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Кваліфікаційна робота
РОЗВИТОК МОВЛЕННЄВИХ НАВИЧОК УЧНІВ ІГРОВИМИ МЕТОДАМИ

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Qualifying paper

DEVELOPING STUDENTS' SPEAKING SKILLS THROUGH GAMES

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Зміст

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INTRODUCTION

The relevance of the topic. Games create a stimulating environment that motivates students to actively participate in the learning process. They allow them to feel more confident and comfortable using the language. Games encourage students to actively use the language in various situations, which helps improve their speaking skills. They can use language to communicate with other game participants, describe pictures or situations, solve tasks, etc. Games help reduce the level of stress associated with language learning. Students feel more open to experimenting with the language in a safe and friendly atmosphere, which contributes to their successful learning. Game methods can be directed towards developing various aspects of language, such as vocabulary, grammar, pronunciation, understanding of spoken language, etc. This allows for a comprehensive approach to developing speaking skills. Game methods can be effectively combined with the use of modern technologies, such as computer games, virtual reality, mobile applications, etc. This makes the learning process even more engaging and effective for modern students.

The goal of this research is to explore the effectiveness of using game-based methods for developing students' speaking skills in English language learning environments.

Objectives:

–   to examine the impact of game-based learning on students' motivation to actively participate in speaking activities.

–   to assess the improvement in students' confidence levels in using english through game-based language learning activities.

–   to investigate how game-based methods facilitate the development of various aspects of speaking skills, including vocabulary usage, grammar accuracy, pronunciation, and fluency.

–   to explore the role of game-based learning in reducing students' language learning anxiety and enhancing their willingness to experiment with the language.

–   to analyze the integration of game-based methods with modern technologies, such as computer games, virtual reality simulations, and mobile applications, in language learning contexts.

–   to provide practical recommendations for educators on effectively incorporating game-based approaches into their English language teaching practices to enhance students' speaking proficiency.

The subject of this study is the utilization of game-based methods in English language teaching to enhance students' speaking skills.

The object of this study is the process and outcomes of implementing game-based approaches for the development of speaking skills among students learning English as a second or foreign language.

Practical Significance. The research findings can provide valuable insights for language educators on the effectiveness of integrating game-based methods into English language teaching to enhance students' speaking skills. Educators can gain practical knowledge about the types of games, activities, and technologies that are most beneficial for promoting speaking proficiency among students. The study can contribute to the development of innovative language learning curricula that incorporate game-based approaches. This can help in designing more engaging and effective language courses tailored to meet the needs and preferences of modern learners. Understanding the benefits and best practices of using game-based methods for speaking skill development can inform teacher training programs. Educators can be equipped with the necessary skills and knowledge to effectively integrate game-based approaches into their teaching practices.

CHAPTER 1. DEFINING THE KEY ASPECTS OF DEVELOPING STUDENTS' ORAL SPEAKING SKILLS

1.1. Overview of the theory of oral skills development

Communicative Language Teaching (CLT) is a widely recognized approach in language education that places a strong emphasis on authentic communication as the core focus of language learning. It underscores the significance of enabling learners to effectively use the target language in real-life situations, with speaking being a central component of this process.

At the heart of CLT is the belief that language learning is most successful when learners are actively engaged in meaningful interactions that mirror authentic communicative contexts. Therefore, CLT advocates for the integration of interactive activities, role-plays, and communicative tasks into language instruction to foster genuine communication and the negotiation of meaning among learners (Дика, 2017).

By engaging in communicative tasks and participating in authentic language exchanges, learners have the opportunity to develop their speaking skills in a natural and contextually relevant manner. This approach encourages learners to actively use the language to convey messages, express opinions, and engage in discussions, thereby promoting fluency, accuracy, and communicative competence (Кучерук, 2011, с. 204).

Furthermore, CLT recognizes the importance of providing learners with opportunities to engage in collaborative activities and cooperative learning experiences that simulate real-world communicative situations. Through these interactive experiences, learners not only enhance their speaking abilities but also develop important socio-cultural skills and strategies for effective communication in diverse contexts (Крутій, 2007, с. 80).

Overall, CLT represents a learner-centered approach to language teaching that prioritizes the development of communicative competence through meaningful interaction and authentic language use. By implementing CLT principles and methodologies, educators can create dynamic and engaging learning environments that empower learners to become confident and proficient speakers of the target language.

Task-Based Language Teaching (TBLT) is a pedagogical approach that revolves around the completion of meaningful tasks as a primary method of language learning. Unlike traditional language instruction methods that focus on discrete language points or grammatical structures,

TBLT emphasizes the use of language in authentic contexts to achieve practical goals (Сіранчук, 2016, с. 5).

In the context of oral skills development, TBLT emphasizes the importance of engaging learners in spoken interaction through task-oriented activities. These tasks are designed to be communicative and meaningful, requiring learners to use the target language to accomplish specific objectives (Потоцька 2012). Examples of tasks used in oral skills development may include problem-solving tasks, information-gap activities, role-plays, simulations, and decision-making exercises.

By engaging in these task-based activities, learners are provided with opportunities to use the language in real-life situations, thereby enhancing their oral communication skills. TBLT encourages learners to actively participate in conversations, express their ideas, negotiate meaning, and collaborate with others to complete the tasks successfully (Ростоцька, 2017, с. 24).

Furthermore, TBLT promotes a learner-centered approach, where learners take an active role in their own language learning process. Learners are encouraged to draw upon their existing knowledge and skills to complete the tasks, and they receive feedback on their performance to support their language development.

Krashen's Input Hypothesis proposes that language acquisition primarily occurs through exposure to comprehensible input, which refers to language that learners can understand despite encountering some new or unfamiliar elements. According to this theory, learners acquire language naturally when they are exposed to language input that is slightly beyond their current level of proficiency but still understandable.

In the context of oral skills development, the Input Hypothesis highlights the importance of providing learners with ample opportunities to listen to and engage in meaningful spoken interactions in the target language. By exposing learners to spoken language input that is comprehensible and engaging, educators can facilitate the development of their speaking abilities (Лавренова, 2015, с. 30).

This theory suggests that learners benefit from exposure to authentic spoken language, such as conversations, discussions, storytelling, and listening exercises. Through listening to native speakers or proficient language models, learners can internalize the rhythm, intonation, vocabulary, and grammatical structures of the target language, which in turn contributes to the development of their own speaking skills (Адамова, 2015, с. 4).

Incorporating activities that focus on listening comprehension and oral interaction into language instruction can help learners improve their ability to understand and produce spoken

language. By providing opportunities for learners to engage in meaningful spoken interactions with peers, instructors, or native speakers, educators can create a supportive learning environment where learners can practice and refine their speaking skills (Wright, 2006, p. 140).

