



## GAMES AS A MEANS OF PROMOTING YOUNG LEARNERS' SPEAKING SKILLS

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**Tayanch so‘zlar:** o‘yinlar, chet tili, o‘quvchilar, faoliyat, ko‘nikmalar, o‘rganuvchilar, darslar, o‘qituvchi, raqobat.

**Ключевые слова:** игры, иностранный язык, учащиеся, деятельность, умения, обучающиеся, занятия, учитель, соревнование.

**Key words:** games, foreign language, pupils, activity, skills, learners, classes, teacher, competition.

Introduction. Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun. Hadfield describes [4] games as “an activity with rules, a goal and an element of fun”.

Some authors suggest that language games should be placed at the center of the foreign language teaching program rather being accepted as a peripheral part of the program, since, besides being fun, additionally they include goals and controlled by rules. S.M.Silvers, the author of the book *Games for the Classroom and English Speaking Club*, claims [5] that games are often agreed by many teachers as tools which stop monotonous repetitions in the lesson are used to fill in time. He claims that many teachers often miss the fact that in a relaxed environment it is mostly possible that real learning take place, furthermore learners are able to use the target language that have been exposed to and have been practiced earlier by the learners.

Following definition given by Greenall, it can be said that [3] games create a competition positively among pupils who are involved in a language activity.



The approval for using interactive games in a foreign language classroom can be seen in the fact that learners provide a lot of benefits through games. It was ensured by many experienced writers that games are educationally valuable.

Some reasons are mentioned by Lee as in the following: games give a chance to escape from unusual routine, but they are very important in terms of motivation and challenges.

Games are generally preferred by the teachers to be used as warm-up activities or at the end of the lesson if time is left. The games are used by the teachers to escape from the monotony of the course book, filling extra class time and for reviewing for a test. However, Lee states [2] that games should be at the heart of the language learning process instead of being an activity which is just used when the teacher and pupils have nothing better to do. They have more effect on the teaching of the learners than just creating fun in the classroom. They are educationally valuable and useful for the English language learners.

Research methodology. Constantinescu expressed [1] that when choosing language games, many points are needed to be considered by teachers:

- Games should have an aim. They are used to motivate pupils, not only for fun;
- Games should focus on the use of language. By their means pupils have to learn, practice, or refresh language components;
- The content should be appropriate. It should fit the curriculum, be correct from all points of view and not to promote wrong values;
- Games should be technically easy to use in the classroom;
- Games should be in accordance with pupils' age and level of knowledge;
- Games should keep all of the pupils interested;
- It is advisable to use short games; otherwise pupils may lose their interest.

Game-like activities provide choices for the classroom. 'They allow teachers to add variety and flexibility to the teaching menus', Sometimes educators feel weighed down by assigned curricula and need to come up with new ideas and interesting activities. Another advantage, in language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake [2].

There are games which are teacher-led and there are those in which the teacher's role is mainly a passive one, Peter Watcyn-Johns states 3 things the teacher is usually responsible for:

- preparing the material in sufficient quantities;
- explaining clearly what is to be done;



- checking answers or managing the scoring in the end of the game or in the process of playing.

Analyzes and results. These might sound very simple and easy to do, but these are not the only things the teacher does, of course. These go along with conducting the whole lesson, finding or coming up with an appropriate game or an activity for the given topic, so that the lesson turns into an enjoyable time of the day. In addition to these, the whole responsibility for the game results (how fair it was, the extent of productivity of the game, etc.) lie on the teacher. Besides, any teaching process assumes an approach, pedagogical in general and psychological in particular. Especially when working with children, any action, any word or even a look may be crucial.

The main goal of teaching learners has become to improve learners' communicative skills, competency and culture using different effective innovative ways of teaching English and the goal of English teachers at primary classes have become to have their language learners to speak proficiently and independently in various situations.

One of the innovative ways of teaching foreign languages is teaching through games. Games are incredibly valuable in a class because they provide many opportunities for learners to learn the language. As Carrier mentions it, three appropriate stages are in a lesson that games can be used; that it, they can be applied as:

- an introduction
- the development of the lesson
- conclusion of the lesson

When games are employed as an introduction, the lesson begins with stimulation. At this point, the pupils' interest is provided from the very beginning of the lesson. Besides they play a very crucial role to know what level pupils already have. Moreover, games can be used for revision of a previous activity.

