



LEARNING ENGLISH BY PLAYING EFFECTIVE ACTIVITIES

Rustamova Munisa Tulqin qizi

English teacher of the 20th comprehensive school of Navoi city, Navoi region

Annotation:

This article explains the importance of learning through play, and offers a few tips for teachers new to this age group.

Key words:

Learning English, using play, physical actions.



Playing is one of the interesting activities that comes most naturally to a child and that all children are inevitably good at. It is through play that children learn more about the world around them in a safe and controlled environment, whilst simultaneously developing the social skills that they so urgently need to become future active global citizens. It allows children to practice interacting with others in order to respect the rules of the game they are playing. Furthermore, in the case of games that involve physical actions or movement, children are led to develop their physical coordination or psychomotor skills as they play a game. All in all, regardless of the nature of the game, games and play help to develop children's concentration and memory skills. Carol Read considers that games can provide a sturdy bridge between the home and school environment. In the case of the EFL classroom Read stresses that, "through games and directed play (as opposed to free play), children can be given initial opportunities to recognize and respond to language non-verbally. They can also produce chunks of language, in contexts which require enjoyable repetition, and which draw them into using English in a natural and spontaneous way." Thus, games and directed play are inevitably essential tools in any teacher's toolkit.

In this article, we will be looking at various directed play opportunities and games that can be used to open students learning gates to reading in English and acquiring language in a natural stress-free manner. For practical organizational purposes, we will organize the article into three subsections. We will begin by suggestion a few fun directed play vocabulary activities that engage children and allow them to pick up and internalize the target language/vocabulary in the story they are going to read naturally and effortlessly. Next, we will move on to suggest how you can empower children and encourage them to create games for their peers about a story they have read. Finally, we will end by looking at how we can create creative learning opportunities that allow children to play whilst developing their imaginative and creative skills in order to create a learning product which they can share with others.

1. Playing with vocabulary.

A great way to broaden children's active vocabulary is to play vocabulary games. Flash card games are an all-time favorite in the YL classroom.

Kim's game: Display the flashcards on the board. Point to and drill each word in the order they appear on the board. Remember to repeat the previous words before you drill a new word. When the children know the words, gradually turn a flashcard over. Repeat the memory drilling exercise until all the flashcards have been turned over and the children can remember the words by heart.

Spin the bottle: Get the children to sit in a circle. Place the flashcards on the floor in a circle in the centre. Place a bottle in the centre of the flash cards. Spin the bottle and get the children to say the word that the bottle top is pointing to. Invite a child to come up and continue the game until each child has had a go.

Over and under: Prepare two sets of flashcards. Divide and line the children in two teams. Give the child in front a flashcard. The child has to say the word and pass the flashcard over his/her head to the next child without turning back. The next child says the word and passes the flashcard through his/her legs to the next child. Repeat until the last child gets the flashcard. This child has to run up to you and say the word correctly and then go back to the front of the line. The first child to correctly say the word gets a point. The team with the highest number of points wins.

The Vocabulary fly squatter game: Give each child a fly squatter. Say a word and the children have to squat the image of the word you say. Repeat a few times. Then invite the class to help you and shout out words for the players to squat. Choose one word and repeat it so that the players know which word to squat. Keep the words flowing with the children's help. Stress that the players should only squat the words that you say rather than the words that are being shouted out. Change players every so often to include as many children as possible in the game. To make the game more challenging gradually increase the speed that you say the words. The team with the highest score wins.

2. Directed play to create reading product:

A fun way to play with the story that the children have read is to role play it a few times with the flashcards. Then, you can challenge the children to move on to the next level and prepare a play of the story .

Teaching Young Learners implies teaching the whole child rather than simple teaching English. This means that one of our missions as teachers is to promote responsibility skills. An easy and creative way to do this is to challenge the children to make a reading word search for their class mates. To do this simply follow the steps below:

1. Create a blank word search template of 12-16 by 12-16 squares.
Below the word search create a list of 1-10 for the children to write 10 sentences from their reader: Ask the children to choose 10 words they like in their reader. In their notebooks, get them to write the sentence that this word appears in the reader and underline the word they liked in each sentence.
2. Ask the children to hide the underlined words in their notebooks in the word search.
3. Next, get the children to write the ten sentences in their notebooks in the space provided below the word search but to draw a blank line/space instead of writing the underlined word.
4. When the word searches are ready, encourage the children to swop and solve each other's word searches. You can also get the children to give each other feedback about the word searches they have solved by drawing a feedback smiley face in the right bottom hand corner.

Used literature:

1. The role of word games in second language acquisition: Second language pedagogy, motivation and ludic tasks. By: Ojeda, Fernando Artaro. PhD Dissertation, University of Florida, 2004.
2. Using games in an EFL class for children. By: YinYong Mei and Jang YuJing, Daejin university EIT Research paper, Fall.2000.
3. Avedon, M.E. and B.S. Brian. 1971. Learning through Games. The Study of Games. New York: John Wiley & Sons, Inc: pp 315-321.