

USING COMMUNICATIVE GAMES IN TEACHING SPEAKING SKILLS

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Annotation: We know that one of the most important aspects of teaching a foreign language is to be able to consistently develop speaking skills in that language. This article describes the problems that students face in learning English and their solutions in the process of learning English, as well as the benefits of communicative games and exercises during language teaching.

Keywords: English, speaking skills, speaking problems, communicative games, exercises.

GAPLASHISH MAHORATINI O'RGATISHDA KOMMUNIKATIV O'YINLARDAN FOYDALANISH

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Annotatsiya: Bizga ma'lumki xorijiy tillarni o'rgatishdagi muhim jihatlardan biri bu- o'sha tilda so'zlashuv mahoratini izchil rivojlantira olishdir. Ushbu maqolada talabalarning Ingliz tilini o'rganish jarayonida aynan so'zlashuv mahoratida duch keladigan muammolari va ularning yechimi, hamda til o'rgatish mobaynida kommunikativ o'yinlar va mashqlarning foydali jihatlari yoritib berilgan.

Kalit so'zlar: Ingliz tili, so'zlashuv mahorati, so'zlashish jarayonida duch keladigan muammolar, kommunikativ o'yinlar, mashqlar.



ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНЫХ ИГР В ОБУЧЕНИИ РАЗГОВОРНЫМ НАВЫКАМ

Аннотация: Мы знаем, что одним из наиболее важных аспектов обучения иностранному языку является умение последовательно развивать разговорные навыки на этом языке. В данной статье описаны проблемы, с которыми сталкиваются студенты в процессе изучения английского языка и их решения, а также преимущества коммуникативных игр и упражнений в обучении языку.

Ключевые слова: английский язык, разговорные навыки, разговорные задачи, коммуникативные игры, упражнения.

Language is a means of forming and storing ideas as reflections of reality and exchanging them in the process of human intercourse. Without it, we could not represent the world to ourselves, nor could we share our thoughts with others.

The late twentieth century has already given us a glimpse of a future in which instantaneous global communication will be the norm. As the world draws closer together, existing and emerging technology have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

So, knowledge of other languages besides English will prove to be more important.

Learning foreign languages, especially English, have a lot of advantages in the various fields. The study of language helps students and pupils develop a sense of cultural pluralism. Through the study of another language students interact with



others and discover various cultures. The study of language increases travel opportunities and increase chances of meeting people from other lands.

Knowing English involves not only producing the language correctly, but also using it for particular purposes. Fraser (in Richards, 1983:30) states that when people use language, they characteristically do three things: they say something, they indicate how they intend the hearer to take what they said, and they have definite effects on the hearer results. In this context, it can be said that language means something spoken. People usually speak or share their opinion with one another by using it.

Students learning language is considered to be successful if they can communicate effectively in their second or foreign language. Hadfiels(1999:7) says that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Thus the teacher must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors.

Based on the above, researcher thinks that attention should be paid to the consistent development of students' speaking skills during the lesson.

There are several reasons for getting students to speak in the classroom.

The first, speaking activities provide rehearsal opportunities- chances to practice real life speaking in the safety of the classroom.

The second, speaking tasks in which students try to use any or all of the language they know feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.



The third, enjoyment of games is not restricted by age. It is generally accepted that young learners and adult are very willing to play games.

The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. Good speaking activities can and should be extremely engaging for the learners. If they are all participating fully, and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.¹

According to Chen (2000), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. They are thus a natural self-expression for both the young and old. They have the advantage of attention in focusing, providing a self-motivating environment for the students with their active participation.

The advantages of games in the classroom make students have great willingness to practice speaking skill. He describes as follows:

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.²

Games encourage the students to active in the classroom, entertain them, teach the language naturally, and promote fluency. They should be used because they help students see the beauty in a foreign language and not just problems of the foreign language itself.

Many advantages of games can overcome the speaking problems. The competition of games gives students a natural opportunity to work together and

¹ Jeremy Harmer, *How to Teach English*. Oxford, with Helena Gomm, 2008, p.123.

² Chen, I-Jung. *Using Games to Promote Communicative Skills in Language Learning*. 2000.



communicate using English with each other. Furthermore, by integrating playing and learning, they practice the learned linguistic knowledge in a meaningful context.

According to Ur (1999: 120), there are some characteristics of a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.³

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

³ Ur, Penny. 1997. *A Course in Language Teaching*. Cambridge: Cambridge University Press.



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 is provide opportunity for intensive listening and speaking practice. Group work is essential if some games require four to six players. According to Wright (1997:5) 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.⁴

Kinds of Games.

According to Wright et al (1997:15-179), there are several types of games:

1. Picture games

A picture game is a game in which the use of pictures plays a major part. In this games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.

2. Psychology Games

This game has included the variety of games which might all lead to a greater awareness of the working of human minds and sense. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

3. Magic Trick

In magic trick games repetition is authentic needed. Because magic trick always attract attention and invite comment, there is a potentially large occurrence of other language.

4. Caring and Sharing Games

All the games in this section demand encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feelings and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to

⁴ Wright, Andrew. , Betteridge, David. , Buckby, Michael. 1997. Games for Language Learning. Cambridge: Cambridge University Press.



caring and sharing activities.

5. Sound Games

Sound effects can create in the listener's mind and impression of people, places, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

6. Card and board games

The examples of these games are snake and ladders. We can make variations in order for the full value of achievement.

7. Story Games

This game provides a framework for learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors that re made, them make a written or mental note of the errors during the story telling, but delay delaying with them until afterwards.

8. Word Games

This game focus of intentions is initially on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length.

9. True/false games

This game is to decide which it is, someone makes a statement which is either true or false.

10. Memory Games

Essentially, these games challenge the player's ability to remember. The inevitably differences between what players remember lead to discussion, in which opinion and information are exchanged.



11. Question and answer games

This section a variety of games designed to create contexts in which the learner want to ask question in order to find something out, usually connected with grammatical points.

12. Guessing and speculating games

In guessing and speculating game, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and/ or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.

13. Miscellaneous Games

The examples of this game are fortune teller, put it together, what can you do with it, predicaments, and zip.

According to Caesar, Klaueur (1998), there are four types of games.

1. A cooperative game.

In this type of game, the main action is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the exchange of information to complete the task and in giving/following instructions

2. Competitive games

As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class (as in 20 Questions). The competition may also be of individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The rules may require the players to produce correct

language as part of the game and force students to draw conclusions more quickly.

3. Communication Games

The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually practical, like following instructions, drawing, persuading other players, etc.

This means that players will concentrate on the task rather than on the language, besides, students can see the results of their use of language at once which will help to build students confidence.

4. Code-control Games

This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.⁵

As can be seen from these, “Games are including in creative or freer communication”. Some games rather than being amusing, encourage students to use their knowledge of the world around them rather than linguistic knowledge, which brings the world into our classroom. The description is based on Gower says:

“The students are given the opportunity to experiments, to see how far they can communicate in situations where all the choices of language used are made by the people speaking; to practice the fluent use of language they know. In general these activities both increase the students’ motivation, since the students talk for themselves, and help bridge the gap between rather artificial world of the classroom, with its controlled language practice, and the real world outside”.

So, If we use games more in the lesson process, It will have a positive effect on the development of students’ speaking skills.

⁵ Klaur, Caesar. 1998. Using Games in Language Teaching.



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