WORLD CONFERENCE ON STUDENT - CENTERED LEARNING APPROACHES

THE IMPACT OF INTERACTIVE ONLINE GAMES IN VOCABULARY ACTIVATION AMONG GRADE 3 STUDENTS

Karimova Vasila Asiljon qizi

imvasi59@gmail.com

Scientific supervisor:Yo'ldasheva Ma'mura

Namangan State Institute of Foreign Languages

Abstract. The main objective of this study is to investigate the impact of interactive online games on vocabulary activation among Grade 3 English language learners. The study aims to identify how digital game-based learning influences students' ability to actively use newly learned words in speaking and classroom activities. A mixed-method approach was used, involving 10 Grade 3 students from School No. 11 in Chortoq district, Namangan region. Data were collected through classroom observation, vocabulary tasks, and short interviews. The findings revealed that students who participated in interactive online games demonstrated higher engagement and improved ability to recall and actively use vocabulary. The use of visual elements, repetition, and immediate feedback in games significantly enhanced vocabulary activation. The study concludes that integrating interactive online games into lessons can effectively support vocabulary development and promote active language use.

Keywords: vocabulary activation, online games, young learners, EFL, interactive learning, digital tools

Annotatsiya. Ushbu tadqiqotning asosiy maqsadi 3-sinf o‘quvchilarida interaktiv onlayn o‘yinlarning so‘z boyligini faollashtirishga ta’sirini o‘rganishdan iborat. Tadqiqot Namangan viloyati, Chortoq tumani 11-maktabida o‘tkazildi va unda 10 nafar 3-sinf o‘quvchisi ishtirok etdi. Tadqiqot o‘yin asosidagi o‘qitish o‘quvchilarning yangi o‘rganilgan so‘zlarni nutqda faol qo‘llashiga qanday ta’sir

qilishini aniqlashga qaratilgan. Ma’lumotlar sinf kuzatuvi, lug‘at topshiriqlari va qisqa suhbatlar orqali yig‘ildi. Natijalar shuni ko‘rsatdiki, interaktiv o‘yinlarda qatnashgan o‘quvchilar yuqori faollik ko‘rsatib, so‘zlarni eslab qolish va nutqda qo‘llashda sezilarli yaxshilanishga erishgan. O‘yinlardagi vizual elementlar, takrorlash va tezkor fikr-mulohaza so‘z boyligini faollashtirishga ijobiy ta’sir ko‘rsatdi.

Kalit so‘zlar: so‘z boyligi faollashuvi, onlayn o‘yinlar, boshlang‘ich sinf, EFL

Аннотация.Основная цель данного исследования — изучить влияние интерактивных онлайн-игр на активизацию словарного запаса у учащихся 3-го класса. Исследование проводилось в школе №11 Чартакского района Наманганской области с участием 10 учеников. Результаты показали, что интерактивные игры повышают активность учащихся и улучшают использование слов в речи.

Ключевые слова: активизация словарного запаса, онлайн-игры, младшие школьники

Introduction. Vocabulary learning plays a crucial role in early language development, especially for young learners. At the primary level, students often struggle not only to remember new words but also to use them actively in communication. Traditional teaching methods may not always provide sufficient opportunities for engagement and practice. Therefore, integrating interactive online games into the classroom can be an effective way to improve vocabulary activation and student motivation.

Background. Vocabulary acquisition is an essential part of second language learning, especially for young learners. According to research, students learn and retain vocabulary more effectively when they are actively involved in the learning process rather than only memorizing words passively (Nation, 2013). Digital game-based learning has become an important approach in modern language teaching because it increases students’ motivation and engagement (Prensky, 2001). Studies

show that interactive vocabulary games provide repetition, visual support, and immediate feedback, which are key factors in vocabulary retention and activation (Yip & Kwan, 2006). In addition, research suggests that digital games create a low-anxiety learning environment where students feel more confident to participate and use new words in communication (Reinders & Wattana, 2015). Furthermore, video games and interactive environments have been found to support language learning by encouraging meaningful interaction and contextual learning (Chen & Yang, 2013; Gee, 2003). Overall, previous studies confirm that game-based learning can significantly improve vocabulary learning outcomes, especially for young learners who need motivation, repetition, and active participation. The main purpose of this study is to examine the effect of interactive online games on vocabulary activation among Grade 3 students. Specifically, the study aims to:

Identify students' engagement during game-based learning

Measure improvement in vocabulary use

Explore students' attitudes towards online games

Method. This study aims to improve students' vocabulary activation through interactive online games. The study was conducted at School No. 11 in Chortoq district, Namangan region, and 10 Grade 3 students participated in it. A mixed-method approach was used in this study. Both qualitative and quantitative data were collected and analyzed together. This helped to better understand how students learn and use new vocabulary. Data were collected using three main methods: classroom observation, vocabulary tasks, and short interviews. Classroom observation was used to see how students used new words during lessons. Vocabulary tasks helped to check how well students remembered and used the words. Short interviews were conducted to understand students' opinions about learning through games.The study was carried out in several stages. In the first stage, students were observed to identify their vocabulary level and how they used words. In the second stage, interactive online games such as

matching games, memory games, and quizzes were introduced. In the next stage, students practiced new words through games, pair work, and speaking activities. After that, students repeated the words and used them in simple sentences. In the final stage, students were observed again to see their improvement in vocabulary use. The collected data were analyzed by comparing students' performance before and after using interactive games. The results showed how effective these games were in improving vocabulary activation. The reason for choosing this method is that it allows observing students in a real classroom and understanding both their learning habits and actual performance.

Results. The results of the study were based on data collected from 10 Grade 3 students through classroom observation, vocabulary tasks, and a questionnaire. The questionnaire consisted of 10 questions related to students' vocabulary learning habits, use of interactive games, and ability to remember and use new words. The results showed that interactive online games had a positive effect on students' vocabulary activation. About 8 out of 10 students (80%) were able to correctly recognize and recall new vocabulary after game-based activities. In addition, 7 students (70%) were able to use new words in simple speaking sentences during classroom tasks. The questionnaire results showed that all 10 students (100%) enjoyed learning vocabulary through games. Around 6 students (60%) reported that they usually forget new words before, but after using games they could remember them more easily. Also, 7 students (70%) said that repetition in games helped them learn vocabulary better. Classroom observation also showed that students became more active and motivated. Most of them participated in pair and group activities, and they were more willing to repeat and use new vocabulary during lessons.

Discussion. The aim of this study was to investigate the impact of interactive online games on vocabulary activation among Grade 3 students. The results clearly show that game-based learning has a positive influence on students' vocabulary

learning process. The findings indicate that students learn vocabulary better when they are actively involved in the lesson. Interactive games increased students' motivation and interest, which helped them remember new words more easily. Another important finding is that repetition inside games played a key role in vocabulary retention. Students repeated the same words several times in a fun way, which helped them remember vocabulary for a longer time.However, some students still had difficulties using new words in full sentences. This shows that games alone are not enough and teacher guidance is still necessary to develop speaking skills. Overall, the results confirm that interactive online games are effective for improving vocabulary activation among young learners.

Conclusion. In conclusion, this study showed that interactive online games have a positive impact on vocabulary activation among Grade 3 students (10 learners). The results of the questionnaire and classroom observation showed that students became more active, motivated, and confident in learning new vocabulary. Most students were able to remember and use new words better after game-based learning activities. It can be concluded that vocabulary learning becomes more effective when students are engaged through interactive and enjoyable activities such as online games. Therefore, teachers are recommended to use these methods together with traditional teaching to improve students' vocabulary knowledge and communication skills.

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