THE EFFECTIVENESS OF GAME-BASED INSTRUCTION IN ENGLISH

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ARTICLE INFO	ABSTRACT:
	Optimizing the process of teaching English is an urgent problem in the educational environment. In the light of modern technological advances, interactive games have come on the scene and offered new opportunities for effective teaching and learning English. This article examines the effectiveness of game-based grammar instruction in English language learning. It explores the potential of games to enhance motivation, engagement, and grammatical accuracy, reviewing relevant research and discussing the pedagogical implications of incorporating games into grammar lessons. The article also addresses the challenges and limitations of game-based learning and offers recommendations for effective implementation.

INTRODUCTION. Grammar instruction often presents a significant challenge in English language teaching. Traditional methods can be perceived as dry and demotivating, leading to disengagement and hindering effective learning. Game-based learning offers a promising alternative by introducing an element of play and interactivity into grammar lessons. This article investigates the effectiveness of game-based grammar instruction, exploring its potential benefits and addressing the challenges associated with its implementation.

Teaching English grammar and vocabulary with interactive games can be a successful educational strategy. These games give students the chance to practise what they've learnt, apply it to real-world scenarios, and improve their English language and communication abilities. Additionally, interactive activities can be tailored to each student's needs, offering a customised learning experience. This method makes the process of learning grammar more appealing by boosting motivation and learning effectiveness [1].

Literature review

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M. F. Stronin notes that playing at an English lesson is a situational-variable exercise, which creates the opportunity for repetition of a speech sample in conditions as close as possible to real speech communication with its inherent characteristics: emotionality, spontaneity, purposefulness of speech influence. Thus, games contribute to the formation of grammatical, lexical and pronunciation skills [2]

The use of interactive games in teaching English is an urgent and promising area of development of the modern educational system. As part of this research work, we explored the main theoretical aspects of this topic.

According to Ni Luh Ayu Bali Hai Ningsih [3], students' enthusiasm and engagement are greatly increased when game-based learning methods (GBL) are used during the English language learning process. Playing games makes studying more engaging, which helps students understand the subject matter better and, in particular, increase their vocabulary. The author also highlights how GBL fosters the growth of critical thinking, creativity, and problem-solving abilities. However, the author also notes that teachers must be tech-savvy and capable of selecting appropriate games that fit the students' level and the educational objectives in order to use GBL effectively. To increase the effectiveness of learning, it is crucial that the games are varied and maintain students' interest.

According to V. M. Filatov, "the use of methods (technologies) of teaching foreign languages in modern schools is based on the development of subject-subject relations between teachers and students" [4]. These connections suggest that the student understands the fundamental importance of education, advances to collaboration, and the teacher then organises the learning process, during which the student does independent research. Students are motivated and given a tool to communicate with the teacher and each other, share their thoughts, and learn to listen to and accept the perspectives of others when game approaches are used in foreign language classes.

According to Sobirova D.Kh. [5], there are numerous benefits to using games to teach foreign languages. They provide a meaningful context for language use and are not only inspiring and enjoyable, but they also aid in the development of speaking, writing, listening, and reading skills. By allowing children to use language in authentic contexts, games enhance their confidence and fluency. Teachers can also use games as a diagnostic tool to pinpoint problems and modify the teaching and learning process. Through a variety of techniques, including role-playing and pair work, they encourage extensive language practice, which is crucial for improving communication abilities.

Discussion and results

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According to online resources, games in the classroom serve the following distinct purposes in the current foreign language methodology:

1) The learning function aids in the development of general learning abilities, memory, attention, information perception, and foreign language proficiency; in other words, the game offers a wealth of learning chances.

2) The educational function helps in the development of such qualities as an attentive, humane attitude towards a partner in the game; it also develops a sense of mutual help and mutual support. Students learn phrases-cliches of speech etiquette to improvise speech addressing each other in a foreign language, which helps t educate such a quality as politeness [6].

In addition to fostering a positive learning environment, the entertainment function transforms the lesson into an intriguing and unique event, an exhilarating adventure, and occasionally a fantastical universe. Establishing new emotional and communicative bonds through engagement in a foreign language, bringing a group of students together, and fostering foreign language conversation are all examples of the communicative function. Since our school uses health-saving technologies, one of the most crucial purposes is the relaxation function, which is the removal of emotional stress brought on by stress on the neurological system during intensive foreign language instruction. Psychological function entails both reorganising the psyche to absorb vast amounts of knowledge and preparing the bodily state for more productive activities. It is also worth noting here that psychological training and psycho correction of various manifestations of personality are carried out in game models that can be close to life situations (in this case, we can talk about role-playing).

