

DEVELOPING VOCABULARY IN PRIMARY SCHOOL STUDENTS THROUGH GAMES

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*NamDCHTI, Til va tarjima fakulteti, Xorijiy til va adabiyot yo`nalishi: ingliz tili
1-bosqich talabasi*

Abstract. *The study aims how game-based lessons can improve vocabulary of the primary school students. During this research, psycholinguistic, survey, and experimental methods were used to explore primary school students' opinions about the learning process in their lessons. The results of this survey illustrate that game-based vocabulary lessons are expected to be used more in the future, and this kind of activity can have a positive effect on students' interest. The survey results indicate that game-based vocabulary learning is an effective and engaging method for primary school students, despite some time-related challenges in classroom use. This research is different from others. It shows how teachers can use modern approaches during lessons to develop the vocabulary skills of primary school students and proves that game-based lessons can be more effective than lessons.*

Keywords: *Kahoot, role play, flashcard, teamwork activities, story-based, rich materials, mental models, pre-test, contextualized language, cognitive skills.*

Аннотация. *Цель данного исследования заключается в изучении того, как игровые методы обучения могут способствовать развитию словарного запаса у учащихся начальной школы. В ходе исследования были использованы психолингвистические, опросные и экспериментальные методы для изучения мнений учащихся начальных классов о процессе обучения на уроках. Результаты опроса показывают, что игровые занятия по расширению словарного запаса ожидается использовать в будущем чаще, и такие виды деятельности могут оказывать положительное влияние на интерес учащихся к обучению. Полученные данные также свидетельствуют о том, что обучение словарному запасу с использованием игровых методов является эффективным и увлекательным способом для учащихся начальной школы, несмотря на некоторые временные трудности при применении в классе.*

Данное исследование отличается от других тем, что показывает, как учителя могут использовать современные подходы на уроках для развития словарного запаса учащихся начальной школы, а также доказывает, что игровые методы обучения могут быть более эффективными по сравнению с традиционными методами.

Ключевые слова: *Kahoot, ролевые игры, карточки для запоминания (флэш-карты), командная работа, обучение на основе сюжетов, ментальные модели,*

предварительное тестирование, контекстуализированный язык, когнитивные способности.

Annotatsiya. *Tadqiqotning maqsadi o'yin asosidagi darslar boshlang'ich sinf o'quvchilarining lug'at boyligini qanday rivojlantirishini ko'rsatishdir. Tadqiqot davomida o'quvchilarning dars jarayoni haqidagi fikrlarini o'rganish uchun psixolingvistik, so'rovnoma va eksperimental usullardan foydalanildi. So'rovnatijalari o'yin asosidagi lug'at darslaridan kelajakda yanada ko'proq foydalanilishi mumkinligini va bunday faoliyat o'quvchilarning darsga bo'lgan qiziqishiga ijobiy ta'sir ko'rsatishini ko'rsatdi. Natijalar shuni ham aniqladiki, vaqt bilan bog'liq ayrim qiyinchiliklarga qaramay, o'yin asosidagi lug'at o'rganish usuli boshlang'ich sinf o'quvchilari uchun samarali va qiziqarli hisoblanadi. Ushbu tadqiqot boshqa tadqiqotlardan farq qiladi, chunki unda o'qituvchilar zamonaviy yondashuvlar orqali o'quvchilarning lug'at boyligini rivojlantirishi mumkinligi hamda o'yin asosidagi darslar an'anaviy darslarga qaraganda samaraliroq bo'lishi isbotlangan.*

Kalit so'zlar: *Kahoot, rol o'ynash, fleshkarta, jamoaviy faoliyatlar, hikoya asosida o'qish, aqliy modellar, oldindan test, kontekstlashtirilgan til, aqliy ko'nikmalar.*