(Swain's Output Hypothesis 1980) posits that language production, or "output," plays a crucial role in language learning. Unlike Krashen's Input Hypothesis, which focuses on the importance of comprehensible input, Swain's theory emphasizes the active use of language in order to facilitate learning.

According to (Swain 1980), learners need opportunities to produce language, especially in spoken form, in order to deepen their understanding of the language and develop their linguistic skills. Through the process of generating language output, learners become more aware of gaps in their linguistic knowledge and gain insights into how language works (Gallon, 2012, p. 36). This awareness allows them to actively seek out linguistic input that fills these gaps, leading to further language acquisition.

In the context of oral skills development, (Swain's Output Hypothesis 1980) suggests that learners benefit from opportunities to engage in spoken interaction and practice expressing themselves in the target language (Chomsky, 1965, p. 150). By actively participating in conversations, discussions, role-plays, and other oral activities, learners can refine their speaking skills, experiment with language use, and receive feedback on their language production.

Furthermore, (Swain 1980) emphasizes the importance of feedback in the language learning process. When learners produce language output, they may make errors or encounter difficulties in expressing themselves. Feedback from peers, instructors, or native speakers can help learners identify and correct these errors, leading to improved language proficiency over time.

Overall, (Swain's Output Hypothesis 1980) highlights the essential role of language production in language learning, particularly in the development of oral skills. By providing learners with opportunities to produce spoken language output and receive feedback on their language production, educators can support their progress in becoming more fluent, accurate, and confident speakers of the target language (Chomsky, 1965, p. 159).

The interactionist approach to language learning emphasizes the pivotal role of social interaction in the process of language development. This perspective posits that language acquisition occurs most effectively through meaningful and interactive communication between individuals.

Through interactions with native or proficient speakers, learners are exposed to authentic language use and cultural nuances, which enrich their understanding and mastery of the language.

Conversations, discussions, and interactions with these language models provide learners with opportunities to observe and imitate language patterns, expand their vocabulary, and refine their pronunciation and intonation (Дика, 2018).

Additionally, peer-to-peer interactions play a vital role in oral skills development. Collaborative activities, group discussions, role-plays, and language games allow learners to actively engage with their peers in meaningful communication. These interactions provide a supportive environment where learners can practice speaking, exchange ideas, negotiate meaning, and provide feedback to one another.

By fostering opportunities for both learner-native speaker interactions and peer-to-peer interactions, educators can create a dynamic and immersive language learning environment that promotes spoken language proficiency. The interactionist approach acknowledges the social nature of language learning and recognizes the importance of communication and interaction in facilitating language acquisition and oral skills development.

Schmidt's Noticing Hypothesis (1990) proposes that language learning is facilitated when learners consciously recognize and pay attention to specific linguistic features in the input they receive. According to this theory, the process of noticing these features leads to their incorporation into the learner's mental representation of the language, thereby contributing to language acquisition (Canale, 1980, p. 19).

In the context of oral skills development, the Noticing Hypothesis (1990) emphasizes the importance of providing learners with opportunities to actively engage with spoken language patterns and structures. This involves creating learning environments where learners are encouraged to pay attention to and analyze various aspects of spoken language, such as vocabulary, grammar, pronunciation, and discourse.

Meaningful interactions play a crucial role in facilitating noticing during oral skills development. Through authentic conversations, listening activities, and interactive tasks, learners are exposed to a wide range of spoken language input. By actively engaging with this input, learners have the opportunity to notice and attend to linguistic features as they occur in natural communication settings.

Educators can support noticing during oral skills development by designing activities that draw learners' attention to specific language features. For example, instructors may highlight relevant vocabulary or grammatical structures during discussions or provide focused listening exercises that target particular pronunciation patterns.

By promoting noticing in oral skills development, educators can help learners develop a deeper understanding of the spoken language and improve their ability to comprehend and produce language accurately and fluently. Through repeated exposure to meaningful interactions and opportunities to notice linguistic features, learners can enhance their overall proficiency in the target language.

Vygotsky's sociocultural theory (1978) asserts that learning is fundamentally a socially mediated process, meaning that individuals acquire knowledge and skills through interaction with others within their cultural and social environment (Gallon, 2018, p. 67). According to this theory, learners are active participants in their own learning, and their development is shaped by their interactions with more knowledgeable others, such as parents, teachers, and peers.

Collaboration plays a crucial role in oral skills development by providing learners with support, feedback, and opportunities for joint problem-solving. Peer interactions, in particular, offer learners a platform to practice speaking, share ideas, and receive input from their peers, which enhances their language learning experience.

Scaffolding, another key concept in Vygotsky's theory (1978), involves providing learners with support and guidance to facilitate their learning and development. In the context of oral skills development, scaffolding may take the form of prompts, cues, modeling, and feedback from more knowledgeable others, such as teachers or peers. This support helps learners navigate challenging tasks, develop their speaking skills, and gradually increase their proficiency in the target language.

Overall, Vygotsky's sociocultural theory highlights the crucial role of social interaction, collaboration, and scaffolding in promoting oral skills development. By creating supportive learning environments that encourage meaningful interaction and collaboration, educators can facilitate language learning and empower learners to become proficient speakers of the target language (Білан, 2016, с. 35).

These theories and approaches provide valuable insights into the principles and methodologies that underpin effective oral skills development in language learning contexts. Educators may draw upon these theories to design and implement instructional strategies that promote meaningful spoken interaction and facilitate learners' progress in developing oral proficiency in the target language (Богуш, 2012, с. 147).

1.2. Defining the main components of oral speaking skills

Pronunciation is a critical aspect of oral communication in any language. It encompasses the ability to articulate sounds, stress patterns, rhythm, and intonation accurately and clearly. Effective

pronunciation ensures that speakers are understood by their audience and facilitates smooth and meaningful communication.

When speakers pronounce words and phrases accurately, it enhances intelligibility, allowing listeners to comprehend the intended message without confusion or misunderstanding. Clear pronunciation enables speakers to convey their ideas and thoughts effectively, leading to successful communication exchanges.

Moreover, pronunciation contributes to the overall fluency and naturalness of speech. When speakers pronounce words correctly and use appropriate stress and intonation patterns, their speech flows more smoothly, creating a natural rhythm that engages the listener[28]. This fluency enhances the speaker's credibility and persuasiveness, making their message more compelling and memorable.

Furthermore, pronunciation is closely linked to cultural competence and social integration. Accurate pronunciation allows speakers to communicate with confidence and proficiency in various social and professional settings. It also enables them to navigate cultural nuances and communicate respectfully with speakers of the target language.

A fluent speaker can articulate their thoughts and ideas coherently, without struggling to find the right words or formulate sentences. They demonstrate a command of the language that allows them to convey their message effectively and engage their audience with ease.

Overall, fluency is a crucial component of effective oral communication, enabling speakers to convey their message clearly and engage their audience with confidence and coherence. By cultivating fluency skills, individuals can become more proficient communicators and contribute meaningfully to conversations and interactions in the target language.

