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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**TEACHING WORDS TO YOUNG ENGLISH LEARNERS THROUGH
GAMES****Gulchehra N. Alibekova**

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Key words: vocabulary, game, young learners, teaching English, challenges, verbal method, dictionaries, grammar translation, audiolingual, group work.

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Abstract: Vocabulary teaching has been neglected for many years and often not taken seriously (Carter, 1998). However, it is gaining momentum as an innovative strategy to engage readers. Although this methodology is not appreciated in traditional settings, particularly in parts of the Middle East and Asia, it is taking root in the private sector and advanced institutions. Vocabulary is considered as the main factor that connects all skills needed in communication. This article aims to prove that games are very effective in teaching vocabulary and influence young learners' interest and interest in language. This paper presents a literature review on teaching English vocabulary through games to young English language learners in Iran. It discusses practical games instruction and how games can be taught more effectively. It describes the purpose and importance of games and how they should be selected and implemented by teachers. Three games for teaching vocabulary are introduced, and then the specific challenges of teaching vocabulary through games are discussed.

INTRODUCTION

Vocabulary teaching has been neglected for many years and often not taken seriously (Carter, 1998). However, it is gaining momentum as an innovative strategy to engage readers. Although this methodology is not appreciated in traditional settings, particularly in parts of the Middle East and Asia, it is taking root in the private sector and advanced institutions. Vocabulary is considered as the

main factor that connects all skills needed in communication (Huyen & Nga, 2003). It is very important for people learning a new language to improve their lexical repertoire. Students with large lexical resources understand different layers of meaning.

MATERIALS AND METHODS

This knowledge can be transferred to more specific tasks; such as tasks that engage learners in the target language. Krashen posits the "input hypothesis," where language is acquired in meaningful interactions. Games structured in this way help students connect "chunks" of language (ie, vocabulary) to real-life situations. According to Gairns and Redman (1986), three methods used in teaching vocabulary include:

1. Visual Aids: These help students connect what they have learned in a meaningful way. This method is considered useful for maintaining vocabulary. Students taught with visual aids learn language faster (Uberman, 1998);

2. Verbal methods: this refers to the use of synonyms, illustrative situations and contrasts.

3. Vocabularies: students learn the meaning of words and model their own language based on the examples provided. There are different types of dictionaries with multiple results such as bilingual, monolingual, pictorial and thesaurus. Allen considers dictionaries to be a "passport to independence" where students gain autonomy in their learning (1983, p.57). However, despite various teaching methods, many young language learners forget new words and do not know how and when to use them. This problem is attributed to several factors, including poor memorization, poor practice, and students' lack of interest or enthusiasm in learning the language (Rohani & Pourgharib, 2013). English language learners encounter many new words as they develop their target language. Therefore, they have to adopt different strategies to put what they have learned into practice. Good examples of this include taking part in guessing and describing tasks or in conversation. Along with students, teachers also need to use different teaching methods for students to learn vocabulary. Games are believed to pave the way for effective learning sessions for students and teachers. In other words, the use of games in the classroom not only increases the effectiveness of teachers, but also makes young language learners active or engaged in the lesson. Hung, Yang, Hwang, Chu, and Wang (2018) compiled eight games, including immersive games, learning games, exergams, simulation games, adventure games, music games, board games, alternate reality games, immersive games, and educational games are some of the most common games. In the context of vocabulary memorization, three games are very popular and will be the focus of this study, including;

1. Back to the board,
2. Bingo,
3. Visual games

The audience for these games is young language learners, and we've reviewed them below. According to the author's experience, he adds that these games are often used in different language schools. Back to the Other easily engages young learners in an educational context. A study by Efandi (2013) found that Back to the Other improves students' vocabulary and achievement. Another study found that , the "Bingo" vocabulary game increases the motivation of foreign English language students in learning vocabulary (Al-Masri & Najjar, 2014). and he is highly respected among foreign teachers.

Young students between the ages of five and twelve attend primary school (Ersoz, 2007). According to Slattery and Willis (2001), young learners are characterized by several characteristics, namely curiosity, imagination and playfulness. Generally, they learn by listening, watching, modeling and practicing. Teachers should consider that their level is not a sign of maturity. Philips (1993) mentions many factors that influence children's maturity, including their gender, culture, environment and parents. It is interesting to note that young learners cannot distinguish the imaginary world from the real world (Ghasemi & Moharami, 2014). Therefore, it is difficult for teachers to understand the perceptions of young students about getting along with students. According to Vygotsky (1962), children develop their knowledge through communication and interaction. In other words, they must participate in hands-on experiences to learn effectively.

