



Methodological support for developing oral speech skills based on game educational technology in English classes

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ABSTRACT

The purpose of this article is to examine the effectiveness of game-based educational technology in developing oral speech skills in English classes. The study includes a literature review on the use of game-based educational technology and its impact on oral speech development in language learning. The findings indicate that game-based educational technology can be an effective tool for enhancing students' oral speech skills, as it creates an engaging, interactive, and collaborative learning environment.

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Ingliz tili darslarida o'yin ta'lim texnologiyasi asosida og'zaki nutq ko'nikmalarini rivojlantirishning metodik ta'minoti

ANNOTATSIYA

Kalit so'zlar:

og'zaki nutq ko'nikmalari,
o'yin ta'lim texnologiyasi,
ingliz tili darslari,
metodik ta'minot.

Mazkur maqolada ingliz tili darslarida og'zaki nutq ko'nikmalarini rivojlantirishda o'yin ta'lim texnologiyasining samaradorligi o'rganiladi. Tadqiqotda ingliz tili darslarida o'yin ta'lim texnologiyasi va og'zaki nutq ko'nikmalaridan foydalanish bo'yicha adabiyotlar ko'rib chiqildi. Tadqiqot natijalariga ko'ra, o'yin ta'lim texnologiyasi o'quvchilarning og'zaki nutq ko'nikmalarini oshirishda samarali vosita sifatida qiziqarli, interaktiv va hamkorlikdagi o'quv muhitini ta'minlaydi.

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Методическое обеспечение развития навыков устной речи на основе игровых образовательных технологий на занятиях по английскому языку

АННОТАЦИЯ

Ключевые слова:

навыки устной речи,
игровые образовательные
технологии,
уроки английского языка,
методическая поддержка.

Цель данной статьи – изучить эффективность игровых образовательных технологий в развитии навыков устной речи на уроках английского языка. В рамках исследования проведен обзор литературы по использованию этих технологий и их влиянию на развитие устной речи. Результаты показали, что игровые образовательные технологии являются эффективным инструментом для улучшения навыков устной речи учащихся, так как они создают увлекательную, интерактивную и совместную среду обучения.

INTRODUCTION

In today's globalized world, the ability to communicate effectively in English is becoming increasingly important. Oral speech skills are an essential part of language learning, as they allow students to express themselves, interact with others, and communicate their ideas effectively (Normatova, 2019). However, developing oral speech skills can be a challenging task for both students and teachers (Akhmedova, 2010). In recent years, game educational technology has emerged as a promising tool for enhancing language learning. Game educational technology provides a dynamic and engaging learning environment that can promote language learning in a fun and interactive way. Therefore, the goal of this study is to examine the effectiveness of game educational technology in the development of oral speech skills in English classes.

There are some steps to follow in English classes:

1. Understand the students' current level of English proficiency to determine what games would be appropriate to use.
2. Choose games that will provide opportunities for students to practice speaking in English. These may include games that require describing objects, giving directions, or role-playing.
3. Make sure the games are fun and engaging. Students are more likely to participate and enjoy English classes if they are having fun.
4. Provide clear instructions and guidelines on how to play the game. Make sure the students understand the objectives and rules of the game.
5. Encourage collaboration and cooperation between students. Games that require group work or pair work can be especially effective in promoting oral communication and developing speaking skills.
6. Provide feedback and praise to students as they participate in the games. This can help build confidence and encourage continued participation.
7. Reflect on the effectiveness of the games used in English classes. Monitor students' progress and adjust the games and activities as needed to ensure the continued development of oral speech skills (Normatova, 2019).

MATERIALS AND METHODS

An assessment of the student's language skills, including their speaking, listening, reading, and writing abilities, should be conducted to determine their proficiency level in English. This can help identify any areas where they may need additional support and gauge their ability to understand and participate in various language games and activities. Based on their proficiency level, appropriate games can be selected that are engaging, challenging, and aligned with their language learning goals. Games that focus on building vocabulary, grammar, and pronunciation skills can be particularly effective for beginners, while more advanced learners may benefit from games that encourage conversation, debate, and critical thinking (Patil, 2008). In any case, it is important to ensure that games are suitable for the age and interests of the students, and that they are designed to be inclusive and accessible for all learners in the classroom. By tailoring games to students' language proficiency levels, teachers can create an engaging and effective learning environment that supports their language acquisition and promotes their ongoing development and success (Kamonpan, 2010).