Vocabulary is a fundamental aspect of oral communication, encompassing the lexicon of words and phrases that individuals know and can effectively use to convey meaning in spoken language interactions. It serves as the building blocks of communication, enabling speakers to express their thoughts, ideas, feelings, and intentions with accuracy and clarity(Державнийстандарт[1]).

A broad and diverse vocabulary empowers speakers to articulate themselves effectively across various contexts and situations. Whether engaging in casual conversations, formal presentations, academic discussions, or professional exchanges, individuals with a rich vocabulary can select the most appropriate words and phrases to express their ideas succinctly and persuasively.

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[1]https://nus.org.ua/wp-content/uploads/2021/01/nakaz-33- bazovyy-komponent-doshk-osv.pdf

Building vocabulary proficiency is an ongoing process that involves exposure to new words and intentional practice in using them in context. Reading extensively, listening to diverse sources of spoken language input, and engaging in vocabulary-building activities such as word games, flashcards, and vocabulary exercises are effective strategies for expanding vocabulary knowledge.

In summary, vocabulary plays a crucial role in oral communication by providing the linguistic resources necessary for effective expression, comprehension, and interpretation. A broad and varied vocabulary enables speakers to communicate accurately, precisely, and confidently across a wide range of contexts, contributing to successful communication and interpersonal effectiveness.

Grammar is the structural foundation of language, comprising the rules and principles that dictate how words are combined to form meaningful sentences and convey intended meanings. It encompasses various elements such as syntax, morphology, and semantics, which govern sentence structure, word formation, and meaning within a language system (Бєлєнька, 2013, с. 45).

In oral communication, mastery of grammar is essential for constructing grammatically correct and coherent sentences that convey the intended message accurately. Speakers who possess a strong grasp of grammar can articulate their thoughts and ideas clearly, ensuring that their messages are understood by others without ambiguity or confusion.

Understanding grammar enables speakers to manipulate language effectively, allowing them to convey different meanings, nuances, and relationships between ideas through sentence structure and word choice. By adhering to grammatical rules and conventions, speakers can create well-formed sentences that adhere to the standard norms of the language(Державнийстандарт).

Developing proficiency in grammar requires systematic study, practice, and exposure to authentic language use. Engaging in activities such as reading, listening, speaking, and writing allows learners to internalize grammatical rules and patterns, apply them in context, and refine their grammatical accuracy over time.

In summary, grammar is a foundational component of oral communication, providing the framework for constructing grammatically correct and coherent sentences that convey meaning effectively. Mastery of grammar enhances clarity, precision, and comprehension in spoken language interactions, facilitating successful communication and effective expression of ideas.

Listening skills are paramount for effective oral communication as they form the basis for understanding and responding to spoken language input. Proficient listening enables speakers to comprehend the messages conveyed by others accurately, engage meaningfully in conversations, and respond appropriately to verbal cues and prompts(Богуш, 2006, с. 267).

Central to listening skills is the ability to grasp the main ideas and key points conveyed in spoken language input. Skilled listeners can extract essential information from oral discourse, discerning the central themes and overarching messages of conversations, lectures, presentations, or discussions.

Developing listening skills requires practice, patience, and intentional effort. Engaging in activities such as listening to podcasts, lectures, audio recordings, or conversations in the target language, and actively practicing attentive listening techniques can help learners enhance their listening proficiency over time.

In summary, listening skills are indispensable for effective oral communication, enabling speakers to comprehend spoken language input accurately, engage meaningfully in conversations, and respond appropriately to verbal cues. Proficient listening enhances comprehension, engagement, and interaction in spoken language contexts, contributing to successful communication exchanges and interpersonal effectiveness.

Speaking strategies encompass a range of techniques and approaches that speakers employ to enhance the effectiveness of their oral communication. These strategies enable speakers to articulate their thoughts, convey their message clearly, and engage their audience more effectively in spoken language interactions(Дубровський, 2005, с. 38).

One key speaking strategy is paraphrasing, which involves restating or rephrasing information in one's own words. Paraphrasing helps speakers convey ideas more clearly and succinctly, ensuring that the message is understood by the listener.

Summarizing is another valuable speaking strategy that involves condensing complex information or ideas into a concise form. By summarizing key points, speakers can emphasize important information and help listeners grasp the main ideas more easily.

Clarifying involves seeking additional information or elaboration to ensure mutual understanding between speaker and listener. Speakers may ask clarifying questions, request examples, or seek feedback from the listener to clarify any points of confusion or ambiguity. Likewise, asking for clarification is an important speaking strategy that allows speakers to confirm their understanding of information or instructions. By seeking clarification when necessary, speakers can avoid misunderstandings and ensure that their message is accurately received(Зайцева, 2012).

Nonverbal communication strategies, such as using gestures and maintaining eye contact, also play a crucial role in effective oral communication. Gestures can enhance the clarity and

emphasis of spoken messages, while eye contact helps establish rapport and engagement with the audience.

Politeness strategies are another important aspect of pragmatics, involving the use of language to convey respect, deference, and consideration for others. Skilled communicators employ politeness markers, such as please, thank you, excuse me, and I'm sorry, to maintain positive social relationships and mitigate potential conflicts or misunderstandings.

Furthermore, pragmatics encompasses understanding and adapting to different registers and speech styles appropriate for different contexts and audiences. Speakers modulate their language use and tone to suit formal or informal settings, professional or casual interactions, and diverse cultural or professional environments(Алєко, 2013, с. 90).

Cross-cultural pragmatics involves navigating cultural differences in communication styles, norms, and expectations. Skilled communicators demonstrate cultural sensitivity and flexibility, recognizing and respecting cultural variations in communication practices and adjusting their language use accordingly.

Nonverbal communication comprises a wide array of cues and signals that individuals use to convey meaning, emotions, attitudes, and intentions without relying on spoken words. These nonverbal cues include gestures, facial expressions, body language, eye contact, posture, proxemics (use of space), paralinguistic features (such as tone of voice, pitch, and volume), and other forms of nonverbal behavior.

Gestures, for example, can reinforce or emphasize verbal messages, clarify meaning, and provide visual support for spoken content. They can also serve as a form of nonverbal punctuation, signaling transitions between ideas or speakers in a conversation.Facial expressions are another important aspect of nonverbal communication, conveying emotions, attitudes, and intentions through changes in facial muscle movements.

Body language, including posture, stance, and movement, also conveys information about a speaker's confidence, engagement, and receptiveness. Open and relaxed body language signals openness and approachability, while closed or tense body language may indicate discomfort or defensiveness.

Eye contact is a key nonverbal cue that communicates attentiveness, interest, and connection in oral communication interactions. Maintaining appropriate eye contact with the listener fosters engagement, rapport, and mutual understanding between speakers.

