

Using Games to Increase Students' Attention during the Lesson

Ishonkulov Sherzod Usmonovich

Karshi State Technical University, Associate Professor, Department of Foreign Languages

Abstract: It is very important to use various methodical games to attract students' attention during the lesson. The student looks at the lesson with interest. If he participates in games, his activity and acting skills will increase. Speech develops well. The level of knowledge decreases. The more the teacher can make the student interested in the lesson, the more successful he will be. In this article, I would like to introduce you to some games that are used to attract students' attention during the lesson.

Keywords: methodical activities, English, students, English lessons, Charades, Introducing a Stranger, progress.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

Today, English, which is becoming the second language of the world, is studied as a second language in our independent Uzbekistan. After the independence of our country, many opportunities were created for our youth. Studying abroad and contributing to the development of our national language is one of them. For this, it is very important to learn a language, especially English. Half of the world's population is currently learning English. This science is very complicated. It requires a lot of reading and research from the student. And we, the teachers, need to be the foundation for our students to acquire thorough knowledge.

A teacher is like a gardener. He wants to get a good harvest (knowledge, skills) from his lands (students). Therefore, he should plant good seeds (thoughts, information, knowledge, news) in his place. They should be watered with knowledge, new ideas. Various exercises, use of various games to make the lesson interesting, conducting lessons using visual aids and so on. Only then, the gardener will achieve his goal.

It is very important to use various methodical activities to attract students' attention during the lesson. The student looks at the lesson with interest. If he participates in games, his activity and acting skills will increase. Speech develops well. Bored with the monotony of the lesson process, students' interest in science decreases. The level of knowledge decreases. The more the teacher can make the student interested in the lesson, the more successful he will be. Below, I would like to introduce you to some games that are used to attract students' attention during the lesson.

It is very important to use various methodical activities to attract students' attention during the lesson. The student looks at the lesson with interest. If he participates in games, his activity and acting skills will increase. Speech develops well. Bored with the monotony of the lesson process, students' interest in science decreases. The level of knowledge decreases. The more the teacher

can make the student interested in the lesson, the more successful he will be. In this article, I would like to introduce you to some games that are used to attract students' attention during the lesson.

In the course of classes in specialized groups (foreign philology, socio-legal, concrete economics), it is necessary to explain many grammatical topics. The sentence “Grammar is the foundation of language” is indeed true. You cannot learn a language without learning grammar. 2-3 hours is not enough to explain some grammatical topics. Moreover, listening to boring lectures does not remain completely in the mind of the student. If each topic is explained with interesting games and examples, it will definitely have a good effect. It is desirable for the teacher to be active in the second place, and the student to be active in the first place.

1. “Find someone who ...” - comes in handy when passing the theme of “Who is the” activity, The Present Simple Tense is used in this activity.

Preparation: A list of sentences with a number of initial parts for students to continue. Time 15-20 minutes. The progress of the activity: Continues from the beginning of the sentences written on the board or on the lists distributed to the students. For example:

1. gets up at 6 : 00 every morning;
2. teaches at two different schools;
3. drives a car;
4. watches TV every evening;
5. plays a musical instrument;
6. likes to watch football on TV;
7. cooks meals every day;
8. often listens to music.

Students are given 5 minutes to find out who is doing the above by asking each other. For example, do you get up at 6:00 every morning from one student to another? asks, if she says yes, “Shahnoza gets up at 6.00 every morning.” that student's name is written. The importance of the game: Strengthening the form of personal unity in the uncertain present tense.

2. “Charades” – “Pantomime” activity. Present Progressive Tense is used in this activity.

Preparation: A list with a picture or a list of words written or illustrated with several action verbs. Time: 15 minutes.

The progress of the activity: One student goes to the board. Without speaking, the teacher shows the action verb or the picture on the paper shown by the teacher. The rest of the students will find. For example, the student who found drinking water, thinking, driving a car... goes to the board and shows another action.

e.g.: *He is driving, she is drinking.*

The importance of the game: The student’s acting skills increase. The present tense strengthens the continuous verb.

