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## USING GAMES IN TEACHING ENGLISH VOCABULARY FOR STUDENTS OF ENGINEERING

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### Abstract

Article deals with the methods of teaching English vocabulary. The author introduces the methods of teaching the vocabulary with games, there were organized interesting competitions for recognizing the meanings of words in the process of teaching students of TIAME. It was indicated the importance of games in the process of teaching vocabulary and worked out the exercises directed to the irrigation and melioration as word association, practice adjectives, memory game, defining words and paraphrasing, proverb chain, description, topic discussion and make up a story. Given methods can serve for development of vocabulary and fluent speech.

**Key words:** teaching English vocabulary, effectiveness of games in teaching English, specialized teaching, working with specialized vocabulary, increasing of interest of students.

## МУҲАНДИС ТАЛАБАЛАРГА ИНГЛИЗ ЛЕКСИКАСИНИ ЎРГАТИШДА ЎЙИНЛАРДАН ФОЙДАЛАНИШ

Наргиза Ширинова

### Аннотация

Мақола инглиз тили лексикасини ўргатишга бағишланган. Муаллиф ТИҚХММИ талабаларига инглиз тили лексикасини ўргатиш, ўйинлардан фойдаланган ҳолда уларнинг мазмунини ёритиш каби методик усулларни тақдим этган. Ўйин-топшириқларнинг лексикани ўргатишдаги аҳамияти кўрсатилиб, ирригация ва мелиорация соҳасига оид ўйин-топшириқлар, яъни сўз ассоциацияси, сифатларни машқ қилиш, хотира ўйини, сўз ва ибораларни изоҳлаш, мақоллар занжири, тасвирлаш, муҳокама қилиш ва ҳикоя тузиш кабилар ишлаб чиқилган. Ушбу усуллар талабаларнинг инглиз тилидаги луғат бойлиги ва эркин нутқ юритишларига хизмат қилади.

Таянч сўзлар: инглиз тили лексикасини ўргатиш, инглиз тили ўқитишда ўйинларнинг самарадорлиги, ихтисосий ўқитиш, ихтисосий лексика билан ишлаш, талабаларнинг қизиқишини ошириш.

## ИСПОЛЬЗОВАНИЕ ИГР В ОБУЧЕНИИ АНГЛИЙСКОЙ ЛЕКСИКИ СТУДЕНТОВ ИНЖЕНЕРНОЙ СПЕЦИАЛЬНОСТИ

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### Аннотация

Статья посвящена обучению лексики английского языка. Автором внесены методические приемы обучения лексики, показано разъяснение значений слов с помощью игр в процессе обучения студентов ТИИИМСХ. Отмечена роль игр в обучении лексики и разработаны упражнения по ирригации и мелиорации, в том числе ассоциация слов, упражнение прилагательных, игра по памяти, толкование слов и фраз, цепочка пословиц, описание, обсуждение и составление рассказов. Указанные методические приемы способствуют обучению лексики и овладению свободной речью.

**Ключевые слова:** обучение лексики английского языка, эффективность игр в преподавании английского языка, специализированное обучение, работа со специализированной лексикой, повышение заинтересованности студентов.

**Introduction.** Effectiveness of the English lessons depends on the methods which are used by teachers. Game is one of the most effective methods which help teachers to ease the effort of learning. They provide language practice in the various skills of types of speech activity as speaking, writing, listening and reading. They encourage students to interact and communicate. To learn English language students must know the vocabulary of the language i.e. a list of words with their meaning because it supports their skills' improvement. The meaning of game is an activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn. They are highly motivating and entertaining, they can give shy students more opportunity to

express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson [1]. Games can be media that will give many advantages for teacher and the students as well. The use of games attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment [2]. Some experts have also figured out characteristics of games that make vocabulary learning more effectively. Lee [3] lists several main advantages when games are used in the classroom, including «a welcome break from the usual routine of the language class», «motivating and challenging», «effort of learning» and «language practice in the various skills».

English teachers should be very careful about choosing

games. As a result they can be profitable for the learning process. Chosen games can bring desired results if they correspond to the student's level, or age, or to the material that is to be introduced or practiced. Games will be difficult when the task or the topic is unsuitable or outside the student's experience. One of the factors influencing the choice of a game is its length and the time, necessary for its completion. Many games have a time limit, but according to Siek-Piskozub, the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc [4]. Some teachers suggest that games be used at all stages of the lesson, provided that they are suitable and carefully chosen [5].

