

GAME TECHNOLOGY IN TEACHING ENGLISH VOCABULARY TO A1 LEVEL LEARNERS

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Abstract. The study of foreign languages is seen as a crucial component of education. Knowing a language's vocabulary is essential for successful language learning. Conversely, vocabulary is a difficult component of the language to learn. To accomplish their educational objectives, teachers should use a variety of efficient ways when teaching vocabulary to students at the A1 level. As a result, one of the key components of learning English is employing game technology to teach vocabulary.

Keywords: English language, vocabulary, method, game technology, learners, A1 level, teaching.

Introduction. The importance of teaching vocabulary while teaching a language cannot be overstated since in order to use or communicate effectively in the language we are learning, we must be familiar with its terminology. Vocabulary has drawn a lot of attention, especially when it comes to teaching English as a foreign language. It can also be seen as the most important component for language learners due to the requirement of enough vocabulary knowledge for the four language competencies of reading, listening, speaking, and writing.

The words we require to properly communicate are referred to as vocabulary by Neuman and Dwyer. Moreover, they divide words into expressive vocabulary and receptive vocabulary categories [4, 67–70].

In Ur's opinion, vocabulary can be loosely defined as the words we educate students to use when speaking a foreign language. Nonetheless, a new vocabulary term may only have two or three words while still communicating the same meaning, as in the situations of post office and mother-in-law. To cover all of these scenarios, it can be advantageous to use terminology "things" rather than "words" [5].

The entire number of words needed to convey ideas and the speaker's meaning, as per the definitions given above, is referred to as a speaker's vocabulary. This demonstrates how important vocabulary development is.

New terms and concepts need to be explained properly by teachers. Using games to teach effectively is one technique that works well in this situation. Several definitions of games as teaching tools exist.

According to Haldfield, a game is an activity with rules, a goal, and amusement. Games should be viewed as an integral component of the language curriculum rather than as something to do on the weekend or at the conclusion of the semester. [1, 102-104].

The significance of games in education is highlighted by this definition. Games complement teachers' teaching tactics by acting as both a "amusing hobby" and a fun way to fulfill learners' obligations.

According to Haldfield, games can be employed at every stage of the shift from controlled to free practice, serving as a means to a goal rather than its own end at one end of the spectrum and a chance to speak the language freely at the other. Teachers can use them as a diagnostic tool to spot problem areas and put the appropriate corrective measures in place [1, 102–104].

We can infer from Haldfield's descriptions of games that teaching a language alongside games is better than teaching a language alone in a normal way since games make learning any language faster. Games are sometimes regarded as a means of encouraging students to finish their assignments. This is because teaching kids without using games might get a little boring and induce reluctance on the part of the students.

Games might differ since there are many different reasons why they are planned. The classifications that writers have given to games are numerous.

Lee divides games into eleven categories: structure games, vocabulary games, spelling games, pronunciation games, number games, listen-and-do

games, read-and-do games, games and writing, miming and role-playing games, and discussion games [2, 65].

However, McCallum categorizes language learning games into seven categories: conversation games, role-playing and dramatics, vocabulary games, number games, structure games, and spelling games [3, 74].

There are five fundamental categories of games, according to these two authors' categorization: speaking and listening games, vocabulary games, structure games, writing games, and reading games. Each sort of game focuses on a certain skill or aspect of language, therefore one consideration teachers must make when choosing games is the goal of the lesson.

Lewis asserts a direct causal relationship between the usage of games in language classrooms and the students' ongoing growth in their learning, which leads him to identify a variety of advantages that games can provide. [5].

- Engaging pupils in games helps learners (especially young learners) find the motivation they need since games give this stimulus, dispelling preconceived preconceptions about traditional lectures.
- During playing, learners have access to the target language constantly, and even those who choose not to actively participate are compelled to use it due to the context.
- Playing games in a foreign language aids in vocabulary acquisition, much as how one organically picks up their mother dialect.

Parallel to this, these advantages show how ready students are to learn new words using games, especially A1 level students who are eager to incorporate games into their learning.

Conclusion. It is essential for young language learners to understand and be able to use foreign words and phrases. Also, it is expected that pupils will be able to put a few words together to form a brief sentence. Learning new words also encourages kids to interact and communicate in writing and verbally. The development of young learners' four language skills—reading, listening,

speaking, and writing—then follows vocabulary instruction. One of the most effective ways to achieve goals, according to the research, is to teach vocabulary using games. This is due to the eagerness of A1 level pupils to play games, which might help them develop their language skills. Because of this, games can aid A1 English language learners in expanding their vocabulary.

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