

USING DIDACTICAL GAMES IN SPEAKING LESSONS

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Abstract. This article investigates the use and impact of didactical games, a type of educational instrument, on language acquisition speaking classes. The incorporation of these games into the learning environment encourages student involvement, motivation, and engagement, resulting in a more dynamic and effective learning process. Increased confidence, higher recall, practical use of language, enhanced peer interaction, and adaptation to varied learning levels are all advantages of didactical games. However, to connect with learning objectives and accommodate to students' different needs and interests, these games must be carefully selected and designed.

Key words: Didactical Games, Speaking Lessons, Language Learning, Educational Tools, Student Engagement, Learning Retention, Confidence Building, Peer Interaction, Adaptability, and Learning Objectives are some of the terms used in this article.

ИСПОЛЬЗОВАНИЕ ДИДАКТИЧЕСКИХ ИГР НА УРОКАХ РАЗГОВОРНОЙ РЕЧИ

Аннотация. В этой статье исследуется использование и влияние дидактических игр, формы образовательного инструмента, на уроки разговорной речи при изучении языка. Внедрение этих игр в учебную среду способствует взаимодействию, мотивации и вовлеченности учащихся, способствуя более динамичному и эффективному процессу обучения. Преимущества дидактических игр включают повышение уверенности, улучшение запоминания, практическое применение языка, улучшение взаимодействия со сверстниками и адаптируемость к различным уровням обучения. Однако необходим тщательный отбор и разработка этих игр, чтобы они соответствовали целям обучения и отвечали разнообразным потребностям и интересам учащихся.

Ключевые слова: Дидактические игры, уроки разговорной речи, изучение языка, образовательные инструменты, вовлечение учащихся, удержание знаний, укрепление доверия, взаимодействие со сверстниками, адаптивность, цели обучения.

Introduction

In the realm of language learning, didactical games have emerged as a widely recognized teaching tool. They create an interactive and engaging environment that encourages learners to practice their speaking skills in a less formal and more enjoyable way. This article explores the impact of these games on speaking lessons and the learning process overall.

Didactical games, also known as educational or instructional games, are purposefully designed to impart specific skills or knowledge to the player. They are often used in educational settings to facilitate learning in a more interactive and fun way. In language learning, these games can take many forms, from role-playing games that practice conversation skills to vocabulary bingo that enhances word recognition and usage.

The Influence of Didactical Games on Speaking Lessons

1. Increased Motivation and Engagement: Traditional language learning techniques can be tedious and daunting at times, resulting in low student motivation and engagement. Didactical games, on the other hand, provide a sense of play and competitiveness into the classroom, piquing students' attention and motivating them to actively participate in speaking exercises.

2. Boosted Confidence: Didactical games foster a friendly and easygoing environment in which students feel safe making errors. This helps learners to talk more freely and frequently, boosting their confidence in the language.

3. Increased Retention: Play-based learning has been demonstrated to improve memory retention. Students may recall words, vocabulary, and linguistic structures more efficiently when they play games because they correlate them with joyful experiences.

4. Language in Context: Games frequently encourage players to utilise language in context, which improves their knowledge and application of linguistic principles. This actual use of language aids pupils in internalising structures and terminology, resulting in increased fluency.

5. Increased Peer engagement: Didactical games frequently include collaboration or rivalry among peers, which promotes engagement and communication. This not only improves speaking abilities but also social skills such as teamwork, negotiating, and empathy.

6. Adaptability: Didactical games may be tailored to different skill levels, making them appropriate for beginning, intermediate, and advanced students.

1. "Two Truths and a Lie":

Procedure:

- Each student thinks of three statements about themselves, two of which are true and one of which is false.

- One by one, each student shares their three statements with the class, and the rest of the class tries to guess which statement is the lie.

- After the guesses, the student reveals the lie and provides additional information about the true statements.

Incorporating the "Two Truths and a Lie" game into your language lessons can be a creative and engaging way to improve language skills, critical thinking, and speaking abilities. This game encourages students to listen actively, analyze information, and express themselves effectively while using the target language.

2. "Picture Dictation":

Procedure:

- Divide the students into pairs—Student A and Student B.

- Give a picture to Student A and a blank piece of paper to Student B.

- Student A describes the picture to Student B, who listens and tries to draw what is being described.

- Afterward, students compare the original picture with the drawn picture and discuss any differences.

Using the didactical game "Picture Dictation" in your language lessons can be a highly interactive and engaging way to develop listening, comprehension, and communication skills in your students. This game encourages students to listen attentively, follow instructions carefully, and describe visual information accurately using the target language.

3. "Role Play":

Procedure:

- Provide students with a scenario or role-play prompt (e.g., ordering food at a restaurant, making a hotel reservation).
- Assign roles to each student, such as the customer and the waiter, and encourage them to use appropriate language and expressions for their assigned roles.
- Allow students time to prepare their dialogues or interactions.
- Students perform their role plays in front of the class, and the class can provide feedback on fluency, accuracy, and content.

Using role play in language lessons can be a highly effective method to enhance language skills, cultural understanding, and overall communication abilities. Role play provides students with an opportunity to immerse themselves in real-life scenarios, practice authentic conversations, and develop confidence in using the target language.

4. "Find Someone Who":

Procedure:

- Provide each student with a grid containing several statements or questions (e.g., Find someone who has traveled to three countries).
- Students walk around the classroom and ask their classmates the questions on their grids.
- When they find someone who matches a statement, they write that person's name in the corresponding square.
- The first student to complete their grid or have the most names filled in within a specified time is the winner.

Incorporating the "Find Someone Who" game into your language lessons can be an interactive and engaging way to promote communication, encourage collaboration, and reinforce language skills. This game encourages students to interact with their peers, actively listen, and use the target language to gather information.

5. "Story Starters":

Procedure:

- Write or prepare a set of sentence prompts that can be used to start a story (e.g., "Once upon a time, there was a magical forest...").
- Each student selects a prompt and starts telling a story based on that sentence.
- After a certain period of time, the teacher interrupts and selects another student to continue the story using a different prompt.
- The process continues until each student has had a chance to contribute to the story.

Using story starters as a didactical game in your language lessons can be a fantastic way to foster creativity, develop storytelling skills, and enhance language proficiency. Story starters provide students with a starting point and inspire them to imagine and construct narratives using the target language.

Conclusion

Incorporating didactical games into speaking courses may greatly improve language acquisition. They engage and encourage students, raise confidence, improve retention, provide

practical language application, stimulate peer interaction, and are very adaptable. These games make language learning more interesting and successful by transforming the classroom into a dynamic, interactive environment.

Educators, on the other hand, must carefully pick and construct didactical games that correspond with their learning objectives and cater to the needs and interests of their students. To give a holistic language-learning experience, they should also balance the usage of games with other teaching approaches. In this approach, didactical games may be an effective instrument for developing competent, confident language speakers.

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