**In the process of learning a foreign language, vocabulary has a great role.** It is a main link which connects the four skills of speaking, listening, reading and writing all together. For the communication well in a foreign language, students should know an adequate number of words and how to use them accurately. Vocabulary is the total number of words in a language. Vocabulary is an important part to master English well. There are essential steps of learning vocabulary [6]. They are:

- Students should have a source for learning new words;
- Students should know the form of new words;
- Students should learn the meaning of new words;
- Students should make a strong memory connection between the form and the meaning of the words.

While playing games students learn to cooperate with other members and compete against another team or players. In the process, learners need to use the language and repeat patterns which can develop their cognitive activity and improve their language skills. Player could communicate with words, mime, use body movements, and gestures among many which guarantee fun and unpredictability. Games are used to assist learners during their language learning. They make classes entertaining and sustain effort and interest. They create an atmosphere of meaningful communication where young learners communicate before, during, and after the game. This atmosphere help in forming comprehensible input including what they understood as they listen and read

and comprehensible output including writing and speaking. Also, games give a rise to emotions when language instruction becomes serious and dry [7].

Games also lend themselves well to revise vocabulary of learners recalling material in a pleasant, entertaining way. It is known that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. These create the motivation for learners of English vocabulary to get involved and participate actively in the learning activities [8].

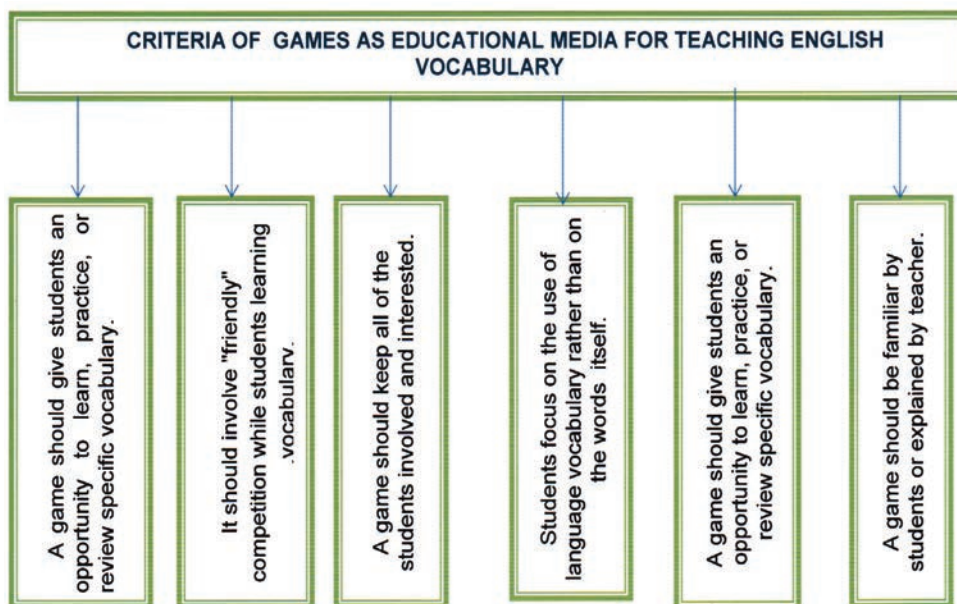
Every teacher must know that teaching vocabulary is clearly more than just presenting new words. The words are most commonly used are those a teacher should teach first. is how to Making English learning fun for students with these excellent ways are the important things in teaching English vocabulary.

But traditional way of teaching makes the students lazy and bored. The teacher must do his/her best to do something different to make students interested, because it depends on the result of teaching. Therefore, teacher should do something interesting which can make motivate them. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices them and shows appreciation for what they are doing. So, to motivate them teacher needs something new and interesting that can stimulate their curiosity [9,10].

In learning English vocabulary using games has a great place in all stages of teaching. The students have strong and good motivation to deepen English language. Also, they are easy to accept the English language because they learn the material by playing games. The third, teaching English vocabulary by using games can help teacher in teaching/ learning process. Skills of vocabulary help the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kinds of topics. If the learners do not know the meaning of the words they will be unable to communicate with others, unable to express their ideas [11,12].

In institutes and universities it is more important to learn specific words which can serve for the development of students' future career. Teaching vocabulary connected with agriculture help students of this direction to develop their cognitive activity and put into practice their knowledge which can play an important role for their future development. Following games for vocabulary can help students of Irrigation Institutes to develop their knowledge in English language. Also they can provide the effectiveness of English lessons in Agriculture Universities [13].

