



USING GAMES IN ASSESSING PRIMARY CLASSES

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilariga ingliz tilini o'rgatishda o'yinlardan foydalanishning ahamiyatini o'rganiladi. Qiziqarli o'yinlar juda ko'p, lekin o'qituvchi qaysi o'yinlardan va qachon foydalanishni, ularni boshqa mashg'ulotlar bilan qanday bog'lashni bilishi kerak. Muvaffaqiyatli til o'yinining kaliti - qoidalar aniq, mazmunli va, albatta, qiziqarli.

Kalit so'zlar: o'yinlar, instruksiya, omad, qiyinchiliklar, aksent

Annotation: This article research the importance of using games in teaching English to primary class pupils. There are a lot of interesting games but a teacher should know which games to use and when to use them, how to link them up with other activities. The key to a successful language game is that the rules are clear, meaningful and, of course, the game should be fun.

Keywords: games, instructions, success, difficulties, emphasize

Аннотация: В данной статье исследуется важность использования игр в обучении английскому языку учащихся начальных классов. Есть много интересных игр, но учитель должен знать, какие игры использовать и когда их использовать, как связать их с другими видами деятельности. Ключ к успешной языковой игре заключается в том, чтобы правила были четкими, осмысленными и, конечно же, игра должна приносить удовольствие.

Ключевые слова: игры, инструкции, успех, трудности, акцент.

“There is nothing greater than empowering someone with love of knowledge.”

On May 6, President chaired a meeting on measures to improve the system of teaching foreign language. Uzbekistan's policy of openness, active entry into the global market, expansion of international cooperation in all areas the need for studying foreign languages. According to president's great attention to teaching foreign languages and to rise its quality for us foreign language teachers is bound great responsibility. Think thoroughly about the content of the lesson and approach with effective techniques. Creating positive environment for effective learning in



the classroom is the concern of all the teachers. They have to find different ways of engaging students in their lessons, to encourage both active and weak students participation in lessons, to acknowledge the diversity of interests and motivations learners bring to the classroom, and to apply useful strategies that make the class to work cooperatively.

From the first grade at schools, children start learning English. As they are very young and learning foreign language may be difficult for them, lessons are usually held with the help of interesting games.

Games are very useful especially for younger learners. While beginning to learn a foreign language, pupils need some time to adapt to the language, its sounds and rhythms. Most of learners easily achieve success in this sphere, while the others can have difficulties and require more time. Games help children to listen and understand language without requiring production. Finally, games develop their social skills such as working in groups, communities and good relationships while they interact with each other. [2]

Children are fond of playing games as they feel happy and free while playing. If they feel themselves comfortable and safe, they learn the language very quickly. It means that we have reached our objectives. [3]

There are a lot of interesting games but a teacher should know which games to use and when to use them, how to link them up with other activities. The key to a successful language game is that the rules are clear, meaningful and, of course, the game should be fun. While giving instructions to younger learners, usage of mother tongue in explaining some difficult words is useful for clear understanding. If we demonstrate them, they will get us without any difficulties. In addition, it is very important not to play a game too long. It will be as great a bore as to hear a poet read his own verses. It is better to stop a game at its peak. [2]

There is a wide variety of games, which can be used with learners.

One of such easy and interesting games is “Opposites”. It is a vocabulary game. Any number of players can play this game. The players sit in a row. The leader stands in front of them whatever the leader tells a player to do; the player must do the exact opposite. If the leader tells the player to stand up, he must, of course sit down. If the leader tells the player to smile, he must not smile, though it is very difficult. If the leader tells the player to cry, he must laugh and so on. The player who cannot do that drops out of the game. The last player in the game is the winner. It helps pupils to develop their oral speech and enrich their vocabulary. We can revise and consolidate the previous materials through this game.



