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Game method in development of oral speech at English lessons at secondary school

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Abstract. This article examines the role and effectiveness of the game method in the development of oral speech skills during English lessons at secondary school. The study highlights the historical foundations of game-based learning and its pedagogical significance in foreign language teaching. Games are considered not only as a form of entertainment but also as a powerful educational tool that promotes motivation, reduces anxiety, and enhances communicative competence. The paper discusses the psychological and methodological advantages of using games in the classroom, emphasizing their role in creating a stress-free learning environment that encourages active participation and spontaneous speech. The research also refers to communicative games applied through Classroom Action Research (CAR), demonstrating their positive impact on students' speaking skills. The findings confirm that game-based activities contribute to faster learning, better retention of material, and increased learner engagement. Thus, the integration of game methods into English language teaching significantly improves students' oral communication abilities and overall language proficiency.

Keywords: game method, oral speech development, communicative competence, English language teaching, secondary school, speaking skills, classroom interaction, motivation, anxiety reduction, communicative games.



Introduction.

It is known of teaching opportunities of use game method long ago. Many scientists who are engaged in a technique of teaching in foreign languages, fairly paid attention to efficiency of use game method. This results from the fact that in game abilities of any person, and the child in particular are shown especially fully, and at times and unexpectedly. However there is a wish to note that use a game is insufficiently well studied in refraction to teaching in foreign languages. And after all game can carry out an exclusive role of strengthening informative interest, simplification difficult process of the doctrine, creation of conditions for formation the creative person of pupils, and also to bring professional skill of the teacher to level of modern technologies. We will address to history of emergence of game activity. Game teaching has deep historical roots. It is known as far as game is many-sided, it teaches, develops, brings up, socializes, entertains and gives rest. But historically one of its first tasks - teaching. Doesn't raise doubts that game practically since the first moments of the emergence acts as form of education, as primary school reproduction of real practical situations for the purpose of their development. For the purpose development of necessary human lines, qualities, skills and habits, development of abilities. In ancient Athens (the VI-IV century to N) pathos of practice of the organized education and teaching penetrated the principle of competition (agonistics) [1].

Children, teenagers, young men constantly competed in gymnastics, dances, music, verbal disputes, ego-tripping and perfecting the best qualities. Then war games - maneuvers, staff doctrines, playing of "fights" arose. In X an eyelid at schools among methods of teaching competitions of school children, in particular, in the rhetorician were also popular. Routine teaching looked so: the teacher read, gave models of interpretation, answered questions, organized discussions. Pupils learned to quote as memory, to do retelling, the comment, descriptions (ex-phrase), improvisation. In Western Europe in Renaissance and reformations T. Kompanella and F. Rabelais called for use the principles of game teaching. They wanted that children without effort and as though playing, Rogova G. V., Vereshchagina I.N got acquainted with all sciences [: 1988]. Thus, it is possible to claim that the school student is "the little adult" at whom the major



processes begin being formed. And it is very important, in our opinion, that children didn't feel big loading of the school program, and game - is capable to help it. In the form of game activity it is possible always easily and quickly to explain any new material, to fulfill the difficult moments, to decorate boring routine daily study, and that the most important, to interest children in English studying since the childhood [2].

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved [3].

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in Huyen & Nga's (2003) reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment [4].

The aim of developing speaking skills in English has always presented itself as a challenge to teachers of all ages, be them newly-qualified or more experienced. The outcome of such an ambition depends on a number of variables that can or cannot be controlled by the teacher: the curriculum, the students



themselves, the number of classes of English per week, the number of students in a class, and the methods and materials at hand.

Communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used were planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used collaborative action research with some of the English teachers.

In collecting the data, the instruments were interview, observation, questionnaire and test. The test only given to students. The rest of the instruments administered for both teachers and students.

Conclusion

In conclusion, the game method plays a crucial role in developing students' oral speech skills in English lessons at secondary school. Games create a positive and motivating learning environment that reduces psychological barriers and encourages active communication. Through competitive and interactive activities, students become more confident and willing to express their ideas in English. The use of communicative games not only improves fluency and vocabulary retention but also fosters creativity and cooperation among learners. The results of classroom action research confirm that systematic integration of game-based activities enhances speaking performance and increases students' interest in learning English. Therefore, the game method should be considered an essential component of modern foreign language teaching methodologies.

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