Confident speakers exude a sense of self-assurance and authority, which captivates and inspires confidence in their audience. They project a strong presence and demeanor that commands attention and respect, establishing credibility and trustworthiness in the eyes of the listeners.

Clarity is another hallmark of confidence and presentation skills. Confident speakers articulate their thoughts and ideas clearly and concisely, using appropriate language, structure, and organization to convey their message effectively. They employ effective verbal and nonverbal communication techniques to ensure that their message is understood by the audience. Developing confidence and presentation skills requires practice, preparation, and self-awareness. Effective presentation skills involve thorough planning and preparation, including researching the topic, organizing content, and rehearsing delivery techniques. Additionally, building self-confidence involves overcoming fears, cultivating a positive mindset, and embracing opportunities for growth and improvement.

1.3. The role and importance of oral speaking in the process of learning a foreign language

Oral speaking plays a pivotal role in the process of learning a foreign language, serving as a fundamental skill that facilitates language acquisition, communication competence, and cultural integration.

Communication competence is a cornerstone of language learning and proficiency, and oral speaking skills are indispensable for achieving competence in real-life communication scenarios. Mastery of oral speaking enables language learners to effectively engage in conversations, express themselves clearly and coherently, and navigate diverse social and professional contexts(Гавриш, 2013, c. 105).

In real-life situations, language learners must be able to interact with native speakers and other language users. Whether engaging in casual conversations, participating in group discussions, or negotiating in professional settings, oral speaking skills are essential for initiating and sustaining meaningful interactions. Through oral communication, learners can convey their ideas, opinions, and emotions, as well as seek information and clarification from others.

By developing proficiency in oral speaking, language learners enhance their communicative competence, which encompasses not only linguistic accuracy but also sociolinguistic and pragmatic competence. Communicative competence enables learners to effectively use language in diverse situations, understand and interpret cultural nuances, and engage in successful communication exchanges with speakers of the target language.

In conclusion, oral speaking is essential for achieving communication competence in real-life situations. Language learners must develop proficiency in oral communication to interact effectively, express themselves clearly, and navigate various social and professional contexts. Mastery of oral speaking skills enhances communicative competence and empowers learners to engage meaningfully in interactions with speakers of the target language(Дичківська, 2017, с. 30).

Language acquisition is a multifaceted process, and oral speaking plays a crucial role in facilitating the development of language proficiency. Through active engagement in speaking activities, language learners have the opportunity to immerse themselves in the target language, practice linguistic skills in context, and internalize key linguistic structures and features.

Research has consistently demonstrated the benefits of speaking practice in accelerating language learning and proficiency development. By actively engaging in speaking activities, learners are exposed to authentic language use, which allows them to reinforce and apply vocabulary, grammar, and pronunciation in meaningful contexts. Through repeated exposure and practice, learners internalize linguistic structures and patterns, gradually expanding their vocabulary and improving their fluency, accuracy, and comprehension skills.

Speaking practice also enhances learners' ability to produce and understand spoken language in real-time communication situations. By participating in conversations, discussions, role-plays, and other speaking activities, learners develop their ability to formulate and express ideas, ask questions, negotiate meaning, and respond to others effectively. These interactions provide valuable opportunities for learners to refine their speaking skills, build confidence, and develop strategies for effective communication(Виноградова, 2000, с. 8).

Cultural integration is a crucial aspect of language learning, and oral speaking plays a significant role in facilitating intercultural communication and fostering cultural competence. Proficiency in oral communication enables language learners to navigate cultural differences, understand cultural norms and values, and interact respectfully with speakers of the target language, thus enhancing their ability to integrate into diverse cultural environments.

One way in which oral speaking facilitates cultural integration is by providing language learners with opportunities to engage directly with native speakers and immerse themselves in authentic cultural contexts. Through interactions such as conversations, interviews, and discussions, learners gain firsthand exposure to the language, customs, and social norms of the target culture(Кононко, 2000, с. 287).

Moreover, oral speaking enables language learners to develop intercultural communication skills, which are essential for navigating diverse cultural settings and building meaningful

relationships across cultural boundaries. By engaging in spoken language interactions with speakers of the target language, learners learn to recognize and respect cultural differences, adapt their communication style to accommodate cultural norms, and bridge cultural gaps through effective communication and empathy.

Confidence building is a pivotal aspect of language learning, and oral speaking activities serve as a powerful tool for enhancing learners' self-assurance and proficiency in using the target language. By providing opportunities for speaking practice, language learners can gradually overcome fear, anxiety, and self-consciousness associated with speaking in a foreign language, thereby building confidence and fostering language acquisition and proficiency development.

One of the key benefits of oral speaking practice is that it allows learners to confront and overcome their fears and insecurities related to speaking in a foreign language. Through repeated exposure to speaking activities, learners gradually become more comfortable and confident in expressing themselves orally, thereby reducing anxiety and self-doubt. By encouraging learners to express themselves freely and creatively, speaking activities provide opportunities for learners to explore different linguistic structures, vocabulary, and communication strategies, thereby expanding their linguistic repertoire and fostering language acquisition.

As learners gain confidence through speaking practice, they become more willing to engage in authentic communication with native speakers and other language learners. By participating actively in conversations, discussions, role-plays, and other speaking activities, learners develop the confidence to initiate interactions, express their opinions and ideas, and engage in meaningful exchanges, thereby further enhancing their language proficiency(Виногравдова, 2000, с. 9).

Furthermore, confidence building through speaking practice has a positive impact on learners' overall language learning experience and motivation. As learners experience success and progress in their oral communication skills, they develop a sense of accomplishment and satisfaction, which fuels their motivation to continue learning and improving their language proficiency.

In conclusion, oral speaking activities play a crucial role in building learners' confidence and self-esteem in using the target language. By providing opportunities for speaking practice, these activities enable learners to overcome fear and anxiety, experiment with language use, engage in authentic communication, and ultimately, foster language acquisition and proficiency development.

One of the most immediate benefits of developing oral speaking skills is the ability to engage in meaningful communication during travel or interactions with speakers of the target language. Whether navigating unfamiliar environments, seeking assistance, or interacting with

locals, proficient speakers can effectively communicate their needs, preferences, and intentions, enhancing their travel experiences and cultural immersion.

In academic settings, oral speaking skills are essential for participating in class discussions, delivering presentations, and engaging in group projects. Proficient speakers can express their ideas articulately, engage in debates and discussions, and present their findings confidently, thereby contributing to their academic success and enriching their learning experiences.Moreover, oral speaking proficiency enhances learners' social interactions and cultural exchange experiences. Proficient speakers can engage in conversations, build relationships, and form connections with speakers of the target language, fostering cross-cultural understanding and appreciation(Ференець, 2020, c. 30).

