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DEVELOPMENT OF STUDENTS' LEXICAL SKILLS BY USING GAME METHODS IN THE ENGLISH LESSON

Annotation. This article deals with the development of lexical skills using game methods in the English language class. Game methods, vocabulary games and their role in enriching students' vocabulary are discussed. Game methods are recommended as an important tool in the formation of vocabulary skills, because they help pupils remember new words and use them fluently. In addition, the atmosphere of competition and activity, interaction and cooperation formed during the games increases students' motivation to study. The article describes several types of effective games for the development of lexical skills and explains the positive effect of each of them on the learning process. For example, methods of enriching students' vocabulary and developing memory through games such as "Go Fish", "Vocabulary Land", "Rolling Words" are analyzed.

Keywords: lexical skill; game method; English language; foreign language teaching methodology; lexical games, communicative skill.

Introduction

In modern times, the importance of forming lexical skills during English language learning is increasing, because it is the foundation of learning a foreign language. The formation and development of lexical skills of students is an important part of the process of teaching a foreign language, with the help of which students master the reality of the language being taught. In the process of learning English, all skills, including lexical skills, are formed during speaking. The structure of the lexical skill is inseparable from the structure of the speech act, therefore it includes the sound form of the lexical units, their selection and combination operations, and the speech task. All components of lexical skills are closely related to each other and the isolation of any of them leads to the destruction of the entire structure of the skill. In this regard, there are many sets of universal exercises for the formation of lexical skills, but the question of the most optimal methods used, as well as their effectiveness and appropriateness to the age characteristics of high school students, remains open to this day.



In addition, enriching students' vocabulary and developing their language skills by using game methods in the educational system has become an urgent issue. In this regard, the purpose of the study is to demonstrate the effectiveness of game methods in the English language class and to determine how they contribute to the learning of lexical units. Game methods used in the learning process are taken as a research subject.

Materials and methods of research

According to the purpose of the research, several methods were used. The theoretical analysis of scientific literature, which allows to identify different points of view on the investigated problem, and the evaluation method was used to determine the effectiveness of each type of game according to the intended purpose. Game elements used in English language classes were considered as material of the research. Role-playing games, word games, association methods were used as examples.

In order to achieve the goal of the research, first of all, let's focus on the lexical skill and game method under study. According to R.K. Minyar-Beloruhev, a lexical skill is the ability to automatically recall from long-term memory a word, phrase that corresponds to a communicative task, that is, the needs of communication [1, p. 106]. The scientist also says that the formation of lexical skills should include three stages:

- familiarization;
- training;
- speech practice,

but the latter is included in the general process of improving speech skills and cannot be considered separately [1, p. 109].

Lexical skill is the mastery of the formal features of a word, necessary for its formalization in speech, the semantics of the word. Mastery of a word is based not only on knowledge of its meaning, but also on mastery of its sound and visual image, its ability to be combined grammatically and semantically with other words [2]. N.D. Galskova, noting that lexical skills are divided into receptive (in reading and listening) and productive (in writing and speaking), gives the following definition: "lexical skill is an automated action of selecting a lexical unit adequate to the idea and its correct combination with other units in productive speech and automated perception and association with meaning in receptive speech" [3, p. 130].

A productive lexical skill is a synthesized action of calling up a lexical unit adequate to the communicative task and its correct combination with other lexical units, and a receptive lexical skill is a synthesized action of recognizing a graphic or phonetic image of a lexical unit and correlating the form of a word with its meaning [4, p. 1996].

N.D. Galskova notes that traditionally four stages of work on the formation of a lexical skill are distinguished:

- introduction and semantization of a new word;
- automation of lexical skills;
- organization of the use of lexical skills in oral and written speech;
- control of the formation of lexical skills [3, p. 135]. It should be noted that each

of these stages is important and is an integral part of the educational process.

Currently, the most effective methods of teaching foreign language vocabulary are continuously being searched. In addition to being effective, the methods should meet several requirements, in particular, to increase the desire to study the subject;



activation of students' activities during lessons; development of thinking and memory; simulation of situations of practical application of the acquired skills and qualifications. In this regard, the game method meets all the specified requirements. A.K. Khairbaeva said that the game is an independent didactic category as both a form and a method of teaching in the learning process, and that the game can be used as an interrelated technology of the joint learning activity of the teacher and students [5, p. 45]. According to the researcher, lexical games for teaching lexical material have the following goals: practice using vocabulary in simple situations; activation of speech and thinking functions; development of speech reaction; introduction to collocation of words [5, p. 49].

Games have already firmly taken a special place in teaching the lexical aspect of a foreign language and contribute to the familiarization of students with new words, training in the use of vocabulary in situations close to the natural environment, activation of students' speech-thinking activity [3, p. 142].

Research results

Formation of lexical skills by using game methods in the English language class is considered as an important method in modern times. In addition to increasing the cognitive activity of students, game methods are an effective means of engaging them with interest in the learning material. This method allows you to perceive the teaching process in a natural and easy way, so that students learn English easier and remember the learning material better.

