

30-May, 2026-yil

THE IMPORTANCE OF GAMES IN ELEMENTARY ENGLISH CLASSES

Student of Kokand University, Andijan branch

Sobirov Asadbek

Scientific supervisor: Teacher of Kokand University, Andijan branch

Jaloldinov Islomiddin

Annotation: *This article discusses the importance of games in elementary English classes. Games are not only a form of entertainment, but also an effective teaching tool that can improve learners' motivation, attention, vocabulary, grammar, pronunciation, listening, and speaking skills. Elementary students usually learn better when lessons are active, emotional, visual, and communicative. Therefore, well-planned games can help teachers create a positive classroom atmosphere and make language learning more natural. The article explains how games support memory, reduce fear of mistakes, encourage cooperation, and make repetition more meaningful. It also gives examples of simple classroom games that can be used in beginner-level English lessons.*

Keywords: *games, elementary English classes, language learning, motivation, vocabulary, grammar, communication, classroom interaction, learner confidence, teaching strategies.*

INTRODUCTION

Teaching English at the elementary level requires patience, creativity, and a good understanding of learners' needs. Elementary students are usually at the beginning of their language-learning journey. They are learning basic words, simple grammar structures, classroom expressions, and everyday communication. At this stage, the teacher should make lessons clear, interesting, and emotionally comfortable. If students enjoy their first English lessons, they are more likely to continue learning with confidence and enthusiasm.

One of the most useful ways to make elementary English lessons more effective is the use of games. Games bring energy, movement, competition, cooperation, and fun into the classroom. They help students use English in a natural and meaningful way. A game can turn a simple vocabulary exercise into an exciting activity. It can also make grammar practice less stressful and more memorable. For this reason, games are often considered an important part of modern language teaching.

However, a game in an English lesson should not be used only to fill time or entertain students. It should have a clear educational purpose. A well-organized game helps students practice a specific language point, repeat useful words, listen carefully, speak more actively, or work together with classmates. In this sense, games combine enjoyment with learning. They support the main aim of the lesson and make the learning process more student-centered.

Main Part

“ZAMONAVIY DUNYODA SUN'IY IDROKNING RIVOJLANISHI: YANGI DAVR MUAMMOLARI VA YANGI YECHIMLAR JURNALI”

30-May, 2026-yil

Games are important in elementary English classes because they increase learners' motivation. Young and beginner learners can quickly lose interest if the lesson is based only on explanation, translation, and written exercises. Games make the classroom atmosphere lively and positive. When students play a game, they often forget that they are doing a difficult task in a foreign language. They become more involved and more willing to participate. Motivation is especially important at the elementary level because it helps learners overcome shyness and fear.

Another important benefit of games is that they support vocabulary learning. Elementary learners need to remember many new words: colors, numbers, animals, school objects, food, clothes, family members, daily routines, and classroom commands. If these words are only written in a notebook, students may forget them quickly. But if they use words in games such as bingo, memory cards, matching races, guessing games, or picture dictation, the words become easier to remember. Games give students repeated contact with vocabulary in an enjoyable way.

Games can also make grammar practice more practical. Many students think grammar is difficult or boring, especially when it is taught only through rules. Games help learners use grammar in simple situations. For example, the game 'Find someone who...' can be used to practice questions with 'Do you...?' or 'Can you...?'. A board game can help students practice the present simple by making sentences about daily routines. A guessing game can help them use 'Is it...?', 'Are they...?', 'Has he got...?', or 'There is / There are'. In this way, grammar becomes connected with communication.

Listening and speaking skills also develop through games. In many classroom games, students have to listen to instructions, understand questions, respond quickly, and pronounce words clearly. For example, in 'Simon Says', students listen to commands and respond with actions. In 'Whispering Game', they listen carefully and repeat a sentence to a classmate. In role-play games, students use short dialogues in real-life situations such as shopping, greeting, asking for directions, or ordering food. These activities give students more speaking time and help them become more fluent.

Games reduce the fear of making mistakes. Many elementary learners feel nervous when they need to speak English in front of the class. They may worry about pronunciation, grammar, or other students' reactions. During a game, the focus is usually on the activity rather than on the mistake. This helps learners relax. When the atmosphere is friendly and supportive, students become more confident. The teacher can correct mistakes gently after the game or during feedback, without interrupting the natural flow of communication.

Cooperation is another valuable aspect of classroom games. Many games require students to work in pairs or groups. They have to share ideas, help each other, take turns, and respect rules. This develops not only language skills but also social skills. For example, in a team vocabulary race, stronger students can help weaker students remember words. In a group board game, learners practice patience and cooperation. Such activities make the English classroom more friendly and inclusive.