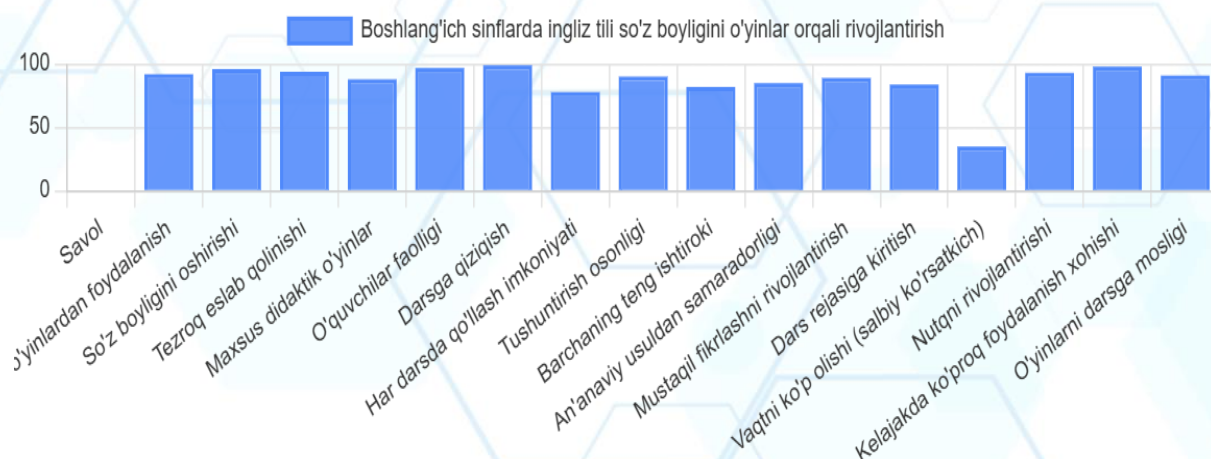
Introduction. In today's society, where different fields and professions are developing day by day, learning a foreign language is very important for teenagers to find their place in life. Therefore, children should start learning foreign languages at school from an early age. Vocabulary is one of the most crucial factors in learning a new language. While primary school students often find it difficult to learn and memorize vocabulary in the modern education system, I believe that game-based practices can be more effective and engaging for them. Damla Sahin and Mehmet Ali Yavuz (2025) argue that game-based and interactive learning methods significantly improve vocabulary retention among primary school students by making learning more engaging and effective. In primary education, the use of games for learning has not yet been fully standardized, and although game-based vocabulary learning has been widely studied, its long-term effectiveness remains unclear.

This study aims to investigate the effectiveness of game-based vocabulary learning among primary school students. In this research, the basic theories of vocabulary learning were examined, game-based teaching methods were analyzed, and the effects of different types of games on students' learning were explored. In addition, the effectiveness of vocabulary learning through mobile applications and online games, such as Kahoot, was investigated.

Methodology

1. Psycholinguistic Method

Boshlang'ich sinflarda ingliz tili so'z boyligini o'yinlar orqali rivojlantirish



This approach was applied to primary school students, focusing on their memory, mental activity, cognitive processes, and language development. It was chosen because these factors play an important role in learning and memorizing new vocabulary. Various activities such as word games, role plays, and flashcard exercises were used during the lessons. Throughout the process, students' memory and cognitive skills showed noticeable improvement. As a result, vocabulary taught through games was memorized more effectively compared to regular lessons.

2. Experimental Method

During three days with researchers, primary school students' lessons were experienced. Their participation, speech, and behavior were learned and analyzed. To get information about their character, game-based teamwork activities were given to them and they were divided into three groups. In each group there were 5 students. After this research, the next day lessons, activities, new words, and games were planned.

3. Survey Method

The survey method was conducted among primary school students in order to collect data and their opinions about daily lessons. This information is very important for planning the next lessons and game-based activities. Various types of questions were given to students and asked complete them. Then research obtained some useful information by their responses. In many situations, online games are used to motivate participation in the learning process, as well as to improve communication skills such as communication, negotiation, and active listening. They can contribute to the favorable development of foreign languages. Different kinds of online games can create a relaxed environment among students (Anas Yunus and Hua, 2021).

McKeown et al. (2021) showed that learning vocabulary through story-based, rich materials helped learners form stronger mental models. One of the scientists stated that the absence of interest in learning vocabulary can cause a limited vocabulary repertoire when traditional methods are used.

One of the scientists stated that the absence of interest in learning vocabulary can cause a limited vocabulary repertoire when traditional methods are used. (Alqahtani, 2016; Ting and Kee, 2019).

Therefore, games are recommended for teachers to use during their lessons. attitudes and motivation within the primary school context (Firat, 2007; Griva, Semoglou and Geladari, 2010; Wang, Shang and Briody, 2011). The findings of these studies showed that games were useful in motivating students and creating positive attitudes among them. The results also indicated that students learn better when they are motivated. This study organized a pre-test, and the method effectively improved students' vocabulary. Krashen (2004) thinks that vocabulary is developed through rich, contextualized language use rather than memorization. This bar chart illustrates the results of a survey about developing vocabulary through games among primary school students. A noticeable result in this chart is that many people want to use games, role plays, and technology-based lessons more than nowadays in the future. The next point is that lessons with games are interesting. People responded "yes" to this question. However, some people said that game-based vocabulary activities can take a lot of time and there is not always enough time to use them in every lesson. Overall, game-based vocabulary learning has a positive impact on improving vocabulary skills among primary school students. Therefore, games are recommended for teachers to use during their lessons.

Conclusion. In conclusion, this study examined the effectiveness of game-based vocabulary learning among primary school students. The research used psycholinguistic, survey, and experimental methods to analyze students' learning process and engagement during lessons. The results showed that game-based activities such as role plays, flashcards, teamwork tasks, and online games like Kahoot significantly improve students' vocabulary learning, motivation, and participation. Although some time-related challenges exist in classroom use, students demonstrated better vocabulary retention compared to traditional methods. The study also found that game-based learning creates an interactive and motivating environment, helping students develop communication and cognitive skills. The novelty of this research lies in combining modern game-based approaches with experimental methods to enhance vocabulary learning in primary education.

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