However, some teachers may view games as disruptive due to noise levels and language use during gameplay. Additionally, not all games provide contextual learning opportunities, which can limit their effectiveness in helping students acquire new knowledge and skills.

Another disadvantage of games is sometimes teacher failed to get students to understand the rules of games and this led the games to failure. Thus, as a teacher, the leader must be patient and tried to make clear the games' rules to students. Furthermore, before using games teacher must pay attention to the ages of students, the levels, as well as the appropriateness of chosen games. Not all games are appropriate for all students, and conversely not all students are receptive to all games. Luckily enough, most games are level adjustable and can be readily adapted for the different levels of the students.

There are many factors to consider when choosing games for teaching and learning vocabulary. We should be very careful about choosing games if we want to make them profitable for the learning process. If a teacher wants games to bring desired results, they must suit either the student's level, or age, and participation willingness. These three factors are only secondary to the first goal of using a game to help meet the aims of an English lesson. As Siek-Piskozub (1994, 37-38) puts it: A game which heavily involves moving and singing might not be so appropriate for older students, just as a game where tactics are involved or complicated rules or themes might not be appropriate for a younger class. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, showing pictures, competing between groups and the like. And college students benefit from higher models.

In conclusion, Games are entertaining and structured around rules. While problem-solving activities, even when they are structured, call for individual responses and innovative solutions, most games involve choral responses or cooperative works. Games are usually employed in the practice section after the presentation, as these types of communication tasks can only be completed once adequate lexical and grammar points have been mastered. Learners can thoroughly practice and comprehend vocabulary, grammar, and concepts through carefully thought-out games. Students' motivation is increased by the play and competitiveness that games offer.

Finally, results of this study further show that although a great majority of the participants favor the effectiveness of using games in grammar teaching, they do not use games as frequently as expected. Most of the participants express that this is because of the crowded classroom environments and the heavy load of the curriculum. With accurate planning and information passed onto the teachers, this problem should be dealt with to secure the benefits of games in the foreign language classroom.

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