30-May, 2026-yil

Games are especially useful for repetition. Repetition is necessary in elementary English teaching because students need to meet the same words and structures many times before they can use them independently. However, mechanical repetition can become boring. Games make repetition meaningful and varied. For example, students may repeat the same structure many times while asking classmates questions, collecting cards, solving a puzzle, or completing a challenge. They repeat language because they need it to continue the game.

Games also help teachers address different learning styles. Some students learn better when they see pictures, some learn through movement, some remember sounds, and others learn through social interaction. Games can include visual, auditory, physical, and communicative elements. For example, flashcard games are useful for visual learners, songs and chants support auditory learners, movement games help active learners, and pair games support social learners. This variety makes the lesson more balanced and more effective.

There are many simple games that can be used in elementary English classes. Vocabulary bingo is useful for revising words. The teacher gives students bingo cards with pictures or words, then says the words aloud. Students listen and mark the correct items. Memory card games help students match pictures with words. A word race can be used to review vocabulary on the board. 'What's missing?' is useful when teaching objects, colors, or classroom items. The teacher shows several flashcards, removes one, and asks students to name the missing card.

Guessing games are also effective and easy to organize. The teacher or a student describes an object, animal, or person, and the others guess the answer. For example, 'It is small. It is green. It can jump. What is it?' Such games develop listening, vocabulary, and speaking. Question games are also useful. Students can ask and answer simple questions such as 'What is your favorite color?', 'Do you like apples?', 'Can you swim?', or 'Where are you from?'. These games make classroom communication more natural.

Movement games are very helpful for elementary learners because they often need physical activity. Total Physical Response activities, action games, running dictation, and classroom treasure hunts can make students active and attentive. For example, the teacher can hide word cards around the classroom and ask students to find the words that belong to a topic, such as animals or food. Movement supports memory because students connect language with action.

It is important for teachers to choose games carefully. A game should match the learners' age, level, topic, time, and lesson objective. The rules should be simple and clear. The teacher should demonstrate the game before students start playing. If the rules are too complicated, students may become confused and the lesson may lose its purpose. The teacher should also make sure that all students participate, not only the most active ones. A good game gives every learner a chance to listen, speak, think, and succeed.

Classroom management is also important when using games. Games can create noise and excitement, but this does not mean the lesson is uncontrolled. The teacher should set

“ZAMONAVIY DUNYODA SUN’IY IDROKNING RIVOJLANISHI: YANGI DAVR MUAMMOLARI VA YANGI YECHIMLAR JURNALI”

30-May, 2026-yil

clear rules before the game starts. For example, students should know when to speak, when to listen, how to take turns, and how to win fairly. The teacher can use a signal such as clapping, raising a hand, or counting down to stop the activity. In this way, games remain organized and useful.

Assessment can also be connected with games. Teachers can observe students during games and notice who remembers vocabulary, who can ask questions, who needs more practice, and who works well with others. Short review games at the end of the lesson can show how much students have learned. This type of informal assessment is less stressful than a traditional test and gives the teacher useful information about students' progress.

Although games are very useful, they should be balanced with other activities. A successful English lesson may include presentation, controlled practice, listening, speaking, reading, writing, and a short game for revision or practice. Games should support the lesson, not replace learning. When the teacher uses games with a clear aim, they become a powerful method for developing language skills and learner confidence.

CONCLUSION

In conclusion, games play an important role in elementary English classes. They make lessons more enjoyable, active, and learner-centered. Games help students remember vocabulary, practice grammar, improve listening and speaking, reduce anxiety, and build confidence. They also encourage cooperation and create a positive classroom atmosphere. For elementary learners, such emotional and practical support is very important because they are still developing their basic language skills.

The effective use of games depends on the teacher's planning. A game should have a clear purpose, simple rules, appropriate language, and enough time for feedback. When games are used correctly, they are not only entertainment but also a serious educational tool. They help students learn English with interest, confidence, and joy. Therefore, games should be considered an essential part of elementary English teaching.

REFERENCES:

1. Brewster, J., Ellis, G., Girard, D. The Primary English Teacher's Guide. Harlow: Pearson Education, 2002.
2. Brown, H. D. Principles of Language Learning and Teaching. New York: Pearson Education, 2007.
3. Cameron, L. Teaching Languages to Young Learners. Cambridge: Cambridge University Press, 2001.
4. Hadfield, J. Elementary Communication Games. Harlow: Longman, 1996.
5. Harmer, J. The Practice of English Language Teaching. London: Pearson Longman, 2007.