
HOW TO MOTIVATE STUDENTS USING INTERACTIVE GAMES IN TEACHING ENGLISH

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Abstract

This article focuses on the use of interactive games in teaching English which can serve as motivation for learners and they can also assist learners to acquire the target language, namely English effectively. Furthermore, the interactive games are able to motivate less motivated learners.

Keywords: Self-confidence, interactive games, anxiety, pedagogical value, time fillers.

Using games is advantageous to any language level classes though it may serve different purposes and may be used in different ways. Various studies have been conducted on the role of “play” in language learning and how learning could occur with the help of games. Not surprisingly, many researchers and educationalists support the use of language games in the classroom for a numerous benefits. One of these advantages is that learners are motivated to learn the language when they are in a game. Interactive games as a stimulating factor to arouse students’ interest and one of the highest motivating techniques. Similarly, interactive games are considered as an effective means of sustaining students’ interest.

Students’ anxiety towards language learning decreases as games are employed is another advantage associated with games. In language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners have no fear of punishment or criticism while practicing the target language freely.

As far as learners’ involvement is concerned, the learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning. states that when learners completely focus on a game as an activity, they acquire language in the same way that they acquire their mother tongue, i.e. without being aware of it. To state this differently, by putting learners in real life situations, games make a connection with the real usage of language also contributes that games can capture the attention of the students because players think deeply how to win and get good scores and this motivates them and make the lesson more interesting Using games in classrooms, according to, can facilitate English learning in many perspectives, i.e. providing opportunities for target language practice, facilitating students’ communication, and creating a real life situation for using language. Two years later, adds that playing games in the classroom enables to develop the ability to cooperate, to compete without being aggressive, and to be a good loser.

What is more, in terms of social relationship, mention that games develop students’ social skills in co-operating with others as well as build up team spirit. Contributing to the role of games, through games, students learn much information, facts and concepts about people and things. supplements that the main goal of game activities is enjoyment. Interactive games enhance the social and affective aspects of the students’ character. Moreover, Interactive games are a tool of expression. Students can express their thoughts, ideas, feelings, emotions and aptitudes through games.

To sum up, games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas. Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programs.

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