Furthermore, games are included after development of the lesson to emphasize an item which is considered significant by the teacher for revision or practice. At the end of the lesson games are brought into play to serve a stimulating end. Consequently, pupils have chance to practice the studied item, and the teacher can have an idea if the item well achieved or not by pupils.

literature analysis. According to Sánchez, Morfin, and Campos, games have a positive effect at any moment of the lesson since this makes pupils have fun in the activity without noticing that they are practicing the language with hidden helpful practice.

Games are considered to be a very effective way of learning a foreign language, as they encourage, entertain, teach, and promote fluency of learners. That is why teachers should pay more attention to few important things regarding the games:

First of all, games should be interesting. They should include visuals, materials, sounds, mime and ought to be clear enough and simple so that children can understand what they are expected to do.

Secondly, games should be designed in such a way that children should be involved actively as much as possible. It is well-known that children learn easily and more quickly if an activity requests their physical involvement.

As learners may wish to play games purely for fun, teachers, however, should be very careful about choosing games if they want to make them profitable for the learning process. Not all games are appropriate for all pupils irrespective of their age. Different age groups require various topics, materials, and modes of games. Therefore methodologists suggest the following strategies to English teachers. While using different games they have to:

- change the games every 5-10 minutes;
- vary the pace during the lesson, mixing up energetic games with quiet ones;
- use short games to review vocabulary and phrases they have already taught;
- make lessons playful and full of physical movement;
- teach in a relaxed and friendly atmosphere with plenty of encouragement;
- encourage and support learners;
- focus on listening and understanding, building vocabulary and the acquisition of short phrases;
- concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions;
- avoid abstract concepts and focus on concrete items that children understand.

The best game-based lessons are those where your pupils do most of the talking and pupils' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

“Language learning is hard work... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work”.

The above quote is taken from the introduction to Andrew Wright, David Betteridge and Michael Buckby's work, “Games for Language Learning”. While many teachers will wholeheartedly agree with the first sentence, there are those who consider the second to be something of an exercise in indulgence, both for the teacher and the language learner. With this in mind, some never consider actively employing games in their teaching. According to Ersoz, “Well-chosen games are invaluable as they give pupils a break and at the same time allow pupils



to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication”.

Conclusion. So, games can indeed teach and they add genuine enjoyment to a lesson. Nevertheless, working your way through the syllabus and completing stipulated material remain quintessential to ensuring that pupils are covering the material set out for any particular course, semester or even a specific lesson. Games should not hinder this. It's important that they are used as a means to an end, rather than existing in their own right. Once the core content of any given lesson has been explained and understood, and exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension.

#### Literature:

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#### РЕЗЮМЕ

Ushbu maqolada har qanday sharoitda o'yin o'ynash mashg'ulotlarini yaxshi ko'radigan maktab o'quvchilari haqida so'z boradi. Bunday o'quvchilar musobaqalarni ham yaxshi ko'radilar. O'quv mashg'uloti jarayonida o'yinlar va qiziqarli tadbirlar qanchalik ko'p bo'lsa, o'quvchilar shunchalik faol bo'lalilar. O'yinlar nafaqat vaqtini to'ldiradigan mashg'ulotgina emas, balki undan darsda o'quvchilarni xorijiy tilga o'rgatishda samarali foydalanish mumkin.

#### РЕЗЮМЕ

В статье речь идет о школьниках, которые любят играть в игры в любых условиях. Им также нравятся соревнования. Чем больше игр и занимательных мероприятий задействовано в процессе обучения, тем более вовлеченными являются учащиеся. Игры - это не просто занятия, заполняющие время, но и имеющие большую образовательную ценность, и их можно использовать в классе, чтобы заставить учащихся использовать язык вместо того, чтобы просто думать об изучении правильных форм.

#### SUMMARY

The article deals with the pupils who enjoy playing games in any conditions. They also like competitions. The more games and amusing activities involved in the learning process, the more engaged the pupils are. Games are not just time-filling activities but have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms.