



Effectiveness of Online Games in Foreign Language Classes

Dilshodakhon Ochildinovna Nazarova

Senior lecturer

National University of Uzbekistan

E-mail: dilshoda-77@mail.ru

Abstract: The current article aims at providing general information about online games and their effectiveness in foreign language classes. The article also discusses benefits of online games and gives a variety of online game examples that can be used in foreign language classes, depending on the level and needs of the students.

Key words: a popular tool, instant feedback, cultural awareness, educational language learning app, platform, artificial intelligence, language-learning software, interact, language acquisition;

53

Learning a foreign language can be challenging, but incorporating online games into language classes can make the process more engaging and effective. Most researchers have shown that using games in language learning can activate students' motivation to learn and help them better remember the language.

Online games have become a popular tool for teaching foreign languages in recent years. They provide an engaging and interactive way for students to practice their language skills while also having fun. Here are some of the benefits of using online games in foreign language classes.

- Firstly, online games can help students develop their vocabulary. Many games include words and phrases that are commonly used in everyday conversation. By repeatedly hearing and using these words in the context of the game, students can improve their understanding and retention of the language.

- Secondly, online games can help with grammar and syntax. Games often feature multiple-choice questions or fill-in-the-blank exercises that require correct grammatical usage. This provides students with instant feedback on their understanding of the language and helps them identify areas where they need further practice.

- Thirdly, online games can help students improve their pronunciation. Many games include audio recordings of native speakers pronouncing words and phrases. By listening and repeating these sounds, students can work on their own pronunciation and accent.

Moreover, online games can enhance cultural awareness. Many games are set in different countries or feature cultural references that expose students to new perspectives and customs. This can help students gain a deeper understanding of the language and its associated culture, which is essential for effective communication.

Finally, online games can make learning enjoyable. Traditional classroom activities can be repetitive and tedious, but games provide a fun and engaging way for students to learn. This can help students stay motivated and interested in the language, leading to better long-term retention of the material.

Online games can be used in all levels and for different interests, making them a versatile tool for language teachers. They provide active, fun, and interesting activities that can motivate learners to learn more. Additionally, games emphasize the meaning in language learning, which can help learners better understand and remember the language.

One study found that young learners who used instructional games in foreign language learning showed significant improvement in their language skills.

Another study found that games can trigger students' willingness to learn by playing games in class and try to relieve associated anxiety [1].

However, it is important to note that the use of online games in language classes should be done with care and consideration. Teachers should choose games that are appropriate for the level and age of their students, and that align with the learning objectives of the class. They should also provide guidance and support to students during the game, and follow up with a discussion or reflection on the language learned during the game.

There are a variety of online games that can be used in foreign language classes, depending on the level and needs of the students. Here are some examples:

Duolingo: Duolingo is a highly-rated educational language learning app that covers over 20 different languages and is free. This app uses gamification to make learning a new language exciting and addictive. It includes a mix of vocabulary, grammar, and listening exercises, with a focus on repetition and reinforcement. The app also provides instant feedback, which can help students improve their language skills.

Kahoot!: This platform allows teachers to create interactive quizzes and games that students can play in real-time using their smartphones or computers. Teachers can customize questions and answers based on the specific language concepts they want to reinforce.

Language Zen: This app uses artificial intelligence to personalize language learning based on each student's strengths and weaknesses. It includes a variety of game-like exercises, such as matching activities and fill-in-the-blank questions.

Minecraft: This sandbox-style game can be used to create immersive language-learning experiences. For example, teachers can create a virtual world where students have to navigate different environments and interact with characters using the target language. [2]

Rosetta Stone: This language-learning software includes interactive games and simulations that help students practice speaking, listening, and reading in their target language. It also includes virtual tutors who provide feedback and guidance throughout the learning process.

Wordreference.com: While not necessarily a "game," this website is a valuable tool for language learners. It includes a translation dictionary, verb conjugation tables, and forums where users can ask questions and get feedback from native speakers.

Quizlet: Quizlet is an online learning platform that allows students to create and study flashcards. The platform can be used to study a variety of subjects,

including foreign languages. Students can create flashcards with new vocabulary words and practice them using games and other interactive tools.

KLOO: KLOO is an award-winning card game designed as a language learning tool. In this competitive card game, players work to form sentences in foreign languages. In this game, players build their vocabulary, as well as learn correct pronunciation. Currently, KLOO card games come in English, French, Spanish, and Italian [3].