Games can transform grammar learning from a passive, rote-learning experience into an active and engaging process. They offer opportunities for:

1. Increased Motivation and Engagement. The playful nature of games can capture learners' attention and make grammar practice more enjoyable.

2. Enhanced Understanding and Retention. Games often involve repetition and practice in a meaningful context, which can aid in the consolidation of grammatical structures.

3. Improved Communication and Collaboration. Many games encourage interaction and collaboration among learners, promoting communicative competence.

4. Reduced Anxiety and Increased Confidence. The low-stakes environment of games can help learners feel more comfortable experimenting with language and taking risks.

A wide range of games can be adapted or designed for grammar teaching, including:

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- Board games: Can be used to practice various grammar points through interactive tasks and challenges.
- Card games: Offer flexibility and can be easily adapted to target specific grammatical structures.
- Digital games: Provide interactive exercises, immediate feedback, and personalized learning paths.
- Role-playing games: Encourage spontaneous language use and communicative interaction in a simulated context.
- Memory games: they help students memorize large amounts of information faster and easier.
- Quizzes: games in which you need to choose the correct answer from the suggested ones, as well as stimulating mental activity.
- Writing Games: they may include writing the main idea of the text, key sentences, words. drawing up a plan, and topics to discuss.
- Games with information gaps: The goal of the game is to choose the grammatically and lexically correct answer, while it is important to maintain the accuracy and adequacy of the text.

Several studies have investigated the impact of games on grammar learning. While the findings are not always consistent, many studies suggest that game-based instruction can lead to:

Improved Grammatical Accuracy: Learners who engage in grammar games often demonstrate improved performance on grammar tests.

Increased Learner Motivation and Engagement: Games can make grammar learning more enjoyable and motivating for learners.

Enhanced Retention of Grammatical Structures: The interactive and repetitive nature of games can contribute to better long-term retention.

The emotionality of the game action stimulates all of the child's brain processes and functions, and the amusement of the conditional environment of the game makes the tedious task of learning, repeating, fixing, or digesting knowledge pleasantly emotionally coloured. Another benefit of the game is that it encourages the application of knowledge in novel contexts, which gives the content that students learn a sort of practice and adds excitement and variation to the learning process.

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Another major benefit of game-based learning is its provision of interactive speaking practice opportunities. Through challenges, collaborative activities, or virtual exchanges, games urge students to actively converse and express themselves in English. Language apps like Duolingo and Rosetta Stone incorporate speaking exercises, prompting students to repeat phrases, engage in dialogues, and record their speech for feedback. Similarly, multiplayer games such as Minecraft and Among Us allow English communication while problem-solving together.

The adaptability and personalisation of game-based learning are significant benefits. Teachers can modify assignments to fit the needs and interests of specific students while also taking into account their learning objectives and skill levels. Word searches may be useful for puzzle game players, and narrative role-playing games may be ideal for those who enjoy crafting stories and developing English-language characters and plots. Game-based learning gives students the freedom to choose their own learning style and speed by providing them with options and autonomy.

Gamification features like points and prizes are frequently used in games to encourage pupils and monitor their progress. Constant practice and progress are encouraged by well-defined objectives and prompt feedback. Analytics can be used by educators to track student progress, pinpoint their strengths and shortcomings, and modify their pedagogical approaches. Students are able to define and track improvement goals thanks to the consistent engagement and progress tracking that boost language learning outcomes.

Conclusion

In conclusion, there are many chances to improve the speaking skills of English language learners by utilising game-based learning. It fosters motivation, provides contextual learning opportunities, permits interactive practice, enables individualised learning, and makes progress tracking easier. Teachers may create dynamic language learning environments that enable pupils to flourish as self-assured English speakers by utilising technology and creativity.

Game-based grammar instruction offers a promising approach to enhance motivation, engagement, and learning outcomes in English language teaching. By carefully selecting and implementing appropriate games, teachers can create a more dynamic and effective learning environment. Further research is needed to explore best practices for game design and integration, as well as to develop robust assessment methods for evaluating the impact of game-based learning on long-term grammatical proficiency. However, the existing

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evidence suggests that games can be a valuable tool for making grammar instruction more engaging and effective for learners of all levels.

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