ChALLENGES OF USING LANGUAGE LEARNING GAMES IN TEACHING ENGLISH FOR YOUNG LEARNERS

Toshquvvatov Xayrulla,
O'zDJTU, Ingliz tili metodikasi, o'qituvchi

Anvarova Nargiza,
O'zDJTU, 4-bosqich talabasi

Numerous studies have underscored the advantages of integrating games into language teaching. Lee and Luchsinger (2016) found that games can enhance student engagement and motivation, leading to improved language learning outcomes. Games also offer a fun and interactive way for students to practice language skills, reinforcing vocabulary and grammar concepts (Mehran, 2018). Moreover, games can encourage collaboration and communication among students, creating a positive learning atmosphere (Kuo, 2019). According to Haycraft (1978), games are a fun technique to encourage students to use their English. Wright, Betteridge, and Buckby (1984) assert that games encourage students to focus their potential on language acquisition by offering pertinent situations. For both students and English teachers, games are a great way to promote creative and conversational language use in addition to being entertaining and relaxing. Language games are a great part of any program that teaches other languages, even though some English teachers view them as a way to kill time or as something to pass the time, especially for younger students. Chang, Kuo, Chen, and Hirose (2009) suggest that games play a significant role in the educational setting by improving the quality of learning experiences, boosting morale, and enhancing the effectiveness and enjoyment of learning.

While games can be beneficial for language instruction, there are challenges to be mindful of. Teachers must carefully select age-appropriate games that align with learning goals (Chen & Lin, 2019). Some students may struggle with competitive games or require additional support to fully engage in game-based activities (Lee & Luchsinger, 2016). Clear instructions and guidance are essential to ensure that games are effectively used as educational tools. According to Yolageldili and Arikan (2011), one of the difficulties reported in the examined research is when teachers fail to take the interests of their students into consideration. Additionally, Jafarian & Shoari (2017) outline the difficulties posed by constraints when elucidating content and

substance.

Furthermore, without cooperative behavior, students simply act competitively (Septida, 2020). Facilities and technology that don't support are other issues and drawbacks (Ana, 2018) Perhaps this occurred because the teacher intended to use digital media to teach young students through games, but the lack of resources at the school made it difficult. However, conventional games could be used for such an occasion without the need for technology. Before introducing digital games, educators should consider whether the facilities support them.

Some common challenges that appear while teaching young learners are:

Attention Span: Young learners, especially preschoolers and early elementary students, often have short attention spans and may find it difficult to stay focused for long periods of time. This can make it challenging for teachers to keep them engaged during lessons.

Language Development: Young children are still developing their language skills, which can make it difficult for them to understand and communicate effectively in the classroom. Teachers may need to use simple language and provide additional support to help young learners grasp new concepts.

Behavior Management: Managing classroom behavior can be a significant challenge when working with young learners, as they may have difficulty following rules and staying on task. Teachers need to establish clear expectations and routines to help young learners stay focused and engaged.

Different Learning Styles: Young learners have diverse learning styles and preferences, which can make it challenging for teachers to cater to the needs of all students in the classroom. Teachers may need to adapt their teaching methods to ensure that all students are able to learn and succeed.

Parental Involvement: Engaging parents and caregivers in the learning process is crucial for young learners' academic success. However, lack of parental involvement can be a challenge for teachers, as it hinders their ability to support students' learning outside of the classroom.

By addressing these challenges and implementing effective teaching strategies, educators can create a positive and supportive learning environment for young learners.

Conclusion:

In conclusion, incorporating games into English language teaching for young learners offers numerous advantages, including increased engagement, motivation, and language practice. By incorporating various types of games and addressing

potential challenges, teachers can create a dynamic and interactive learning environment that supports language acquisition. Further research is necessary to investigate the long-term impacts of game-based language teaching and to determine best practices for maximizing the benefits of games in the language classroom.

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