DEVELOPING ENGLISH COMMUNICATION WITH DIFFERENT GAMES (FOR YOUNG BEGINNERS)

Lobar Abduqodirova Rashidovna
Student of Termez state university
Email: lobarabduqodirova@gmail.com

Abstract:

The following article's topic revolves around communication skill and how to boost it with minimum effort via games. English learning games can be a great way to develop your knowledge. They offer a refreshing break from language learning break from language learning methods by letting you engage with your classmates in enjoyable and entertaining ways. The aim of the article is to improve English speaking skill through games for beginners.

Key words: Introduction, Speaking skills, Games, Beginners, Language learning, Roleplaying, Storytelling, Vocabulary, Engagement, Motivation, Instruction

When writing an introduction for a topic like "improving speaking skills through games for beginners," you may consider addressing the importance of speaking fluently and confidently in a foreign language. Here's an example introduction:

"Effective communication is an essential component of language learning, and speaking fluently and confidently can greatly enhance the learning process. For beginners, speaking in a new language can be daunting, but incorporating games into language learning can make it an enjoyable and effective way to improve speaking skills. In this article, we will explore the benefits of using games to enhance speaking skills for beginners, and provide some interactive and engaging game-based activities that can help learners develop their speaking abilities in a foreign language."

Main body

In the main body of an article on improving speaking skills through games for beginners, you could elaborate on the specific benefits of using games and provide practical examples of game-based activities. Here's an example:

"The utilization of games in language learning offers numerous benefits for beginners aiming to enhance their speaking skills. Games create a fun and relaxed environment, reducing the stress and anxiety often associated with speaking a new language. Additionally, they promote active participation and engagement, allowing learners to practice speaking in a low-pressure setting.

One effective game for beginners is role-playing, where participants act out specific scenarios in the target language. This could involve situations like ordering food at a restaurant or engaging in a simple conversation. Role-playing not only

encourages speaking but also allows learners to improve their conversational skills and gain confidence in using the language in practical contexts.A. Gruzinskaya describes the mechanics of reading as the ability to quickly and accurately perceive text material with visual images, identify the parts of the text with full vocal intonation.The first author of scientific English grammar, G. Suit, divides word categories into two main groups: changeable (declinable) and unchangeable (indeclinable), based on morphological characteristics. B. Ilyish categorizes word categories into 12 types (6 independent and 6 supportive - prepositions, conjunctions, particles, modal words, articles, interjections). B.S. Khaymovich and B.I. Rogovskaya classify word categories into 14 types (6 independent, 8 supportive - prepositions, conjunctions, particles, modal words, articles, interjections, response words, state words) according to the following 5 characteristics of lexemes: 1) according to lexical-grammatical meaning; 2) according to lexical-grammatical morphemes; 3) according to grammatical categories; 4) according to their combination with other words; 5) according to their function in a sentence. According to Academician A.A. Shakhmatov, the study of word categories in syntax is necessary. Linguist B. Ilyish considers the theory of word categories as an essential part of morphology, also incorporating some syntactic aspects. Linguist E.M. Gordon outlines: "Each word in any language belongs to certain word categories, and each word category has its own characteristics.

Another helpful game is storytelling, where beginners take turns adding to a collective story. This activity fosters creativity and spontaneity while encouraging learners to speak and listen attentively. By engaging in storytelling, beginners can enhance their speaking fluency, vocabulary, and articulation.

Furthermore, the use of language learning apps and online platforms offering interactive speaking games can be highly beneficial. These resources provide a wide range of activities, such as pronunciation challenges, dialogue simulations, and speaking assessments, enabling beginners to practice speaking in a variety of contexts.

Overall, integrating game-based activities into language learning for beginners can significantly contribute to improving their speaking skills. By creating an enjoyable and interactive learning environment, games facilitate the development of fluency, confidence, and communication abilities in the target language."

Conclusion

In conclusion, the use of games is a valuable and enjoyable approach to enhancing speaking skills for beginners in language learning. Through the implementation of interactive and engaging activities such as role-playing, storytelling, and online speaking games, beginners can develop their speaking fluency, confidence, and communication abilities in the target language. By creating a fun and relaxed environment, games help reduce anxiety and stress associated with speaking a new language, thus encouraging active participation and practice. As beginners progress

through game-based language learning, they have the opportunity to gain practical speaking experience and improve their conversational skills. Ultimately, the incorporation of games into language learning for beginners not only fosters a positive and enjoyable learning experience but also contributes significantly to the development of their speaking proficiency in the target language.

Reference:

1. Anderson, R., Hiebert, F., Scott, J., & Wilkinson, I. (1985). Becoming a nation of readers: The report of the commission on reading. Washington,

2. Brown. A., & Dowling, P. (2001). Doing research/reading research: A mode of interrogation for teaching. London, England: Routledge Falmer.

3. https://www.ieltsjacky.com

4. https://www.researchgate.net

5. https://skilledworker.com.masteren