1. Role-playing games: Assign students different scenarios and have them act out various roles. This could include customer service scenarios, job interviews, or even social gatherings. Encourage students to use phrases and vocabulary they have learned.

2. Conversation games: Play games such as "Would You Rather?" or "20 Questions". These games encourage students to speak in English and practice asking and answering questions.

3. Vocabulary games: Play games such as "Charades" or "Pictionary" using English words the students have learned. This can help students practice their pronunciation and speaking skills.

4. Storytelling games: Have a student start a story and then pass it onto another student who continues the story, building on what has already been said. This game encourages students to practice storytelling and speaking skills in a collaborative environment.

5. Debate games: Assign students a topic to debate and have them prepare arguments to present in front of the class. Encourage students to use persuasive language and phrases they have learned.

When introducing games to students, it is essential to provide clear instructions and guidelines. Here are some tips to ensure that students understand the objectives and rules of the game:

A. Demonstrate the game: Before starting the game, demonstrate it to the students. Show them how it is played, what they need to do, and how they should use the materials. This helps students visualize the game and understand how it works.

B. Use simple language: Use simple and clear language when giving instructions. Avoid using complex vocabulary and sentences that may confuse the students.

C. Repeat Instructions: Repeat the instructions several times to make sure students understand them. Encourage students to ask questions if they are unsure or need clarification.

D. Provide a summary: After giving instructions, provide a summary of the game objectives and rules. This helps students remember the information you have given them and will allow them to refer to the summary if they forget.

E. Encourage collaboration: Encourage students to work together in teams or pairs to understand the rules. This provides an opportunity for students to ask each other questions and clarify any confusion.

By providing clear and concise instructions, you ensure that students feel confident and prepared to play the game. This will maximize their enjoyment of the activity and improve their learning outcomes (Mercier, 2014).

Providing feedback and praise is an essential aspect of teaching any subject, and it is especially important when using games in the classroom. When providing feedback, be specific about what the student did well. For example, "Great job using the vocabulary words correctly!" or "You did a great job expressing your ideas clearly." Use positive language when giving feedback. Avoid criticizing or using negative feedback, as this can discourage participation. Instead, focus on what students did well and encourage them to continue to improve. Provide feedback in real time while the game is still being played. This allows students to adjust their behavior and benefit from the feedback. If possible, walk around the class and provide feedback individually to each student. Praise effort, not just achievements, acknowledge when students are doing their best or putting in effort, even if their performance isn't perfect. This helps build confidence and encourages continued participation. On the other hand, celebrate successes, both small and big. For example, you can congratulate the student who wins a game or acknowledge the entire class for working well as a team.

By providing feedback and praise, you can help build confidence and encourage continued participation in the games. This will contribute to a more positive learning environment and promote student engagement and success.

Game-based educational technology can be an effective tool for developing oral speech skills in English classes. Games such as improvisation games, role-playing, and storytelling games can promote language learning by providing an engaging, interactive, and collaborative learning environment. These games also enable students to practice speaking, listening, and comprehension skills through repetition, feedback, and guidance from teachers or peers. Moreover, games provide the opportunity to create a lively and non-judgmental learning atmosphere for students. Games can also build confidence, motivation, and encourage experimentation among learners, removing the fear of being wrong and addressing negative feelings that can lead to language anxiety.

CONCLUSION

The article concludes with a recommendation for English teachers to incorporate game-based activities in their classes to enhance oral speech skills development. Games can provide students with an interactive, collaborative, and engaging learning experience that can improve oral speech skills in English. Providing methodological support for the integration of games in classrooms can help teachers make informed decisions on how to use them efficiently. Additionally, the article suggests future research to focus on the effectiveness of different types of games, the level of interactivity, and the role of the teacher in game-based teaching for the language learning process. In conclusion, game-based educational technology can be a powerful tool for developing oral speech skills in English classes. By providing an interactive, engaging, and collaborative learning environment, games can help students practice speaking, listening, and comprehension skills through repetition, feedback, and guidance from teachers or peers. Using games, teachers can create a lively, non-judgmental atmosphere that builds confidence,

motivation, and encourages experimentation among learners, removing the fear of being wrong and addressing negative feelings that can lead to language anxiety. The literature review conducted in this study provides methodological support for the integration of games in classrooms to enhance oral speech skills development. English teachers should consider incorporating different types of games, such as improvisation games, role-playing, and storytelling games, to promote language learning among students. However, further research is needed to focus on the effectiveness of different types of games, the level of interactivity, and the role of the teacher in game-based teaching for the language learning process.

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