

THE USAGE OF DIFFERENT EFFECTIVE GAMES TO PROMOTE TEACHING SPEAKING ENGLISH CLASSES

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Summary: The article deals with learning how to use interesting games and choose activities correctly to make the students be active, help each other, and also teaching to listen their partners opinions attentively also we tried to show the role of motivation that without motivation we can't get good results in teaching process.

Keywords: The role of game, teaching speaking, teaching process, using vocabulary.

Playing games - demands attention, opportunity, being sensitive, clever and strong. It teaches to decide not depending on others' thoughts. Wishes for victory and will of players quicken the activeness of learners. If we use English while playing games, learners motivation increase and they can learn English not boring way. In fact, using games in teaching process gives good results. So, motivating games are widely used in teaching English.

If English games are interesting occupation for learners, for teachers they help to teach and improve learners listening, speaking, writing skills and also they help to assimilate language materials. Learners play the games with interest, they try to do their best and use all their knowledge in order to be winner. They proud of their ability when they can speak in English, then they want to learn more. Teachers should encourage them during the game.

Methodology comment on the games as positional exercises. They help to solve following problems: 1) they organize learner's speech psychologically; 2) games create

natural atmosphere to use language materials; 3) learners use to speak any situation without preparedness.

Nowadays, such kind of games are called as “role plays” and learners play this game with group. It help learners to be more active during the lesson and communicate with each other. Learners act the role of doctors, teachers, foreigner, translator, journalist, pupils. While playing role they increase their vocabulary range. Lexical, grammatical, phonetic games are used in order to activate using language materials. Besides them, there are creative games, imitative games and meaningful games. Games are organized as competition.

Lexical games: learning new vocabulary with different game. For instance, teachers show the pictures of things and learners’ task to find English name of these things (especially it’s used with young learners). Grammatical games is used in order to teach structures and constructions.

Phonetic games is used to teach pronunciation rules, and use them in conversation. Such kind of games we may use poems. Learners should learn by heart poems beforehand and then teacher measure them according to their pronunciation.

There are many types of phonetic games:

- ✓ Find words which begin with [ə] as many as possible and pronounce them correctly. (between 2 pupils)
- ✓ Find words which has the sound [æ], and pronounce them correctly.
- ✓ Teacher give certain sound and learners should find words from text which this sound is seen.

Motivating games are widely used in schools, colleges, universities. Playing games is divided into two steps at schools.

1-Step. Games for 1-5- classes.

- **MICKEY MOUSE LOOKS HAPPY**

For 1-5-classes:

Aim of this game : To practice describing descriptions of something using “looks,” ex: “Mickey Mouse looks happy.” Organizational part: The teacher stands in the front of the class showing a picture of “Mickey Mouse” and asks “Who is this?” as a warm up for the students’ listening.

After showing the picture, the teacher will say “Mickey Mouse looks happy.” After repeating the sentence 3 times, the teacher will put the parts of the sentence on the different colored construction paper up on the blackboard one by one having the students repeat the parts of the sentence out loud as a class 3 times. The same process will be repeated with other picture but this time the sentence under other picture will be “he looks sad.” emphasizing the words “looks” and “sad”.

After repeating the sentences as a class the sentences will be taken off the board while the Mickey Mouse and other pictures remain. Sponge Bob’s picture will be introduced and this time the teacher will change the word “looks” to “look” to demonstrate the third person plural conjunction. The teacher will ask if any students heard a variance from the original sentence pattern.

The same will be done with the other sad Dragon Ball character. The pieces of construction paper will be held on the blackboard with magnets and the class will repeat both sentences three times a piece. From here the teacher will begin an explanation of how in English “look” can have different meaning depending on the context. From this point a worksheet will be handed out for the students to practice.

- **LET'S DRAW A MONSTER!**

For 1-5-classes:

Aim of this game: To practice writing simple sentences using third person pronouns (he/ she/ it) with various verbs. Also review body parts, plurals and numbers.

Organizational part:

- Review body parts and check they remember the plural forms.
- Tell the students they are going to be drawing a monster and introducing it.
- Show them my example monster, introduce it, and check they understand what the sentences mean. For example: This is Alex. He is 14 years old. He has 4 eyes, 5 ears, 2 legs, 10 arms and 1 nose. He likes apples and oranges. He does not like carrots. He plays the piano and soccer.

1. Hand out the worksheet and explain that they will draw their monsters at the same time. After announce a body part, they have 30 seconds to draw as many (or as few) of the body part on their monster template as they wish.

2. Draw and announce the different body parts out a hat, and have them draw their monsters, one body part at a time. Continue until you run out of body parts. 6. Explain they need to introduce their monster. They can make up all the information except for the number of body parts they have drawn. Encourage them to be creative.

7. Walk around and help the students.

Materials and Preparation:

- Large sheet of paper with a pre-drawn monster on it. This is to be used as an example of what they will be drawing. Use the same body outline as the one on the worksheet.

