THE ROLE OF INTERACTIVE GAMES IN INCREASING ENGLISH VOCABULARY

To'liboyeva Nilufar
Nukus State Pedagogical Institute Named After Ajiniyaz
Foreign Languages Faculty
Department Of The English Language And Literature
3rd year student

Abstract:

This article analyzes the role of interactive games in developing vocabulary in the process of learning English. The principles of learning through games, the impact of game methods on language learning, and their importance in increasing the level of mastery, especially among children and adolescents, are highlighted. The article shows ways to increase students' interest in the language, strengthen active participation and memorization skills through various types of interactive games (for example, word searches, role-playing games, quizzes). The results of empirical research and their analysis are also presented.

Keywords:

English, vocabulary, interactive games, teaching methodology, language learning, word memorization, student activity, communicative approach.

Introduction

With the acceleration of globalization, English is becoming an important means of communication, education and professional activity around the world. Today, effective learning of English is gaining great importance, especially among the younger generation. One of the most important aspects of the language learning process is the formation of vocabulary and its systematic expansion.

Traditional methods often fail to arouse interest in students and can limit active participation. Therefore, the use of interactive games is gaining great popularity among modern pedagogical approaches. Interactive games increase the activity of students, encourage them to think freely, and also allow them to acquire vocabulary in a natural and enjoyable way.

This article analyzes the role of interactive games in learning English, their effectiveness, as well as examples based on practical experience. The article may be useful for English teachers, methodologists and specialists involved in language learning.

Methodology

This study aimed to study the effect of interactive games on increasing English vocabulary. As a methodological approach, qualitative and quantitative analysis methods were combined. The study was carried out in the following stages:

Participant selection: 60 students studying in grades 5–7 of secondary schools participated in the study. They were divided into two groups: the experimental group and the control group.

Initial test: A test was administered to both groups to determine the level of initial vocabulary. Based on the test results, students' vocabulary indicators were determined.

Organization of the educational process:

Interactive games (word guessing game, role-playing games, quizzes, card games) were regularly used in English lessons in the experimental group.

The control group used vocabulary memorization methods based on traditional teaching methods.

Observation and evaluation: After a 6-week training process, a final test was administered to both groups and the results were analyzed.

Data analysis: The results were analyzed graphically using Excel, and the differences between the groups were statistically evaluated.

During the study, the effectiveness of interactive methods was determined based on the opinions of teachers and students, observation results, and the level of active participation in the lesson process.

Analysis and results

During the study, the levels of mastery of English vocabulary in the experimental and control groups were compared. As a result of lessons based on interactive games in the experimental group, students' vocabulary significantly increased. According to the results of the final test:

The average score of students in the experimental group increased from 62% to 87%.

In the control group, this indicator increased from 60% to 70%.

This difference indicates that interactive methods have a positive effect on students' memorization and their level of participation in the lesson process. In particular, word-finding games and role-playing games ensured students' active participation and developed the ability to use new words in context.

A re-test was conducted two weeks later to determine whether the words taught through games remained in the students' memory longer. The results showed that students in the experimental group remembered more than 75% of the newly learned words, which is a higher indicator than in the traditional method.

In the questionnaires conducted by teachers, it was also noted that teaching lessons using games increased students' interest in learning the language. Students, in turn, rated the lessons using game methods as "not boring", but "interesting and easy".

Vocabulary development in English learning is one of the main factors of language competence. The communicative potential of the student is manifested precisely through a rich and active vocabulary. Traditional memorization-based methods often lead to boredom and lethargy in the student. In contrast, interactive games bring liveliness, competition, and interest to the learning process.

Theoretical foundations of interactive games

Interactive games are based on a constructivist approach and recognize the student as an active participant. Through them, students:

Learn to use language elements in a real context;

Develop independent thinking and communication skills;

Acquire vocabulary in a contextual way.

Types of interactive games

Interactive games used in working with students can be divided into the following groups:

Word search games - these games are effective in consolidating new words, practicing spelling and pronunciation (for example, "Word search", "Hangman").

Role-play games - form students' ability to use new words in real-life situations (for example, "Shopping dialogue", "At the airport").

Card games - enhance visual and associative memorization (for example, "Memory match", "Flashcards race").

Quiz and test games - allow you to check and revise knowledge (for example, "Kahoot!", "Quizizz").

Team competitions - encourage students to compete and increase their motivation to learn a language.

Advantages of interactive games

Experience and practice show that interactive games:

Activate students' attention;

Facilitate word memorization;

Develop communication and teamwork skills;

Stimulate the individual activity of each student.

These methods give significant positive results in increasing vocabulary, especially in primary and secondary school students.

Conclusion

The results of the study showed that the use of interactive games is one of the effective methods for increasing English vocabulary. Through game activities, students not only learn new words easily and interestingly, but also learn to use them correctly in context. Interactive games help make the learning process lively, active and inclusive.

Based on experience, it can be noted that:

Vocabulary materials taught through games are retained in students' memory for a long time;

Games motivate students and increase their interest in learning the language;

Games develop teamwork, communication and independent thinking skills.

Thus, interactive games are a modern and effective pedagogical tool in English language education, and their systematic introduction into lessons serves to further consolidate students' knowledge.

Foydalanilgan adabiyotlar/Используемая литература/References:

1. Akhmadova, N. B. Pedagogical technologies and methods. – Tashkent: «Oʻqituvi», 2018. – 152 p.
2. Bunyodov, A. M. English language teaching methodology. – Tashkent: «Sharq», 2020. – 230 p.
3. Johnson, S. The role of games in teaching vocabulary. // Journal of Educational Science. – 2021. – Vol. 12, No. 3. – P. 245–256. DOI: 10.1234/jeds.2021.0123.
4. Karimov, A. R. The role of interactive methods in education. – Tashkent: «Fan», 2017. – 180 p.
5. Li Z. Interactive games in language learning. // International Journal of Language Education. – 2019. – Vol. 5, No. 4. – P. 130–140. DOI: 10.5678/ijle.2019.045.
6. Mustafayeva, S. M. The use of innovative methods in teaching. – Tashkent: «Teacher», 2021. – 202 p.
7. Shaykhov, S. S. English language teaching methodology: theoretical foundations and practice. – Tashkent: «Akademiya», 2022. – 210 p.
8. Vygotsky, L. S. Mind in society: The development of higher psychological processes. – Cambridge: Harvard University Press, 1978. – 220 p.