The heart of language is vocabulary. Therefore, without sufficient lexical resources, students cannot communicate effectively (Cárdenas, 2004). Halliwell (1992) states that children are naturally creative and teachers should pave the way by creating a conducive learning environment. Educational games meet this requirement: they are a valuable platform for language learning and promote natural communication (Donmus, 2010). in language schools abroad, vocabulary is taught mainly in isolation and out of context and is widely criticized (Al Neyadi, 2007).

RESULTS AND DISCUSSION

Studies have shown that traditional methods of teaching, especially methodologies such as "grammatical translation" and "audiolingual" approach, are outdated. Riahipour and Saba (2012) argue that old methods such as memorizing long lists of words, gap-filling exercises and translation are boring and demotivate students. Finally, they argue that memorizing long words without the structure of the language is pointless and ineffective. Aghlara and Tamjid (2011) recommend that students use vocabulary-based games compared to students who use traditional methods. Aslanabadi and Rasouli (2013) investigated the effects of kindergarten games on the vocabulary development of young English language learners. The findings showed that the games not only added fun and energy to the cohort, but also helped boost self-confidence. Games are really important because they add distraction and act as ice cream. Teachers with a good repertoire of games will advance their students (Rixon, 1991). However, teachers should be careful in selecting the most appropriate games for their

students, as some do not promote language acquisition as well as others (Uberman, 1998). In Teacher Training Courses (TTCs), teachers encourage novices to use games to teach vocabulary. Games are becoming increasingly popular in foreign language teaching and learning, and scientists are doing more research to determine their impact on young learners' achievement. Vernon (2009) states that games are effective in teaching vocabulary because they hold students' attention. It enables the application of analytical skills nurtured with meaningful content. They talk, participate and think about their answers. They use the language and don't just repeat it. Dolati and Mikaili (2011) also investigated the effects of games on vocabulary retention. They found that games can be used in education and can encourage both active and quiet students to participate in whole class activities. Games make learning easy, fun and stimulating for young learners. Through games, students learn language through meaningful and authentic experiences (Lee, 1979). Scholars and linguists agree on the motivational nature of games (Bakhsh, 2016; Chen, 2005; Ersoz, 2000; Al-Masri & Najjar, 2014). In addition, games stimulate positive competition among young learners (Derakhshan and Khatir, 2015). Games act as a stimulus for learning because they encourage students to interact and be active; motivated to succeed, students unconsciously develop the language skills necessary for this, with vocabulary taking center stage (Allen, 1983). Games reduce stress and as a result students concentrate and learn better (Ajibade and Ndububa, 2008; Chen, 2005; Al-Masri and Najjar, 2014). Not only do games enable language acquisition, but the vocabulary learned is usually structured within the cultural dynamics in which they originate. Many surveys have confirmed that games have a great impact on foreign language learning (Chen, 2005).

Teachers should follow a two-step process when targeting vocabulary acquisition. The first step is grouping. This means that teachers should allocate seats so that students can sit close to each other and to their peers. Such an arrangement promotes students' conversation time and meaningful interaction, i.e. language use before, during and after the game. Peer correction in real language settings facilitates target language learning and practice. Phillips (1993) states that teachers should consider the number of students in a group, as this can lead to negative outcomes. He noted that it would be difficult to control a group of more than five people. There are various strategies that teachers can adapt to deal with such problems. For example, teachers can tell students that they are in groups A, B, and C, and then sit them with groups A, B, and C. Another method of grouping is by the month of birth of students. For example, January together, February together, etc. Another possible solution is to provide explanations and instructions that should be taken seriously. Asking Instructional Check Questions (ICQ) is the most important factor for teachers to consider. It is very important to give a clear explanation at the beginning of the game to clarify the purpose or why the students are "doing this". With clear instructions, students are usually less confused and they know their roles, dos and don'ts, which inadvertently boosts their confidence. Cameron (2001) also points

out that there are factors that must be followed in order for a teacher to have knowledge and skills. Teachers should be encouraged to be more curious about their students' knowledge and thinking. Most importantly, teachers need to find what students are interested in and use them in the lesson. A teacher can use different techniques such as facial expressions, body movements and gestures to teach (Rixon, 1991).

CONCLUSION

In conclusion, it should be said that teachers should use new and modern strategies such as games, drama and computer-assisted language learning to increase students' vocabulary (Rohani & Pourgharib, 2013). Games are indeed a more effective and useful method than revision and presentation (Uberman, 1998). Due to the benefits of educational games; they are often used. Games prepare students to be responsible for being physically and mentally active. The games are aimed at the students, not the teacher. In other words, the students' talk time increases compared to the teacher's talk time. Another factor is that games attract students' attention, make them more interested, add fun to the formal learning process and teach students to communicate. In addition, students can practice other skills, such as turn-taking, working individually or with other team members toward a specific goal. Finally, the introduced games have been a key factor in teaching vocabulary to young learners, as games keep children active. As mentioned above, these three games are just a few examples of games, and teachers should remember to choose the right games.

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