- A4 sheets of paper (with magnets on the back) with various body parts drawn on them. This is used to review the body parts.

- Small strips of paper with various body parts written on them. This is placed in hat or small container and drawn out at random for the students to draw their monsters.

- Worksheet with monster template (outline of a body and head), and space (with lines) for writing a description of their monster.
- Timer to keep track of time, especially when drawing the monsters.
 - **BROKEN TELEPHONE**

Aim of this game: To practice listening and speaking skills for any particular grammar point.

Organizational part: Each row of students is a group, meaning there are will most likely be 6 groups in your class.

One of the teachers take the last student in each row into the hallway and has them memorize a word, phrase or sentence (WPS). It should be based on the grammar point currently being studied, or it could also be some type of review WPS. When the teacher shouts "Go!" students race to whisper the WPS to the next student in line.

They can repeat it as many times as needed, keeping in mind the 'whisper' part so that other teams can't hear.

When the WPS has reached the last student, you can have the student either write the WPS down on a scratch piece of paper or have them come and whisper it into a teacher's ear.

If they are correct their team receives points. Points are awarded for speed: 5pts, 4pts 3pts, 2pts, while the last two groups receive 1pt. If a WSP is incorrect, the person must go back to their group and figure out they went wrong. Each telephone line rotates so there is a new 'last person' and the game is repeated.

2-step. Games for 7-8-9-classes.

We must pay attention learners level and age while choosing games.

- **DESCRIPTION**

Decide on a topic for any kind of word association, e.g. WINTER, SPRING,

SUMMER, AUTUMN.

You say a word associated with one of the seasons (e.g. swimming). A student should answer, “SUMMER.” This can be played using many examples and applying them to a sentence or grammar pattern.

Example: “Do you go skiing in the winter?”

“What do you do in the summer?”

For high level students, you can give the topic (e.g. WINTER) and each student must give a word related to that season. The topic can be changed for each row of students.

- **IMITATE THE PICTURE/PHOTO DESCRIPTION:**

Split the students into teams. Choose the appropriate number of students from one of the teams as are in the picture, and send them to the front of the room. Then show the picture to the remaining students on the team and have them give instructions to the students in front so that the students in front are in the same pose as the picture.

Do not allow the advising students to describe or show the picture to the rest of the students, or to go to the front and touch or move the posing students. Just have them advise the students in front how to pose. Give prizes to teams for closest pose; can be quite humorous when students learn photo is of animals!

MATERIALS:

Photos of a group of people or animals from a magazine.

- **DRAW A PICTURE/WRITE A STORY**

DESCRIPTION:

Draw a humorous picture on the board (or have a student draw one). Each row of students is one team. Each student, in turn, writes a sentence about the picture and then passes the paper to the student sitting behind him.

Each row must write a story about the picture, (i.e. they must read the sentences written by the previous students and build on them so it is not just a series of unconnected sentences)! The first row to finish wins - also be sure to reward creativity and logical story-lines.

MATERIALS:

Blackboard & chalk, or a prepared picture, paper & pencil

- **Role plays and small-group discussions.**

Dialogues and improvisations are the forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Several people can interact in a role-playing situation. Plays are especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice and staging of a play.

Plays require too much time to work with conveniently in just one class hour. The following procedures are useful for roleplaying:

1. The students' English textbooks sometimes contain fairly long "dialogues" that involve more than two speakers. The teacher can use these as a basis for a skit. Have the students read their assigned role aloud two or three times. Then, have close their books and follow the general pattern of the material by role-playing in their own words.

2. Think of a situation involving several people – a father, mother, school principal, teacher, and teen-ager, for example. Write on the blackboard a few lines of conversation that these characters might say. Then ask the students to suggest additional lines.

3. Ask each student to think up his own situation involving several people. He should write the situation on a slip of paper as in the example below:

Speakers: Grandfather, grandmother, mother, father, older son, younger son, daughter.

Situation: *The daughter is getting married. Her parents want her to wear the grandmother's fifty-year-old wedding dress, but she wants to wear a new, modern dress. Her brothers are bored by the wedding plans, her father is afraid the wedding will be too expensive, and her mother is too excited to speak calmly about anything.*

Many teachers would like to use role-playing exercises such as the one above but are afraid to try. Sometimes students think role-playing is too childish or embarrassing. Sometimes it is difficult to convince students that role-playing in the language classes is beneficial and entertaining. Role-playing helps overcome the inhibitions of self-consciousness which are underlying obstacles in conversation practice.

Through impersonation, the student temporarily divests himself of the responsibility for personal mistakes. As the student improves his ability to converse in English, he (or she) gradually acquires almost a new personality.

