THE IMPORTANCE OF GRAMMAR GAMES IN TEACHING ENGLISH

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Annotatsiya:

Ushbu maqola bugungi kunda dolzarb hisoblangan ingliz tilini Grammatik o'yinlar orqali o'rgatishga bag'ishlangan. Darsda Grammatik o'yinlardan foydalanishning afzalliklari hamda ushbu o'yinlar barcha til ko'nikmalari: o'qish, yozish, tinglab tushinish va gapirish ko'nikmalari bilan ishlatilishi mumkinligi yoritib berilgan.

Kalit so'zlar: o'yinlar, afzallik, ko'nikma,egallamoq,mexanizm, bilim, dolzarb

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If a learner has acquired such a mechanism, he can produce correct sentences in a foreign language. A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to listen, speak, read, and write in the target language.

Nowadays, using games has become a popular technique exercised by many educators in the classrooms and recommended by methodologists. Particularly, using Grammar games during the lesson might have motivated pupils to work more on the vocabulary items, grammatical structure on their own, so the games have only been a good stimulus for extra work. Games should be an integral part of a lesson, providing the possibility of intensive practice while at the same time immensely enjoyable for both pupils and teachers. Well-chosen games are invaluable as they give pupils a break and at the same time allow pupils to practice language skills.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Games should be regarded as supplementary activities. The whole syllabus should not be based on games only - even for young learners.

When choosing a game, the teacher should be careful to find an appropriate one for the class in terms of language and type of participation. Once the game has begun,

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the teacher **should not interrupt to correct mistakes in language use.** The teacher **should not compel an individual to participate.** Some learners may not want to participate due to personal reasons. **Forcing pupils to participate usually does not have successful results.**

A game which looks wonderful on the paper may not work in the actual classroom setting. If it is tiring or boring, it should be stopped. Give clear instructions. Unless the learners know what, he is expected to do and how to do it, the aim cannot be achieved, and the game cannot be played.

Before using games in the classroom teachers should consider several aspects.

- **Preparation.** Being well-prepared for the lesson is a half of success. Teachers should think of the activity they want to use. Is it good for their pupils? Does it cover the grammar level? Does it need any special materials, space? Does the activity need group work, pair or individual work? If it is group work, how large will the groups be? Does it need preparation in the classroom or any copies of the worksheets?

- **Organization.** Before the activity, teachers should announce what pupils are expected to do. They should explain all rules carefully and ask pupils if they understand. Then they are supposed to change seating or make groups if it is necessary. Whilst pupils are playing the game, it is better for teachers only watch or help if it is needed. It is good to finish the game at a fixed time.

- **Expectation.** Being prepared for unexpected is really important. At any time, something could go wrong. The activity could be difficult for children or they do not understand the rules, they have problems within the game, problems whilst making groups, problems in the group etc.

In order to demonstrate how to use games in the classroom, some examples are provided below:

Game 1: Chain Story

Narration: **Use of the Past Tense**

Procedure: Begin telling story. This can be the first few lines of a story from your course book, or improvised, or you can invite a pupil to start. Then, going round the class, each pupil has to add another brief "installment" to the story.

Variations: Before you start, ask each pupil to choose a word. It can be an item of vocabulary recently learnt a verb in the past tense, or freely chosen. Then each "installment" has to include the word pupil has chosen.

Game 2: Changing sentences

Practice of sentence patterns

Procedure: Choose a simple sentence pattern, which can be based on a grammatical structure you have recently learnt. For example, if you have been studying indirect objects, take sentence like that. She wrote a letter to her sister.

Then pupils invent variations, either by changing one element at a time.

She wrote a letter to her husband.

Or by changing as much as they like, provided they maintain the original pattern:

The pilot sent a signal to the airport.

See how many variations they can make in two or three minutes.

Variations: Some course-books have pattern tables to guide pupils in the composition of correct sentences. These look something like that:

They	usually		the floor
Girls	often	eat	meat
People	sometimes	sit on	chairs
Children	always	play with	dolls
Dogs	never		chocolate

In the course-book, pupils are usually expected to make sensible sentences like:

Children sometimes play with dolls.

For a quick, entertaining variation, tell the pupils to make ridiculous combinations:

Dogs often sit on chocolate.

Or, more seriously, to substitute elements of their own to make true sentences:

I never eat meat

The benefits of using games in language-learning can be summed up in nine points.

1. promote communicative competence.
2. create a meaningful context for language use.
3. increase learning motivation.
4. reduce learning anxiety.

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5. integrate various linguistic skills.

6. encourage creative and spontaneous use of language.

7. construct a cooperative learning environment.

8. foster participatory attitudes of the students.

 9. Games are learner centered.

Games are a lively way of maintaining students' interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. They should also know how much time they have to play a game. It's not useful to start a game five minutes before the end of the lesson. Students are usually given a 'five-minute warning' before the time is over so they can work towards the end. The older the students are, the more selective a teacher should be in choosing a game activity. Little kids love movements, while older ones get excited with puddles, crosswords, word wheels, and poster competitions whatever.

Modern language teaching requires a lot of work to make a lesson interesting for modern students who are on familiar terms with computers, Internet and electronic entertainment of any kind. Sympathetic relations must exist not only among students but between students and a teacher. It's of special importance for junior students because very often they consider their teachers to be the subject itself, interesting and attractive or terrible and disgusting, necessary to know or useless and thus better to avoid.

The most instructive language learning games are those that emphasize specific structures. They do not only practice the basic pattern but also do so in a pleasant, easy way that allows the students to forget they are drilling grammar and concentrate on having fun. The following games are concerned with Yes/No questions, Wh-questions, tag questions, comparative and superlative, adverbs, modals, demonstratives, etc.

Most learners somehow accept that the sounds of a foreign language are going to be different from those of their mother tongue. What is more difficult to accept is that the grammar of the new language is also spectacularly different from the way the mother tongue works.

Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and

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internalizing it. One way of focusing this energy is through the release offered by games. Teenagers are delighted to be asked to do something that feels like an out-class activity and in which they control what is going on in the classroom. The point is that fun generates energy for the achievement of the serious goal.

Grammar games can be used in three ways:

• diagnostically before presenting a given structure area to find out how much knowledge of the area is already disjointedly present in the group;

• after a grammar presentation to see how much the group have grasped;

• as revision of a grammar area.

Using grammar games as a central part of the students' learning process would be a better idea. Thus, each game is proposed for a given level ranging from beginner to advanced. This refers simply to the grammar content of that particular game. But, as it has been already mentioned above, a lot of activities can be adapted to different classes with different grammar components. By changing the grammar content a teacher can, in many cases, use the game frame offered at a higher or lower level. Generally, any frame can be filled with any structures you want to work on with your students. The students have to take individual responsibility for what they think the grammar is about. The teacher is free to find out what the students actually know, without being the focus of their attention. Serious work is taking place in the context of a game. The dice throwing and arguing lightens and enlivens the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The 'game' locomotive pulls the grammar train along. Everybody is working at once- the 15-30 minutes the average game lasts is a period of intense involvement. In conclusion, Grammar games enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. They focus student attention on specific structures, grammatical patterns. They can be used in any language-teaching situation and with any skill area whether reading, writing, speaking or listening.

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