Overall, the real-world application of oral speaking skills is vast and varied, encompassing personal, academic, professional, and social domains. Proficiency in oral communication opens doors to a wide range of opportunities, including travel, study abroad, career advancement, and cultural exchange, and enhances learners' ability to engage meaningfully and confidently in diverse contexts. Therefore, investing time and effort in developing oral speaking skills is essential for language learners seeking to fully utilize their language abilities and thrive in today's interconnected world.

In conclusion, oral speaking is a cornerstone skill in the process of learning a foreign language, contributing to communication competence, language acquisition, cultural integration, confidence building, and real-world application. By prioritizing oral speaking activities in language learning programs and providing learners with ample opportunities for speaking practice, educators can empower learners to become proficient and confident speakers of the target language, enabling them to communicate effectively and engage meaningfully in a globalized world.

CHAPTER 2. APPLICATION OF GAMES FOR DEVELOPING STUDENTS' ORAL SPEAKING SKILLS

2.1. Review of various games suitable for developing oral speaking skills

Role-playing games are an effective and engaging way to develop oral speaking skills in language learners. These games offer learners the chance to immerse themselves in simulated real-life situations, where they can assume different roles and interact with others in a dynamic and interactive manner. By taking on various roles and engaging in simulated conversations, learners practice speaking in different contexts and develop their ability to communicate effectively and confidently in the target language.

In role-playing games, learners have the opportunity to explore different scenarios and practice using language in context. For example, in a role-playing game where learners take on the roles of customers and salespeople, they can practice using polite language, making inquiries, and responding to questions or requests. Similarly, in a role-playing game where learners act as travelers and hotel clerks, they can practice making hotel reservations, asking for directions, and discussing travel plans.

One of the key benefits of role-playing games is that they provide learners with a safe and supportive environment to practice speaking. Since role-playing games are often conducted in small groups or pairs, learners can feel more comfortable taking risks and experimenting with language without the fear of judgment. This allows them to build confidence in their speaking abilities and become more willing to communicate in real-life situations.

Furthermore, role-playing games encourage learners to use language creatively and spontaneously. As they engage in role-playing scenarios, learners must think on their feet and respond to unexpected situations, which helps them develop their fluency and ability to communicate naturally. Role-playing games also promote active listening skills, as learners must pay attention to the responses of their partners and react accordingly.

Storytelling games are an engaging and effective way to develop oral speaking skills in language learners. These games provide learners with the opportunity to unleash their creativity, practice their language skills, and express themselves orally in a supportive and interactive environment. Whether done collaboratively or individually, storytelling games offer a fun and immersive way for learners to improve their fluency, creativity, and narrative abilities.

In collaborative storytelling games, participants work together to create a story, with each person contributing a part of the narrative. This format encourages learners to listen actively to their peers, build upon each other's ideas, and collaborate to create a cohesive and engaging storyline. Collaborative storytelling games promote teamwork, cooperation, and communication skills as learners take turns speaking and contributing to the development of the story.

On the other hand, individual storytelling games allow learners to take center stage and share their own stories with the group. In these games, each participant takes turns narrating a story based on a given prompt or theme. Individual storytelling games provide learners with the opportunity to practice organizing their thoughts, structuring a narrative, and delivering a compelling story orally. They also encourage self-expression and creativity as learners draw upon their own experiences, imagination, and language skills to craft their stories.

Regardless of the format, storytelling games help learners improve their fluency by providing opportunities for extended oral practice. As learners narrate stories, they must use language fluently and coherently to convey ideas, describe events, and engage their audience. Storytelling games also encourage learners to expand their vocabulary, experiment with language structures, and use descriptive language to create vivid and engaging narratives.

In conclusion, storytelling games are a valuable tool for developing oral speaking skills in language learners. Whether done collaboratively or individually, these games provide learners with opportunities to practice fluency, creativity, and self-expression while engaging in interactive and enjoyable storytelling activities. By incorporating storytelling games into language learning activities, educators can help learners improve their oral speaking skills and become more confident and proficient communicators in the target language.

Debate games are an excellent way to develop oral speaking skills in language learners while fostering critical thinking, logical reasoning, and persuasive communication abilities. These structured discussions on controversial topics or issues require participants to engage in thoughtful analysis, formulate compelling arguments, and present their viewpoints persuasively.

In debate games, learners are assigned specific roles or viewpoints related to the topic being discussed. This could involve advocating for a particular position, presenting arguments in favor of or against a given proposition, or offering rebuttals to opposing arguments. By assuming different roles and engaging in structured debates, learners practice articulating and defending their opinions orally, while also considering alternative perspectives and anticipating counterarguments

One of the key benefits of debate games is that they encourage learners to think critically and analytically about complex issues. Participants must research and gather evidence to support

their arguments, evaluate the credibility of sources, and analyze the strengths and weaknesses of different viewpoints. This process of critical inquiry helps learners develop their analytical skills and deepen their understanding of the topic being debated.

Debate games also provide opportunities for collaborative learning and constructive feedback. Participants must listen actively to the arguments presented by their peers, engage in respectful discourse, and offer constructive criticism and feedback. This promotes active listening skills, empathy, and the ability to engage in reasoned dialogue with others.

Moreover, debate games help learners develop confidence in their speaking abilities and overcome the fear of public speaking. By participating in structured debates, learners practice speaking in front of an audience, articulating their thoughts clearly and confidently, and defending their opinions in a challenging and competitive environment. This builds self-assurance and resilience, empowering learners to communicate effectively in various academic, professional, and social settings.

In conclusion, debate games are a valuable tool for developing oral speaking skills in language learners while promoting critical thinking, logical reasoning, and persuasive communication abilities. By engaging in structured debates, learners practice articulating and defending their opinions, critically evaluating different viewpoints, and communicating their ideas effectively in oral form. Debate games provide a dynamic and interactive learning experience that fosters confidence, collaboration, and critical inquiry in language learners, preparing them to communicate effectively in diverse contexts.

Guessing games, like charades or Taboo, are highly interactive and engaging activities that promote vocabulary expansion, descriptive language skills, and nonverbal communication abilities in language learners. In these games, participants must use their oral communication skills effectively to convey meaning and engage their peers in the guessing process, making them excellent tools for developing oral speaking skills.

One of the key benefits of guessing games is their ability to facilitate vocabulary expansion. As participants describe or act out words or phrases for others to guess, they are required to use a wide range of vocabulary related to the given topic. This encourages learners to recall and use words they may not have used frequently, thereby expanding their vocabulary and reinforcing word meanings in context.

Additionally, guessing games promote nonverbal communication abilities, as participants may use gestures, facial expressions, and body language to convey meaning and communicate effectively. In charades, for example, participants must rely solely on nonverbal cues to act out the

word or phrase, requiring them to be creative and expressive in their movements. This helps learners develop their nonverbal communication skills and enhances their ability to convey meaning through gestures and body language.

