

THE FORMAT IN OF READING SKILLS N SCHOOL PUPILS THROUGH READING GAMES

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Abstract: The article examines how games can be used to teach reading to young students in elementary schools. Incorporating games into reading lessons can boost student interest and understanding. Fun activities, such as word puzzles or educational apps, make learning more enjoyable, helping students develop a positive view of reading. Additionally, games offer real-life situations for practicing reading skills, which helps strengthen comprehension and memory. The aim of the study is also to obtain a concrete description of the use of game technique in improving students' reading comprehension skill and the change of students' behavior during and after learning activities.

Keywords: Reading skills, elementary education, reading games and teaching methods

Аннотация: В статье рассматривается, как можно использовать игры для обучения чтению младших школьников начальных классов. Включение игр в уроки чтения может повысить интерес и понимание учащихся. Забавные занятия, такие как словесные головоломки или образовательные приложения, делают обучение более приятным, помогая учащимся развить позитивный взгляд на чтение. Кроме того, игры предлагают реальные ситуации для отработки навыков чтения, что помогает укрепить понимание и память. Целью исследования также является

получить конкретное описание использования игровой техники в совершенствовании навыков понимания прочитанного у учащихся и изменении поведения учащихся во время и после учебной деятельности.

Ключевые слова: Навыки чтения, начальное образование, игры для чтения и методы обучения.

Introduction

In the fast-changing world of education today, the necessity of developing strong reading skills in elementary school students is paramount. Since foundational literacy is vital for both academic success and lifelong learning, teachers are constantly looking for creative ways to engage young learners. One increasingly popular approach is the incorporation of reading games as an effective tool for skill enhancement. These interactive activities not only make learning fun but also address various learning styles, fostering a richer comprehension of language and literacy.

Reading games act as a link between conventional teaching methods and contemporary educational strategies, enabling children to engage with words in an enjoyable and stimulating setting. By integrating elements of competition, teamwork, and creativity, these games turn the often intimidating task of reading into an exciting journey. This change in approach is especially advantageous for elementary students who may face challenges with motivation or self-esteem in their reading skills. Through captivating gameplay, children can hone essential abilities such as phonemic awareness, vocabulary development, comprehension, and fluency without the stress usually associated with formal testing.

Moreover, reading games can be customized to suit the individual needs of each student, accommodating a range of skill levels and interests. Whether utilizing digital tools or traditional board games, these activities offer personalized learning experiences that can boost student engagement and information retention. Educators can leverage the appeal of games to cultivate a vibrant literacy environment that promotes exploration and experimentation with language, ultimately instilling a passion for reading that goes beyond the classroom.

As we further explore the importance of reading games in enhancing literacy skills among elementary school students, it becomes clear that this method not only aids academic performance but also fosters critical thinking and social skills. By investigating the strategies, advantages, and practical uses of reading games in educational contexts, we can gain insights into how to nurture a generation of confident readers who are prepared to tackle the intricacies of language and literature. The upcoming sections will discuss various methods for integrating reading games into the classroom, emphasizing their effectiveness in developing crucial reading skills while creating a joyful learning atmosphere for young learners.

[2] Most children will doubtless continue to be started to school at the age of six, although a good home is usually a better place for them until eight years of age, provided parents can give them a little time every day and can have proper instructions about assisting with home learning. But many parents do not have the time or the intelligence, and the schools are not yet prepared to assist them effectively.

In any case, whether at school or at home, the young child is to be occupied mainly with quite other matters than formal exercises in learning to read, until his eighth year at least. The articles by Professors Patrick and Dewey suggest the natural bases of a school course for this early period, dominated as it should be by oral rather than by printed and written work, full of good literature and history suited to this early age, but given fresh from the lips of the enthusiastic teacher and talked over with the children, as the best means of forming right habits of English expression while deepening the culture value of the context. Real acquaintanceship with outdoor nature without too much of adult sentiment, well-directed muscular development in free play and in manual work, singing, illustrative drawing, picture-writing, perhaps some conversational work in a foreign language, these and other activities suited to this stage of the child's development will make the school session a wholesome delight instead of a burden, to child and teacher alike.