Overall, there are many different online games and tools that can be used to support language learning. By selecting the right platforms and activities, teachers can help students improve their language skills in an engaging and effective way.

In conclusion, incorporating online games into foreign language classes can be a valuable tool for language teachers. Games can activate students' motivation to learn, help them better understand and remember the language, and provide an engaging and fun learning experience. From improving vocabulary and grammar to enhancing cultural awareness and making learning fun, games provide a valuable tool for language acquisition. However, it is important to use games with care and consideration, and to align them with the learning objectives of the class.

As we discussed above, there are many online games that can be used in foreign language classes to make the learning process more engaging and effective. Teachers should only choose games that are appropriate for the level and age of their students, and that align with the learning objectives of the class. They should also provide guidance and support to students during the game, and follow up with a discussion or reflection on the language learned during the game.

55

References

1. Bado, N., and T. Franklin. 2014. "Cooperative game-based learning in the English as a foreign language classroom." *Issues and Trends in Educational Technology* 2(2): 1-17.
2. Efficacy of Computer Games on Language Learning - ERIC
3. The Best Language Learning Games and Apps - 12 Tools - Inlingua Washington DC
4. Buckingham, D. (2003). *Videogames: Text, Narrative and Play*. Cambridge: Polity Press.
5. Wright, A., Betteridge, D., and Buckybuy, M. (2006). *Games for Language Learning*, Cambridge handbook for language teachers. Cambridge: Cambridge University Press.
6. Najmiddinova, M. R., & Jalolova, S. M. (2021). CONTRASTIVE STUDY OF ENGLISH AND UZBEK PUNCTUATION RULES. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(06), 1-5.
7. BALANCES, O. S. W. O. C. ROOTABLE LAYER IN EXPERIMENTAL PRODUCTION SECTIONS. *Ozatboy Bazarovich Imamnazarov, Tokhirjon Olimjonovich Qosimov, Makhammadali Rustamjonovich Abdullaev ISSN, 2349-0721*.
8. IMAMNAZAROV, O. B., QOSIMOV, T. O., & ABDULLAEV, M. R. (2020). Balances Of Soil Waters Of Cotton Rootable Layer In Experimental Production Sections. *International Journal of Innovations in Engineering Research and Technology*, 7(05), 318-321.
9. Jalolova, S. M., Otakulov, N. B., Urmonova, N. M., & Nazarova, D. O. (2022). MODERN METHODS AND TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING. *International Journal of Early Childhood Special Education*, 14(4).
10. Odilov, B., & Karimov, N. (2022). COVERAGE OF ECONOMIC AND CULTURAL TRADITIONS IN THE YEARS OF INDEPENDENCE IN ETHNOLOGICAL RESEARCH (ON THE EXAMPLE OF THE FERGANA VALLEY). *International Journal of Early Childhood Special Education*, 14(3).
11. Имамназаров, О. Б. (1993). Регулирование мелиоративного режима при близком залегании слабоминерализованных грунтовых вод.
12. АГЗАМОВА, Д. Б. (2018). COGNITIVE ANALYSIS OF METAPHORIC PHRASES OF THE CONCEPT "MEMORY" IN THE ENGLISH AND UZBEK BELLES-LETTRES TEXTS. *Иностранные языки в Узбекистане*, (2), 94-100.
13. Odilov, B., & Karimov, N. Archaeological Research is an Important Source in the Study of Traditional Economic Activities of the Uzbek People (On the Example of Some Researchers of the Twentieth Century).

ЗАМОНАВИЙ ТИЛШУНОСЛИК ВА ТАРЖИМАШУНОСИЛИКНИНГ ДОЛЗАРБ МУАММОЛАРИ

14. Makhhammadovna, M. F., & Agzamova, D. B. (2021). Psycholinguistic studies of pre-wedding and wedding traditions (on the basis of English and Uzbek phraseological units). *Turkish Online Journal of Qualitative Inquiry*, 12(7).
15. Shodmonov, A. (2022). Coverage of titles in Central Asian Hellenistic Sources. *Eurasian Journal of History, Geography and Economics*, 11, 24-26.
16. Abdullaeva, M., Jalolova, S., Kengboyeva, M., & Davlatova, K. (2021). Universal Human Values as Axiological Values. *REVISTA GEINTEC-GESTAO INOVACAO E TECNOLOGIAS*, 11(2), 802-816.