In conclusion, guessing games are valuable tools for developing oral speaking skills in language learners while promoting vocabulary expansion, descriptive language skills, and nonverbal communication abilities. By engaging in these interactive and enjoyable activities, learners have the opportunity to practice oral communication in a dynamic and supportive environment, enhancing their ability to express themselves effectively and engage with others in the target language.

Discussion games, such as conversation cards or discussion prompts, are highly effective tools for developing oral speaking skills in language learners. These games provide learners with structured opportunities to engage in open-ended discussions, express their opinions, share experiences, and respond to their peers' contributions. By participating in discussion games, learners practice active listening, turn-taking, and the ability to engage in meaningful conversations on a variety of topics.

One of the key benefits of discussion games is their ability to foster active listening skills. Participants must listen attentively to their peers' contributions, as well as to the prompts or questions provided, in order to engage meaningfully in the discussion. This encourages learners to focus on what is being said, process information, and respond appropriately, thereby enhancing their ability to listen and comprehend spoken language in real-time communication situations.

Moreover, discussion games help learners develop the ability to engage in meaningful conversations on a variety of topics. By discussing prompts or questions related to different themes or issues, participants practice expressing their opinions, sharing personal experiences, and engaging in reasoned discourse with their peers. This promotes critical thinking, communication skills, and the ability to articulate ideas effectively in oral form.

In conclusion, discussion games are valuable tools for developing oral speaking skills in language learners. By providing structured opportunities for open-ended discussions, these games promote active listening, turn-taking, and meaningful engagement in conversation. Through participation in discussion games, learners practice expressing their opinions, sharing experiences, and engaging in reasoned discourse, thereby enhancing their ability to communicate effectively and confidently in the target language.

Presentation games are an excellent way to develop oral speaking skills in language learners while enhancing their public speaking abilities, organization, and delivery techniques. These games

provide learners with structured opportunities to prepare and deliver short speeches or presentations on specific topics, often using visual aids such as slides or props to support their presentations. By engaging in presentation games, learners practice oral communication in a formal setting and gain valuable experience in delivering effective presentations.

One of the key benefits of presentation games is their ability to improve learners' public speaking skills. By preparing and delivering speeches or presentations in front of their peers, learners gain valuable experience in speaking confidently and persuasively in public. This helps them overcome the fear of public speaking and develop the confidence to communicate effectively in front of an audience, a skill that is invaluable in various academic, professional, and social contexts.

In conclusion, presentation games are valuable tools for developing oral speaking skills in language learners while enhancing their public speaking abilities, organization, and delivery techniques. By engaging in structured presentations with visual aids, learners gain valuable experience in communicating effectively in formal settings, organizing information coherently, and using visual elements to support their presentations. Through participation in presentation games, learners develop the confidence, skills, and strategies necessary to communicate persuasively and confidently in a variety of academic, professional, and social contexts.

Story completion games are interactive and collaborative activities that encourage learners to engage in spontaneous speaking while fostering creativity, cooperation, and storytelling skills. In these games, participants begin a story, and then take turns adding to it, either orally or in writing, to create a cohesive narrative. This collaborative storytelling activity provides learners with a fun and supportive environment to practice their oral speaking skills while unleashing their imagination and creativity.

One of the key benefits of story completion games is their ability to stimulate creativity and imagination in language learners. Participants are encouraged to think creatively and come up with innovative ideas to advance the story, leading to the creation of unique and engaging narratives. This fosters a sense of excitement and enjoyment as learners contribute to the development of the story and explore different plot twists and storylines.

In conclusion, story completion games are valuable tools for developing oral speaking skills in language learners while fostering creativity, cooperation, and spontaneous speaking abilities. By engaging in collaborative storytelling activities, learners have the opportunity to practice their oral communication skills in a supportive and interactive environment, while also unleashing their imagination and creativity. Through participation in story completion games, learners develop the

confidence, fluency, and communication skills necessary to express themselves effectively and engage in meaningful oral communication in the target language.Word association games are engaging and interactive activities that challenge learners to associate words with each other based on similarities or connections. In these games, participants take turns saying a word related to the previous word, thereby building a chain of associations. Word association games are highly effective for enhancing vocabulary, semantic connections, and quick thinking skills, while also promoting oral expression and fluency in language learners.

One of the key benefits of word association games is their ability to enhance vocabulary acquisition and retention. As participants associate words with each other, they are exposed to a wide range of vocabulary items and learn to make connections between words based on their meanings, sounds, or associations. This helps learners expand their vocabulary and deepen their understanding of word meanings and usage in context.

In conclusion, word association games are valuable tools for enhancing vocabulary, semantic connections, and quick thinking skills in language learners while promoting oral expression and fluency. By engaging in these interactive and enjoyable activities, learners have the opportunity to expand their vocabulary, improve their semantic processing abilities, and develop their oral communication skills in a fun and engaging way. Through participation in word association games, learners develop the confidence, fluency, and communication skills necessary to express themselves effectively and engage in meaningful oral communication in the target language.

2.2. Analysis of the effectiveness of using games in the educational process

Enhanced engagement is one of the primary benefits of incorporating games into the educational process. Games have a remarkable ability to captivate learners' attention and stimulate their interest in learning. Unlike traditional teaching methods, which may sometimes feel passive or monotonous, games offer an interactive and immersive experience that makes learning enjoyable and exciting.

The interactive nature of games encourages active participation from learners. Instead of being passive recipients of information, learners are actively involved in the game's challenges, tasks, and problem-solving activities. Whether it's solving puzzles, making decisions, or completing quests, learners are constantly engaged in meaningful activities that require their full attention and participation(Максимова, 2019, с. 20).

Moreover, games often provide immediate feedback, rewards, and incentives, which further motivate learners to stay engaged and invested in the learning process. The prospect of earning points, unlocking achievements, or progressing to the next level incentivizes learners to persevere and put forth their best effort(Максимова, 2017, с. 64).

The immersive nature of games also creates a sense of excitement and anticipation, drawing learners into the game world and fostering a deep sense of immersion. Whether it's exploring virtual environments, interacting with characters, or embarking on epic quests, learners are transported to new worlds where learning becomes an adventure.

Ultimately, when learners are actively engaged and motivated to participate in the learning process, they are more likely to retain information, develop a deeper understanding of the content, and achieve better learning outcomes. Therefore, the enhanced engagement offered by games is a valuable asset in promoting effective learning experiences and fostering a lifelong love for learning

Promoting active learning is a key advantage of integrating games into the educational process. Unlike traditional teaching methods that often involve passive consumption of information, games require learners to actively engage with the content and take an active role in their own learning.

Games encourage active learning by placing learners in situations where they must actively participate in problem-solving, decision-making, and critical thinking activities. Whether it's solving puzzles, strategizing in a simulation, or navigating through challenges in a quest, learners are constantly required to make decisions and take actions that directly impact their progress within the game (Ференець, 2020, с. 35).