V.B. Kopylova highlights that the implementation of gaming techniques and situations in the educational process occurs in the following main areas:

- a didactic goal is set before pupils in the form of a game task;
- activity obeys the rules of the game;
- the educational material is used as its means;
- an element of competition is introduced into the activity, which transfers the didactic task into a game task;
- successful completion of the didactic task is associated with the game result [6].

One of the most important conditions for the use of the game method in the process of teaching English is the interaction between the teacher and the student, and the visual application of new knowledge by students in practice. Also, as A.D. Malysheva notes, when using game technologies in lessons, the following conditions must be met:

- 1) the game must correspond to the educational goals of the lesson;
- 2) accessibility for students of a given age;
- 3) moderation in the use of games in lessons [7].

In addition, games help students to overcome the language barrier, because during the game, the student has the opportunity to communicate freely. It is not enough to know the meaning of a word in speaking, it is important to be able to compose various phrases based on those words. Therefore, it is necessary to use the game method to overcome the difficulty in language learning.

In this regard, the teacher should make sure that the games meet a number of requirements, taking into account that the correct selection and thinking of the tasks is an effective way to expand and train the vocabulary of a foreign language: the tasks should have clear instructions, should be simple and short, that is, there should be no



misunderstanding between students during the game activity; all students should participate in the game, which leads to increased activity during the lesson; the game process should not be the main part of the lesson.

Games are classified into several types according to their intended purpose and task. For example, M.F. Stronin classifies games as follows: grammar games, lexical games, spelling games, phonetic games, creative games. Among them, the purpose of lexical games is to develop students' speech reactions, to familiarize students with the combination of words, to train students to use vocabulary in natural situations [8].

During the course of study in secondary school, students must learn the meaning and forms of lexical units and be able to use them in various situations of oral and written communication [9, p. 287.]. Therefore, the actual problem in teaching English is memorizing words. Although middle school students know enough words, the large number of words and the multiple meanings of those words can cause difficulties in learning a large amount of information. In this regard, the lexical game helps to solve a number of important problems, namely: to correctly perceive the image of a word, to establish a connection between the image and the meaning, to correctly combine the introduced vocabulary with other words and expressions, since it is important not only to remember the words themselves, but to use them correctly in speech, to be able to express one's thoughts and at the same time understand the interlocutor [10].

Let's consider various examples of game methods for the formation and development of lexical skills.

"Go Fish" [11] is a version of the classic game where the emphasis is on vocabulary. Students are divided into groups of 2-4 people, and players are given cards prepared by the teacher in advance. In order to get the correct card, they ask each other for cards with certain words on them by giving clues, definitions to the words. For example, a player says "Do you have a card with a word for an animal that likes fish and purrs?" If the given definition does not match the card, the student will be told to "Go fish for Vocab" and sent to search his card among the unselected cards. This game helps students remember words and their meanings in a playful way through repetition and association.

In "Vocabulary Land" [11], players roll dice and move around the playing field, where each square is posed with a vocabulary question. For example, "Name three words related to nature" or "Say the opposite of big." If the student answers correctly, he remains on the square, otherwise he returns back. This game helps students use words repeatedly in different contexts.

In "Vocabulary Bingo" [12], the teacher hands out cards with different words on them and then reads out the definitions. Students must first write the words given out on their boards in the order they wish and must mark the words that match the definitions they hear. This approach encourages active listening and memorization of word meanings through associative perception.

In "Rolling Words" [12], students take turns drawing a card with a word or vocabulary item and defining it, for example, "Name five fruits" or "Describe the word huge." If the answer is correct, they roll a die to see how many points they receive. The game ends when there are no more cards, and the winner is the participant with the most points.



In “20 Questions” the teacher makes up a word and students must ask up to 20 questions to guess it using descriptions and characteristics. For example, questions might be “Is it an animal?”, “Does it live in water?”, etc. This game develops analytical thinking and helps to understand the meaning of words through discussion.

In the game “Crossword” the teacher or students create a crossword puzzle in English using key words from the recently covered material. The game increases interest in learning words and develops spelling skills. Completing crosswords helps to consolidate the spelling and meaning of words in a playful way.

In the game “Role Play” students act out scenes from life, such as a conversation in a store or at an airport, using the given vocabulary. For example, a scenario might include going to a store where they must buy items in English using the words they have learned. The game helps to use words in real situations, develops dialogical speech skills. Role plays allow you to practice words in a natural communication environment, which helps you remember them better.

In the “Letter Words game”, the teacher calls out a letter and students must quickly come up with as many words as possible that start with that letter within a certain time. For example, if the letter "B" is chosen, the participants name words such as "banana," "book," etc. The game develops reaction speed and helps to remember lexical units. The competitive element encourages students to remember words faster, which helps to memorize.

