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THE TOPICALITY OF GAME ACTIVITIES TO DEVELOP SPEAKING SKILLS

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Annotation. Topicality of the project consists in the requirement of search and use of effective pedagogical technologies for successful training in skills of students with the help of games. In qualification, the project offered the final, which is applied attempt as by effective methods of communicative competence. The purpose and objectives of the project consists in the reasons and approval of communicative actions as one of effective methods.

Key words: communicative competence, determination, formulation, language-building activity, self-realization, creativity, interpretation, learning motivation, reduce learning anxiety, encourage, spontaneous, construct a cooperative learning environment.

Topicality of the project consists in the requirement of search and use of effective pedagogical technologies for successful training in skills of students with the help of games. In qualification, the project offered the final, which is applied attempt as by effective methods of communicative competence.

The aim and objectives of the project consists in the reasons and approval of communicative actions as one of effective methods.

Achievement of the effective purpose makes the decision on the following tasks:

1. to learn language with the help of games
2. to consider the main determinations and formulations concerning English
3. to effectively use various methods learning English
4. to develop skills of use of the acquired theoretical knowledge in practice

Practical importance of the project. The performed work has practical value for training in English, methods and acceptances in practice are revealed and approved, their efficiency is checked. The practical importance of the project work

consists in a possibility of use of results of a research for the solution of practical tasks [1].

The expected results:

1. Games will help will increase studying of efficiency in properties of language. Process of to come down material is executed by distribution of role plays with subsequent their graphical design in a certain order in the form of group, and also distribution and a configuration on categories of signs of the learned language.
2. Use of new games, the methods learning the English desire shall promote development of informal conversation, meaning who gives chance to students of self-realization, develops their creativity [2].

In teaching and learning processes, there are many activities to develop speaking skill. One of them is games. Games have a purpose beyond the production of correct speech, serves as a good communicative activity. The aim of all language games for students is to use the language. However, during the game play learners also use the target language to persuade and negotiate their way to desire the result.

Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved. Games activities are an excellent way of motivating learners to speak. It must be easy for the player and the teacher, to know who is about to reach the aim. There are many advantages of using games in the classrooms. "Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading...

They create a meaningful context for the language use. "From the definition above it can be said games encourage, entertain, teach, and promote fluency. They should be used because games help students see the beauty in a foreign language and not just problems of the foreign language itself.

Games introduces of competition into language-building activities. The competitive atmosphere also makes learners concentrate and think intensively during the learning process. Language learning should be enjoyable. Games help make it so. The students acquire a great deal of language by concentrating and listening intensively, but unconsciously. Games in Language Learning are hard work. Someone must take effort, which is required to understand and manipulate the language that can be used by many learners [3].

Games also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. Jill Hadfield states that the games make use of variety of technique. Technique used for instance includes information gap, collecting, combining, role play, and simulation technique. Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Games are also as a tool for teacher to diagnostic the area of difficulty in teaching and learning process.

Last but not least, although games use many kinds of techniques, the important reasons for using games is simply that they are immensely enjoyable for

both teacher and students. Games can be played by class, individual, pair and group work. The four of types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of language. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. Pair work is easy and fast to organize. It provides opportunity for intensive listening and speaking practice. Group work is essential if some games require four to six players.

According to Wright pair work is better than group work if there are discipline problems. He also said that for all the reason we often prefer to organize games in pair or general class work, rather than in group work. One way to deal with this is to get learners to talk about the problem and agree on a solution. Games also can be used to provide the learners with opportunities to use language rather than simply practice it. This game concerns in fluency. Using games, the learners have the opportunity to express their ideas, feelings, and thought orally. By using games, it encourages students to interact and communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

According to Jill Hadfield a game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and co-operative games. A competitive game is games in which the player or teams race to be the first to reach the goal. And co-operative games are games in which players or teams work together towards a common goal. Chen also said in his journal that the benefits of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment [4].

In teaching and learning activities, there are many activities to develop speaking skill. One of them is games. Games have a purpose beyond the production of correct speech, serves as a good communicative activity. The aim of all language games for students is to use the language. However, during the game play learners also use the target language to persuade and negotiate their way to desire the result. Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved. Games activities are an excellent way of motivating learners to speak. Games introduces of competition into language-building activities. In other words, games create a meaningful context for language use. The competitive atmosphere also makes learners concentrate and think intensively during the learning process. Language learning should be enjoyable. Games help make it so. The students acquire a great deal of language by concentrating and listening intensively, but unconsciously. Much of our mother tongue competence is gained through using language in play. According to Caesar Kleur, games have many characteristics, they are: 1. A game is governed by rules. To make a simple activity into a game rules is important. 2. A game has objectives.

One of the rules is the achievement of an objective. These objectives can be something like making points correctness of finishing an activity first. 3. A game is a closed activity. It means games must have beginning and an end. It must be easy for the player and the teacher, to know who is about to reach the aim. There are many advantages of using games in the classrooms. "Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading... They create a meaningful context for the language use. "From the definition above it can be said games encourage, entertain, teach, and promote fluency. They should be used because games help students see the beauty in a foreign language and not just problems of the foreign language itself. A game in Language Learning is hard work. Someone must take effort, which is required to understand and manipulate the language that can be used by many learners. Games help the teacher to create context in which the language learning is useful and meaningful. A useful interpretation of meaningfulness is that the learners respond to the context in a definite way. If they are amused, angered, intrigued or surprised the context is clearly meaningful to them. The writer sure that every teacher wants their learners take part and understand what the teacher means. Eros said that language learning is hard task which can sometimes be frustrating. He also said well – chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating because they are amusing and interesting. Games also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. Jill Hadfield states that the games make use of variety of technique. Variety is important in language learning and teaching and a succession of games based on the same principle. Technique used for instance includes information gap, collecting, combining, role play, and simulation technique. Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Games are also as a tool for teacher to diagnostic the area of difficulty in teaching and learning process. Last but not least, although games use many kinds of techniques, the important reasons for using games is simply that they are immensely enjoyable for both teacher and students [5]. Games can be played by class, individual, pair and group work. The four of types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of language. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. Pair work is easy and fast to organize. It provides opportunity for intensive listening and speaking practice. Group work is essential if some games require four to six players. According to Wright pair work is better than group work if there are discipline problems. He also said that for all the reason we often prefer to organize games in pair or general class work, rather than in group work. One way to deal with this is to get learners to talk about the problem and agree on a solution. Games also can be used to provide the learners with opportunities to use language rather than simply practice it. This game concerns in fluency. Using games, the learners have the opportunity to express their ideas, feelings, and

thought orally. By using games, it encourages students to interact and communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situation. According to Jill Hadfield a game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and co-operative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And co-operative games are games in which players or teams work together towards a common goal. Chen also said in his journal that the benefits of using games in language learning are to promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment.

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