This hands-on approach to learning encourages deeper processing of information. Instead of simply memorizing facts or procedures, learners must actively apply their knowledge and skills to solve problems and achieve objectives within the game environment. This promotes a deeper understanding of the content and helps learners develop a more robust grasp of the concepts being taught.

Moreover, games provide learners with immediate feedback on their actions, allowing them to learn from their mistakes and adjust their strategies accordingly. This feedback loop reinforces the learning process and encourages learners to actively reflect on their decisions and consider alternative approaches(Максимова, 2017, с 40).

Additionally, games foster the development of valuable skills such as decision-making, problem-solving, and critical thinking. By placing learners in challenging and dynamic environments, games encourage them to think critically, analyze information, and apply problem-

solving strategies to overcome obstacles and achieve goals. These skills are transferable to real-world situations and are essential for success in academic, professional, and personal contexts.

Furthermore, the interactive and immersive nature of games creates an engaging learning environment that motivates learners to actively participate and invest in their own learning. The excitement and sense of achievement that comes from overcoming challenges and achieving goals within the game environment serve as powerful motivators for continued engagement and learning(Максимова, 2016, с. 107).

Reinforcing learning objectives is a significant benefit of incorporating games into the educational process. Games offer a dynamic platform where learners can apply and consolidate the knowledge and skills they have acquired in an enjoyable and interactive manner.

One of the key advantages of games is their ability to integrate learning objectives seamlessly into game mechanics and challenges. Educators can design games that align closely with curriculum goals and standards, ensuring that learners engage with the content in a meaningful and purposeful way. By embedding learning objectives into the structure of the game, educators create a contextually relevant learning experience that resonates with learners and enhances their understanding of the material.

Games provide learners with opportunities to practice and reinforce key concepts, skills, and vocabulary in a variety of contexts. Whether it's solving math problems, practicing language skills, or exploring scientific concepts, games offer diverse activities that cater to different learning styles and preferences. This allows learners to engage with the content in a way that is relevant to their interests and abilities, leading to better retention and transfer of knowledge.

Moreover, games offer immediate feedback and reinforcement, which is essential for effective learning. Learners receive instant feedback on their performance within the game, allowing them to identify areas for improvement and adjust their strategies accordingly. This feedback loop reinforces learning and encourages learners to persist in their efforts, leading to deeper understanding and mastery of the material(Сіранчук, 2016, с. 4).

Additionally, games provide a safe and supportive environment for learners to experiment and take risks. Learners can explore new concepts, try out different strategies, and learn from their mistakes without fear of failure or judgment. This fosters a growth mindset and encourages learners to approach learning with curiosity and resilience.

Overall, the reinforcement of learning objectives through games enhances the learning experience and promotes better retention and transfer of knowledge. By integrating games into the educational process, educators can create engaging and interactive learning experiences that inspire

learners to actively engage with the content and achieve mastery of key concepts and skills(Кучерук, 2011, с. 400).

The facilitation of differentiated instruction is a significant advantage of using games in the educational process. Games offer a flexible and adaptable platform that allows educators to tailor learning experiences to meet the diverse needs and preferences of individual learners.

One of the key benefits of games is their ability to be easily customized to accommodate different learning styles, abilities, and interests. Educators can modify game mechanics, rules, and challenges to provide personalized learning experiences that cater to learners' strengths and preferences. For example, educators can adjust the difficulty level of the game to provide appropriate challenges for learners at different proficiency levels, or they can incorporate multiple pathways or choices within the game to accommodate diverse learning preferences.

Games also offer opportunities for learners to explore content in a variety of ways. For example, learners can choose to pursue different quests or missions within a game, each focusing on a different aspect of the curriculum. This allows learners to engage with the content in a way that is relevant to their interests and abilities, promoting greater motivation and engagement.

The development of 21st-century skills is a significant benefit of using games in the educational process. Games provide an ideal platform for learners to develop essential skills that are highly valued in today's rapidly changing world.

One of the key 21st-century skills that games help develop is collaboration. Many games require players to work together, communicate effectively, and collaborate to achieve common goals. Whether it's coordinating strategies in a multiplayer game or solving puzzles as a team, games encourage learners to collaborate with others and work towards shared objectives. This fosters teamwork, cooperation, and interpersonal skills, which are essential for success in a collaborative and interconnected world.

Furthermore, games promote communication skills by providing opportunities for players to interact with others within the game environment. Whether it's coordinating actions with teammates, negotiating with opponents, or sharing information with fellow players, games require effective communication to achieve success. By engaging in these communication-rich environments, learners develop the ability to express themselves clearly, listen actively, and communicate effectively in a variety of contexts.

Additionally, games promote digital literacy by providing opportunities for players to engage with digital technologies in a meaningful way. Whether it's navigating virtual environments, using digital tools and interfaces, or collaborating with others online, games help learners develop

the digital skills and literacies needed to thrive in an increasingly digital world. This includes skills such as information literacy, media literacy, and digital citizenship, which are essential for navigating and participating in today's digital society.

Overall, the development of 21st-century skills through games is a significant benefit of incorporating games into the educational process. By providing opportunities for collaboration, communication, creativity, and digital literacy, games help prepare learners for success in the 21st-century workplace and society.

Immediate feedback and assessment are significant advantages of using games in the educational process. Games provide learners with timely and personalized feedback on their performance, allowing them to identify areas of strength and areas for improvement in real-time. One of the key benefits of immediate feedback in games is its ability to help learners identify areas for improvement. When learners receive feedback immediately after completing a task or solving a problem, they can quickly assess their performance and understand where they may have made mistakes or errors. This allows learners to identify areas where they need to focus their attention and adjust their learning strategies accordingly.

Immediate feedback also promotes active reflection and metacognition. When learners receive feedback on their performance, they have the opportunity to reflect on their learning strategies, consider alternative approaches, and evaluate their progress towards achieving their learning goals. This metacognitive awareness helps learners become more self-directed and effective learners, as they learn to monitor and regulate their own learning process.Educators can also use game analytics and data to monitor learners' progress, track their performance, and identify areas where additional support may be needed. By analyzing data generated from games, educators can gain valuable insights into learners' strengths, weaknesses, and learning preferences. This allows educators to provide targeted support and interventions to help learners overcome challenges and achieve their learning goals.

Overall, the provision of immediate feedback and assessment through games is a powerful tool for promoting learning and skill development. By providing learners with timely and personalized feedback, games help learners identify areas for improvement, reflect on their learning strategies, and make real-time adjustments to their approach. Additionally, game analytics and data allow educators to monitor learners' progress and provide targeted support, leading to more effective learning outcomes.