3. “Once when I was young” – “In my childhood” – Preparation: Preparing to talk about an interesting or funny event that happened when you were young. Time: 20 minutes. The progress of the activity: the teacher tells about an event that happened in his childhood, using sentences related to the past tense. It is given as an assignment to tell a story about such an interesting event that happened in the life of the students. The importance of the game: to develop the student's oral speech, to increase vocabulary, to teach him to write words correctly.

4. “Put your pen” activity – Preparation: Prepare some commands to tell the students. (eg. put your pen ... in the book, Time: 15 minutes.

The progress of the activity: All students have a notebook and a pen in front of them. The teacher commands them (put your pen in the notebook, put your pen in front of the book) in English: put your pen in the book; put your pen on the book. Students follow the command.

The importance of the game: to strengthen the use of prepositions in their place, to increase the mental activity of students. The progress of the activity: The essence of the competition is explained to the students. 10 lessons are given to 20 students in a row. Every two students take turns to teach the lesson with the help of the teacher. Each student will use his imagination as he wants to study. At the end of the “Decade Competition”, the lesson passed by each pair is analyzed together with the students. Shortcomings and achievements are told, and the students of the best pair are awarded with a gift, for example, a dictionary. This competition had a very good effect on the students of the first year. A very useful activity for groups specializing in the English language. Significance of the activity: The students themselves prepared visual aids on the computer. In addition to various test bankers and crosswords, the students memorized words in English and spoke in English in order to resemble a real teacher.

5. “Introducing a Stranger” – “Unknown Acquaintance” method. Time: 15-20 minutes. Preparation: Picture booklets with pictures of different professions.

The progress of the activity: Each student is given a picture of a person. Students choose his name, age, profession, hobby, nationality, etc. to introduce him to others. For example:

This is Marjona. She is 38 years old. She is from Tashkent and she is a secretary. Her hobby is playing tennis...

3-4 minutes are given to introduce each person.

The importance of the game: to expand the scope of students’ verbal thinking, to check whether they can correctly construct sentence devices.

A grammarian can use puns to attract students’ attention to the lesson so that they don't get bored while explaining the topic. Another student must say a word with the last letter of the word spoken by one student. If the spoken word is said, the student loses. In this way, 3 – 4 or 5 points are assigned to the last three students. This game can also be written on the board. It requires the student to write without mistakes. The purpose of the game is to increase the student's vocabulary and develop his interest in the lesson.

The more the teacher speaks English in class, the more the student’s speech will improve. For example, at the beginning of the lesson, the teacher tells the students a story in English. The students analyze it as they understand it, give the story an English name and briefly analyze the story.

Or, you can have a short free conversation with students on a topic, for example, about the work done the previous day, holidays, some local news, a program on TV, weather, family, etc.

In summary, every lesson is a great performance. The more the director enriches it with imagery, the more it will leave an impression on the audience. It is in the hands of the teacher to attract the student’s attention in the lesson, interest him anew - with new games, exercises, pass the lesson well and leave this lesson in the memory of the student in a strong and memorable way.

How high the achievements of our students will be in the future is in the hands of our teachers. Above, I introduced you to a review of some interesting games for English lessons. The more we use them in the lesson, the more our skills increase.

References:

1. Todd Miller. “Teacher Training Course for English Teachers at the Institute of Teacher Training”
2. Q. Sattorov, N.M. Qambarov, “English” 1 part
3. M.Gapporov “English Grammar”
4. R. Murphy “English Grammar in Use” self study reference Book for intermediate students
5. Betty Schampfer Azar “Understanding and Using English Grammar”
6. Cameron, Lynne (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
7. Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon; Krashen, S. (1988) *Second Language Acquisition and Second Language Learning*. 2nd edition. Oxford: Prentice Hall / Pergamon.
8. “Techniques and Principles in Language Teaching” Diane Larsen-Freeman, Oxford University Press, 1986
9. Ishonkulov Sherzod Usmonovich: Game activity as the main form of work when teaching students foreign languages; Modern American Journal of Linguistics, Education, and Pedagogy ISSN (E): 3067-7874 Volume 01, Issue 07, October, 2025
10. Ishonkulov Sherzod Usmonovich: Methods of Teaching Speaking in Foreign Language Lessons. International Journal on Integrated Education, Volume 6 | No 3 (March 2023)