Another funny game, which I usually use for inspiration, is “Sausages”. It can be used at any time of the lesson. In this game, all players sit in a circle and ask “it” such questions as “What is your favorite fruit?”, “What is your nose like?”, “What do you put on in the morning, when it is cold in the street?”. To every question “it” must answer “Sausages” if he/she laughs or even smiles, he/she drops out of the game. Then another player must take his place in the centre of the circle. The winner is the player whom the players cannot make laugh or smile and it is not very easy to remain serious in the game, as it may seem.

The next game is “Magic pencil-box”. I usually use them for younger learners. This game played by teams is useful to practice numbers. The process of the game is as follows. The class is divided into several teams according to the number of pupils. Pupils choose English names for their teams as “Cats” and “Dogs”. Then these names are written on the board for scoring during the game. Each team should have 12 pencils.

One player from the “Cats” stands up, puts some of the 12 pencils into the pencil-box and shakes it. Then he/she asks the second group the “Dogs” “How many?” The second group tries to find it out. If the answer is correct, the “Dogs” get a score. If the answer is wrong, the “Cats” get the score. The game finishes when all the members of the teams get a turn. The teacher writes the scores on the board. The winner of the game is the team with the most scores. It lasts about 15 minutes. [2]

Another game “My grandmother’s trunk” is a kind of memory game, which is used to revise and consolidate pupils’ grammar skills and thinking abilities. All the players sit around in a circle. The first player starts a game. He says, “I packed my grandmother’s trunk with blouses”. The next player says, “I packed my grandmother’s trunk with blouses and shirts”. The third player says, “I packed my grandmother’s trunk with blouses, shirts and vegetables”. Did you guess what the game is? Each player must repeat the names of the objects that the other players have said and then add a new one. Anyone who forgets an object or names the objects in the wrong order drops out of the game. The last player is the winner.

The popular game which my pupils enjoy playing is “Simon says”. One of the best sides of this game is that the whole class participates. All players must stand in a line facing to the teacher. The teacher begins by saying: “Simon says”, “Hands out in front of you”. Then each player must stretch out his hands. The teacher says: “Simon says: “Drop hands”. Everybody must drop hands.



The players obey orders only if the teacher first says, “Simon says”. If the teacher just says, “Turn left” everyone must stand still because the teacher did not say: “Simon says”, “Turn left”. If a player obeys an order, which he must not obey, he drops out of the game. However, if the player does not obey an order, which he must obey, he drops out of the game, too. The last player left in the game is the winner.

The next game is Bingo, which is familiar to most of the teachers. The pupils are divided into 2 teams. The teacher should prepare tables divided into 8 parts on the blackboard for each team. Then one pupil from each team comes to the blackboard to write numbers from 1 to 8 randomly in the cells. When the tables are ready, the teacher shows the pupils cards with numbers from 1 to 8. These cards should be shuffled and put on the table. After doing this, the teacher takes one flashcard and says the number without showing it to the teams. The pupils must understand which number it is, find it in the table and stick it with coloured paper. After that, the teacher can show the flashcard. The purpose of the game is that there should be four stuck cells in the table in a row. If so, the team says Bingo. The teams are allowed to prompt their representatives at the blackboard. The game is played fast.

Another interesting physical game is “Swat a fly”. The teacher puts a poster on the board. Six or eight flies with different vegetables are drawn on that poster. One member from each team stands in front of the poster. When the teacher names one of those vegetables, they should run quickly and try to find and swat the fly near that vegetable. The winner is the player who swats the fly first.

In conclusion, using games during the lesson is very important for developing pupils’ listening, speaking, reading and even writing skills. Games provide a good opportunity for the learners do the talking. They can add fun to the learning process and pupils enjoy playing them. But pupils do not always play games for fun – they want a prize. They are always interested in receiving extra points or cards for their work. Games arise pupils’ motivation, prepare them for life. They learn working in groups, sharing, helping each other and etc through games.

It is also the best way to teach efficiently in a language class. A teacher should investigate them as a means of enliven his/her lessons so that his/her learners look forward to the next lesson with delight.



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