THE ROLE OF GAMES IN TEACHING VOCABULARY

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Annotation: *This article is devoted to explain how games important to teach foreign languages, especially for the process of teaching vocabulary. In addition it includes efficient use of technology at school to teach languages.*

Key words: *target language, context, collaborative learning, , ritual, competitiveness, comprehend.*

It takes too much hard work to learn terminology, therefore making an effort to comprehend demands creating and modifying the target words. Many language learners find that playing games makes learning the target language easier. They also aid educators to develop environments where the goal words are practical and significant, and they also make learning enjoyable for kids.

They pick up and remember new words faster. Alternatively put, game-based education can provide the process of acquiring a language a relevant context. Having learned and students can learn new vocabulary they've learned while playing games language in a stress-free manner. [2] Playing games is favorable and useful for learning language. They are energizing because they frequently feature friendly rivalry and foster a collaborative learning atmosphere, giving students the chance to collaborate. [3] They give pupils the chance to use the target language while also enhancing their communication abilities. Vocabulary games let students utilize English in a flexible, communicative manner by bringing real-world context into the classroom. It is impossible to deny the importance of games in vocabulary instruction and learning. The repertoire of a teacher should include games. Games are used in the learning process to reinforce previously taught material. The game involves learners in an entertaining and demanding exercise with a specific objective. Students frequently lose track of language learning because they are so engrossed in playing the games. Games can therefore help with vocabulary training. Vocabulary games make learning vocabulary in the classroom fun and rewarding for both the teacher and the student by facilitating initial practice and frequent revision in a fun setting. While some games can only be played in pairs or small groups, others can be played with the entire class, frequently with the students split into two teams. Only when the learning process is guided correctly can it be successful. A good learning environment and teaching strategy can help students learn more and in a more meaningful way. Teachers must devise engaging and interesting teaching strategies for the class in order to achieve this requirement. What should a teacher do if their class becomes disinterested? Using a variety type of games can be an alternative solution to handle this problem. Through this work I want to share experiences about how to teach English vocabulary by using games. There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Games are activities that are guided by rules that establish clearly defined goals, claims Khan. Children find games that incorporate fantasy, ritual, competitiveness, and luck to be entertaining. Games are fun because of these factors. Games so help to combat boredom. The issues in the classroom become alive and natural when games are used.

Games put kids in situations where they need and want to use English. [4] indicated that it happens because action and language are intertwined in video games. Games are therefore ideal for the idea of language supporting action. Games aggressively engage kids as a teaching strategy. All kids can have the

opportunity to learn successfully through games. Games are particularly popular among kids. If people play games to learn, they will enjoy and unwind while doing so. They will apply the lessons they acquire from games to their daily lives, as Paul [5] said. In addition, games provide a cozy setting so that players can take a chance and try something new. Students' favorite games should be used by teachers, and neither too many nor too few different types of games should be used. They will become distracted by the variety of games and lose interest in English. If there aren't enough games available, they will become too easy to predict and lose their challenge. Based on the aforementioned ideas, we can conclude that a teacher should be able to develop a variety of entertaining activities when teaching vocabulary. The purpose of doing it that way is to make it simpler for the student to comprehend the lessons and to memorize the new phrases. The learner will find it simple to learn and utilize the language if they have encounters with real-world language usage circumstances.

Additionally, we are aware that young students are highly curious about learning new things. But if instruction is done using the same approach every time, they could get bored quickly. Therefore, many amusing activities are required to draw them in and boost their interest in studying English. These viewpoints lead to the conclusion that games are only seen as "the teaching devices" when they are used as time fillers, "a break from the monotony of drilling," or for fun. I am aware that many professors frequently ignore the fact that in a relaxed setting, true learning occurs and pupils use the language they have previously been exposed to and practiced.

Vocabulary games that excite pupils and encourage participation should be used by teachers. Teachers should think of games that are suitable for their students' age, cultural background, and interests, as well as activities that will allow them to succeed. According to Bradley, games feature the following qualities that are helpful to language learners:

Firstly, games involve all pupils in the educational process. Students have the chance to employ team-building techniques and recognize and appreciate others' contributions when they participate in activities in pairs or groups. Some classroom activities center on students competing against one another to win. Students that are fiercely competitive and highly motivated do well in this kind of game.

Second, games provide an opportunity for collaboration and cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal-winning in some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal. Third, games provide an enjoyable learning experience. Creating a fun an enjoyable learning environment is a large first step toward motivating students.

In conclusion, games are efficient teaching methods that ought to be used in vocabulary training. The use of vocabulary is a technique for increasing the interest, fun, and effectiveness of the lessons.

Games can sometimes make vocabulary learning more dynamic, but they can sometimes be problematic for both students and teachers. If the teacher does not adequately explain the tasks and roles of the pupils in playing games, games will not be successful. Students could feel humiliated if they don't comprehend the game's rules. Due to a lack of classmate participation, using games in the classroom occasionally fails. Games involve all of the children and encourage friendly competition, therefore it is crucial that they have a cooperative attitude. Another problem with utilizing games to teach languages is that students frequently use their home tongue when conversing while playing games rather than the languages they are learning.

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