Thus, role-playing and language learning may be very intimately connected, and roleplaying exercises should be given the importance they deserve. The following suggestions may be of help in choosing and working with a given play:

1. Select a short modern play – one that is a simple comedy or family drama.
2. See that each student receives a copy of the play. He can read it and look up any unfamiliar words at home.
3. Discuss the play in class. First make sure that everyone understands the structure and vocabulary. Then, analyze with the students the setting of the play, the characters, the plot, and the author's message.
4. Seat the students in a circle. Assign roles and have them go through the play using what Richard Via calls the “talk-and-listen system” [25:34]. In this system only the person who is going to speak looks at his script. Via describes the procedure as follows, “The speaker looks at the script and reads the line to himself. Then he looks at the

appropriate character – the person to whom he is supposed to be speaking – and says as much of that line as he can remember.

While he speaks, he must be making eye contact with the other person, and that person must be looking at him, not reading the script. This will develop his comprehension. All the other people in the play should be listening too, rather than reading

Stage the play the students can devote time to the project. If no suitable auditorium is available, the students may produce the play “in the round” out-of-doors. The teacher and students should be prepared to contribute many hours and much effort to the undertaking, but reward will be abundant in both English practice and group spirit.

We may recommend the following situations for role-play:

I. In pairs or groups, imagine the telephone conversation between A and B. Think of the extract words they would use. Then, in pairs, take a role each.

A. You have seen the advertisement on the left and are phoning for an application form.

B. You work in the Personnel Department and answer the phone. You not only have to find out the callers’ name and address but also exactly which job the application is for and where and when it was advertised [29:19].

II. In groups or pairs, discuss what A and B would probably say in the following situation. Think of the extract words they would probably use and take a role each. A. You were given a sweater for your birthday. It is too big. You have never worn the sweater. You would like to exchange it. The person who gave it to you has told you the name of the store where it was bought. You have just gone up to the sales assistant in the store. You haven’t got the receipt.

B. You are the assistant. You try to be polite and helpful . But when you examine the sweater, you find a stain and a small hole. Also, the store does not normally exchange the goods without a receipt .

- **Field trips and games.**

Field trips afford excellent practice in English. The teacher can take students to a museum, theatre, night club, concert, restaurant, carnival, zoo and the like, with the group speaking only English during the trip. Picnics, hikes, tours to local tourists attractions – even trips involving more than one day are other possibilities.

After the trip is over or at a later date, the English teacher should use the experiences on the trip as a subject of conversation through questions and answers, summaries, etc.

As Mary Finocchiaro points out in her book “ Teaching English as a second language”, a trip can be a source of conversation practice even before it begins [21: 105]. The teacher can discuss with his students where they would like to go, social behavior on the trip, safety measures, and so forth. He can also plan with his group the expenditures for fare, meals, and admission fees; the time for departure and arrival, meeting places, the route to be taken.

The teacher might arrange in advance for one team to visit a factory, another team to visit a museum, another to visit a beauty shop, and another a grocery shop. One member of the team should ask the appropriate person questions about the place where he is working, while the other member takes notes on the questions and answers. At some later date the team reports on their trip to the conversation group as a whole. Other group members can ask the team questions after the report is finished.

The students of the English Department of Nukus State Pedagogical Institute have some experience in arranging field - trips. They had a chance to practice their English

going on the excursions to the historical places in the town Khodjeily. The Institute students visited many places of interest of our republic: the historical places – mausoleums, mosques, Mizdakhan and Nazlimkhan-Sulu in Khodjeily town, in Khiva, the Museum of Arts, the Berdakh Museum and other places of interest.

- **Guess the object.**

This is an excellent guessing game in which one person chooses a visible object in the room and the other students try to guess what it is by asking questions. Suppose, for instance, that the teacher begins the game by mentally selecting a blue blazer that one of the students is wearing. Each student can ask one question about it. **The game might go like this:**

Student A Is it as large as the map on the wall?

Teacher: No, it isn't.

St. B: Is it made of metal or wood?

T: Neither. It is made of cloth.

St.C: Does it belong to a student?

T: Yes.

St.D: what color is it?

T: It is blue

St.E: Is it Maria's blue blazer?

T: yes, it is. You've won the game.

At this point student E comes to the front of the room and tally selects a new visible object for the next game.

- **Cross Questions and Crooked Answers.**

The teacher divides his class into two teams of equal number. Then he writes the following on the blackboard:

Team I

Team II

What would you do if....?

I would....

Then he gives everyone a slip of paper and explains that each person on Team I must write an imaginative question beginning with “what would you do if ...?” (For example; you saw a tiger in the street?); and each person on Team II must write an imaginative sentence beginning “I would....” (For example: I would dance for hours.)

When everyone has finished writing the sentences, questions and answer are collected in the boxes. The teacher draws and reads first a question and then an answer. The fun comes from the fact that the questions and answers are so utterly and ridiculously unrelated. For example: “What would you do if you won a car in a lottery” “I would tell a joke.”

In conclusion, using games for teaching speaking is important thing and also choose suitable activities and games to learners age, ability, interest, and knowledges .

If we can't choose activities correctly, we can't motivate our learners. Without motivation we can't get good results in teaching process. Interesting games make the students be active, help each other, and also they teach to listen their partners opinions attentively. When the teachers organize the teaching process with games, they demand to choose necessary linguistic materials from players.

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