1. Word association requires students to name all the words



they know associated with any lexical category. One student says a word from the category, then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. For the category agriculture, for example, the game might begin this way:

planted the tree  
 Vietnamese proverb  
 Student 3: Friends are flowers that never fade  
 English proverb  
 Student 2: Don't allow the grass to grow on the path of friendship  
 Native American proverb

Students continue the game until they have used all the proverbs they know. Another way to end this game and have a winner is to eliminate the student who repeats before or uses the wrong verb form in the proverb.

5. Team game[15]. For this game the teacher has to prepare cards with the names of different tools. The students are divided into two teams. Then the teacher takes any card and reads the name of one tool. The first team must name the shape of this tool, the second team — the function (or usage) of this tool. Then the teams exchange their tasks.

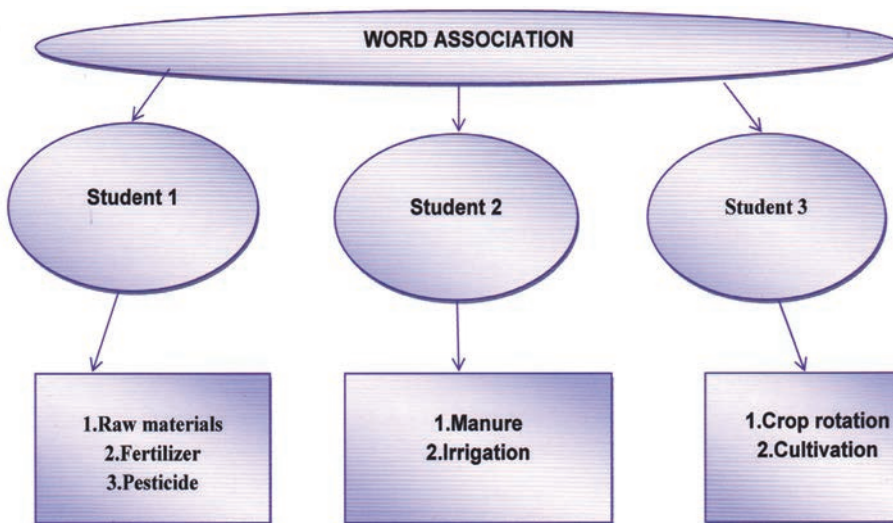
6. Topic discussion[16]. The students of the group choose a topic for a discussion (nature, soil, water). Then the group is divided into two teams. The students of each team have to give sentences on the topic one by one using the emphatic construction «it is .... that». The winner is the team that gives the last sentence on the topic. For example:

Student 1: Nature. It is the physical world and everything in it that is not made by people.

Student 2: Soil. It is a natural body consisting of layers (soil horizons) that are composed of minerals.

7. Exaggeration game[17] gives students the opportunity to practice adjectives on the topic such as magnetic, natural. Teacher must ask students to make up phrases with adjectives. For example: magnetic storm, natural process. The teacher calls on someone to pick a card and read. Then that person calls out the name of another student, who has to answer the question using an appropriate adjective and the game continues. Any student who does not use an adjective while answering is eliminated.

8. The most interesting. The students are divided into two teams. Each team is given a task to make up a story on a certain topic. («In the mountain», «In the field»). The winner is the team that makes up the most interesting story with few



Anyone who can't think of a word immediately has to drop out of the game.

2. Memory game begins with one student saying a sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order, for example,

Student 1: Agriculture is also called farming or husbandry.

Student 2: Agriculture is also called farming or husbandry and study of agriculture is known as agricultural science.

Student 3: Agriculture is also called farming or husbandry and study of agriculture is known as agricultural science and it came from Latin agricultūra, from ager, "a field", and cultūra, "cultivation".

and so on. Anyone who cannot add to the list or makes a mistake in ordering the words must drop out of the game. The last player remaining is the winner. This game may be exploited while working with words related to any topic.

3. Guess the tool game[14] provides a good opportunity to develop students' skills in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other, and gives a card with two words written on it to each student and asks them not to show each other. The two words written on the cards are tools and related occupation. Each student describes the tool without saying its name. The other student has to guess the tool and name an occupation that uses the tool, for example:

Student 1: it is used for studying the mineral components of soil.

Student 2: It is an optical microscope. A microscope using visible light, typically viewed directly by the eye.

4. Proverb chain also serves for building up vocabulary and developing cognitive activity of students. Students should tell proverbs connected with nature term by term. For example:

Student 1: The garden is the poor man's apothecary  
 German proverb

Student 2: When eating a fruit, think of the person who







mistakes.

**In conclusion.** Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Games are used at all stages of the lesson, provided that they are suitable and carefully chosen.

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