The activities of the school life will naturally create a need for making certain records of what is done, and a need for reading these records. Records of the weather, of the growth of plants, of attendance and proficiency, if made with the assistance of the children, will soon be read and used by them. In such ways, reading and writing may be made to grow as naturally and as fast as the other experiences of the child, and will only be used as needed. The articles by Miss Cooke are more lucid than any further directions that I could give concerning the use of this method. It is a perfectly proper and natural method, and one that has shown itself entirely feasible in the practice of schools in Chicago. The children readily learn to read such records of their own experience, without any particular "method"; and if the accounts, whether written or printed, are preserved and bound together, they make excellent "Readers" which the children read with natural expression and with much interest.

Miss Jessie R. Smith, of the Santa Rosa, California, Schools, has published two little volumes of such children's Readers, "practically written by children." I quote. from Professor Burk's preface to one of these Readers, "The Story of Washington," and reproduce part of the

first story. An illustration of this story, by one of the older children, has been shown on an earlier page.

"The method of the book's production has been as follows: she first related to her pupils, who were from seven to nine years of age, the story of the hero in the best form her instincts could dictate. Some days later, after the story, its form of presentation, and language have somewhat "settled" in the children's minds, she has called for reproductions, both oral and in written form, allowing the pupils also to illustrate their written work in any way they pleased. She has then made these reproductions the material for most careful study as to essential elements of plot, salient points of interest, and especially the words and forms of expression used by the children. By this means the story has been reconstructed. Portions over which the children love to linger are brought out to the fullest extent. Their words and forms of language, within the limit of grammatical usage, are followed scrupulously. Much care has been used to keep the stories within a limited vocabulary. Less than 750 different words are used in the entire series, and these, excepting the necessary geographical names are all of the commonest use among children." The Importances of reading skills

Reading skills include a variety of abilities, such as phonemic awareness, vocabulary growth, comprehension, and fluency. Mastering these skills is crucial as they serve as the foundation for future learning across all subjects. The National Reading Panel (2000) suggests that effective reading instruction should incorporate systematic phonics, vocabulary enhancement, and comprehension strategies. Nevertheless, traditional approaches can often lead to student disengagement. Therefore, innovative methods like reading games are essential to spark interest and improve learning outcomes

Reading games are organized activities aimed at making the learning process enjoyable while reinforcing key literacy skills. These games can take many forms, including board games, card games, digital applications, and interactive storytelling. Incorporating elements of competition, rewards, and challenges can encourage students to actively engage in their learning.

Types of Reading Games:

1. Word Bingo: This game promotes vocabulary recognition and spelling by having students match words on their cards with those announced by the teacher.
2. Story Cubes: Students use dice featuring pictures or words to create stories, enhancing their storytelling abilities and creativity while practicing sentence structure.

3. Reading Relay Races: In this competitive activity, students collaborate in teams to read passages aloud, fostering fluency and teamwork.

4. Digital Reading Apps: Interactive applications offer tailored reading experiences through captivating stories and quizzes that adjust to each student's skill level.

To successfully incorporate reading games into the curriculum, teachers should consider the following strategies:

- Align Games with Learning Goals: Ensure that chosen games support specific reading skills that correspond with educational standards.
- Create a Positive Environment: Establish a supportive setting where students feel safe to take risks and learn from mistakes during gameplay.
- Encourage Teamwork: Foster collaboration through group-oriented games that enable students to learn from each other.

Conclusion

The formation of reading skills in elementary school pupils is a vital aspect of their educational development. Reading games present an innovative approach to teaching literacy by making learning fun and engaging. By incorporating these games into the classroom, educators can foster essential reading skills while promoting a love for literature among young learners. As we continue to explore effective teaching strategies, it is clear that play-based learning holds significant potential for enhancing literacy development. Emphasizing the importance of enjoyment in learning, reading games can transform the educational experience, making it more dynamic and effective.

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