In the game “Word Chains” the first student names a word, and the next student must come up with a word that begins with the last letter of the previous word, and so on. This game develops associative thinking and teaches quick recall of words, and also encourages students to focus on vocabulary and remember words in context.

In the game "Category Quiz" the teacher names a category, for example "fruits", and the students must take turns naming words related to this category. The game continues until someone can name a word. This game trains the ability to quickly recall words on a given topic, strengthens thematic vocabulary and promotes the automation of lexical units.

If the teacher selects words according to the students' levels, the games presented are suitable for students of different age groups because the rules are simple and students can play in groups, motivates students through competition, requires attention and reaction speed, stimulates quick thinking and creativity. Each of these games offers a unique way to strengthen lexical skills while ensuring active participation and motivation of students. The advantages of these games are that they increase interest in learning, develop analytical and creative abilities; actively involve students in the learning process and help repeat a large number of words; develop word formation skills; contribute to the expansion of vocabulary in question-answer form; help in spelling memorization and understanding of context; develop the ability to group and analyze words.

So, lexical games are an indispensable tool in a teacher’s arsenal, as they make the learning process not only effective but also interesting, develop communicative and cognitive skills, and promote deep mastery of the target language. Game-based teaching methods help to better assimilate vocabulary through the use of natural language and involvement in communicative situations, stimulate communication skills, develop



associative thinking, form teamwork skills, and improve self-control and confidence skills.

Conclusion

Effective use of game methods in English lessons has a positive effect on the formation of students' lexical skills. Game methods are one of the most effective methods of teaching English. The use of game methods in English lessons in middle classes satisfies the cognitive needs of teenagers, enlivens the learning process, activates thinking processes, and increases their motivation to learn a foreign language. With the help of the game method, the teacher not only develops lexical skills in students, but also increases their desire and interest to learn new information, teaches them to do their own independent work. This method can be considered as a tool that helps students communicate with their peers and the environment.

In the course of the study, it was determined the importance of the considered game methods in enriching the students' vocabulary and the need for their widespread use in the educational process. In particular, the lexical games considered by us are not only interesting, but also an effective tool that helps students easily and effortlessly remember new words, actively use them in speech, and also build confidence in their language skills. Word games and crosswords, for example, are used to improve language connections. Role-playing games develop students' communication, and interactive games improve their critical thinking skills.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА ОЙЫН ӘДІСТЕРІН ҚОЛДАНУ АРҚЫЛЫ ОҚУШЫЛАРДЫҢ ЛЕКСИКАЛЫҚ ДАҒДЫЛАРЫН ДАМУ

Аңдатпа. Бұл мақалада ағылшын тілі сабағында ойын әдістерін қолдану арқылы лексикалық дағдыларды дамыту мәселелері қарастырылады. Ойын әдістері, лексикалық ойындар және олардың оқушылардың сөздік қорын байытудағы рөлі талқыланады. Ойын әдістері лексикалық дағдыларды қалыптастыруда маңызды құрал ретінде ұсынылады, себебі олар оқушылардың жаңа сөздерді есте сақтап, еркін қолдануына көмектеседі. Сонымен қатар, ойындар барысында қалыптасатын бәсекелестік пен белсенділік, өзара әрекеттестік пен ынтымақтастық атмосферасы оқушылардың оқуға деген ынтасын арттырады. Мақалада лексикалық дағдыларды дамытуға арналған бірнеше тиімді ойын түрлері сипатталып, әрқайсысының оқу үрдісіне оң әсері түсіндіріледі. Мысалы, «Go Fish», «Vocabulary Land», «Rolling Words» сияқты ойындар арқылы оқушылардың сөздік қорын байыту және есте сақтау қабілетін дамыту тәсілдері талданады.

Кілт сөздер: лексикалық дағды; ойын әдісі; ағылшын тілі; шетел тілін оқыту әдістемесі; лексикалық ойындар, коммуникативтік дағды.



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РАЗВИТИЕ ЛЕКСИЧЕСКИХ НАВЫКОВ УЧАЩИХСЯ С ИСПОЛЬЗОВАНИЕМ ИГРОВЫХ МЕТОДОВ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данной статье рассматривается развитие лексических навыков с помощью игровых методов на уроках английского языка. Обсуждаются игровые методы, лексические игры и их роль в обогащении словарного запаса учащихся. Игровые методы рекомендуются как важное средство формирования лексических навыков, поскольку помогают учащимся запоминать новые слова и бегло их использовать. Кроме того, создаваемая в ходе игр атмосфера соревнования и активности, взаимодействия и сотрудничества повышает мотивацию учащихся к учебе. В статье описаны несколько видов эффективных игр для развития лексических навыков и объяснено положительное влияние каждой из них на процесс обучения. Например, анализируются методы обогащения словарного запаса учащихся и развития памяти с помощью таких игр, как «Go Fish», «Vocabulary Land», «Rolling Words».

Ключевые слова: лексический навык; игровой метод; английский язык; методика обучения иностранным языкам; лексические игры, коммуникативный навык.