2.3. Examples of games for developing oral speaking skills in different age and proficiency groups

1. Young learners

For young learners between the ages of 5 to 8, it's crucial to engage them in fun and interactive activities that foster their oral speaking skills while also nurturing their confidence and creativity. Here are two examples of games tailored specifically for this age group:

1. Story Dice:

- This game involves using sets of dice with colorful pictures on each face representing characters, settings, and objects commonly found in stories.

- Children take turns rolling the dice and using the pictures they roll to create a story orally. For example, if a child rolls a dice with a picture of a castle, a dragon, and a treasure chest, they might start their story with "Once upon a time, there was a brave knight who lived in a castle. One day, he set out on an adventure to find the hidden treasure guarded by a fierce dragon..."

- The game encourages storytelling, imagination, and improvisation skills as children weave together narratives using the pictures they roll on the dice.

- It also promotes vocabulary development as children describe the characters, settings, and actions depicted on the dice.

2. Show and Tell:

- In this classic activity, children are encouraged to bring an item from home that is meaningful or interesting to them and share it with their classmates.

- Each child takes a turn standing in front of the class, holding up their item, and talking about it. They might describe what the item is, where they got it, why it's special to them, and any interesting facts or stories associated with it.

- Show and Tell helps build confidence in speaking as children have the opportunity to express themselves in a supportive environment.

- It also encourages descriptive language use as children learn to articulate details about their chosen item, using adjectives, adverbs, and descriptive phrases.

These games provide young learners with engaging opportunities to practice their oral speaking skills in a playful and supportive setting, laying the foundation for effective communication and language development

2. Middle Childhood (Ages 9-12):

- Guess the Word: Divide students into teams and have one student describe a word without saying it while their team guesses. This game promotes vocabulary development and descriptive speaking skills.

- Role-Playing Scenarios: Create role-playing scenarios such as ordering food at a restaurant or asking for directions, and have students act out the scenarios in pairs or small groups. This activity enhances communication skills in real-life situations.

3. Teenagers (Ages 13-18):

- Debate Club: Organize debates on various topics where students take turns arguing for or against a given proposition. This activity promotes critical thinking, persuasive speaking, and listening skills

- Discussion Circles: Divide students into small groups to discuss thought-provoking topics or current events. Encourage each student to share their opinions and engage in respectful dialogue, fostering communication and debating skills.

4. Adult Learners (18+):

- Conversation Cards: Provide conversation prompt cards with topics for discussion, such as travel, hobbies, or cultural differences. Pair students up and have them discuss the topics, practicing conversational fluency and communication strategies.

- Presentation Skills Workshop: Conduct workshops where students prepare and deliver short presentations on topics of their choice. Provide constructive feedback on their delivery, organization, and clarity, helping them improve their public speaking skills.

5. Proficiency Levels (Beginner, Intermediate, Advanced):

- Picture Description: Show a picture to students and have them describe what they see using complete sentences. This activity helps beginners practice basic vocabulary and sentence structures.

- Role-Playing Games: For intermediate learners, incorporate more complex role-playing scenarios that require them to negotiate, persuade, or express opinions in various social contexts.

- Debates and Presentations: Advanced learners can engage in debates on complex issues or deliver formal presentations on academic topics, refining their argumentation, critical thinking, and presentation skills.

These games can be adapted and modified based on the specific needs, interests, and proficiency levels of the learners, providing engaging and effective opportunities for developing oral speaking skills across different age groups and proficiency levels.

CHAPTER 3. EMPIRICAL RESEARCH ON THE USING GAMES IN EFL

3.1. Planning the study

The purpose of this research was to study the effectiveness of using game methods for developing students' speaking skills from the perspective of English language teachers. To achieve this goal, an online survey was conducted among teachers who have experience in applying game methods in teaching.

The research was based on the theoretical foundations highlighted in the works of scholars who studied the potential of game methods for developing speaking skills. In particular, Ukrainian scientists emphasize that games create a favorable environment for the development of a child's speaking skills and communication abilities. They emphasize that game activities allow for the creation of a natural, interesting, and comfortable environment for the development of students' speaking skills.

3.2. Participants

The survey involved 16 English language teachers with varying levels of work experience and from different types of educational institutions. At the beginning of the survey, teachers were asked to answer a block of questions related to their gender, work experience, and the type of educational institution where they carry out their professional activities (primary place of work).
Individual Block of Questions.

In terms of age, the majority (93.8%) of teachers are women, with men accounting for only 6.2%, which roughly corresponds to the general trends in the distribution of teachers in educational institutions in Ukraine.

Regarding work experience, the teachers were distributed as follows:81.3% of respondents have 1-5 years of experience; 12.5% of respondents have 11-20 years of experience; 6.2% of respondents have more than 21 years of experience.

The individual block of questions also included a question about the primary place of work for teachers at the time of the survey. The results are as follows: among the respondents were representatives from secondary schools (40%), gymnasiums (20%), lyceums (20%), colleges (4%), universities (8%), and language schools (8%). The work experience of the respondents ranged from 1 to 5 years (80%), 11 to 20 years (16%), and more than 21 years (4%).

Such a diverse composition of research participants allowed for obtaining opinions from teachers from different educational environments and with varying levels of experience. This ensured the representativeness of the sample and the possibility of generalizing the research results.

3.3. Research instruments

An online questionnaire (see Appendix 1) created using Google Forms was used for data collection. The questionnaire consisted of 18 questions related to various aspects of using game methods for developing students' speaking skills. The questions included both closed (with a choice of answer options) and open (with the possibility to provide a detailed answer) types.

The questionnaire was developed considering the theoretical foundations and previous research in this field. The questions were formulated to cover key aspects of using game methods, such as their effectiveness for developing various speaking skills, frequency of use, age appropriateness, difficulties in implementation, advantages, and limitations, among others.

3.4. Procedures of the research

The survey was conducted online during April 2024. The link to the questionnaire was distributed among English language teachers through professional communities and personal contacts. Participation in the survey was voluntary and anonymous. The survey was conducted using Google Forms.

Before starting the survey, participants were provided with information about the purpose of the research and assured of the confidentiality of their responses. Respondents had the opportunity to complete the questionnaire at a convenient time and without time constraints.

3.5. Data analysis methods

The obtained responses were analyzed using qualitative analysis methods. For closed questions, frequencies and percentages for each answer option were calculated. Responses to open-ended questions were grouped according to common themes and summarized.

The analysis results were presented in the form of tables and charts for clarity and ease of interpretation. Qualitative analysis of the responses allowed for identifying key trends, opinions,

and recommendations from teachers regarding the use of game methods for developing speaking skills.

3.6. Results of the Survey of Respondents

3.6.1. Effectiveness of games according to teachers

The majority of respondents (75%) consider game methods effective for all aspects of speech. The remaining 25% indicated that they are effective only for some aspects. This suggests that, overall, teachers positively assess the potential of game methods for developing speaking skills (Fig. 3.1).
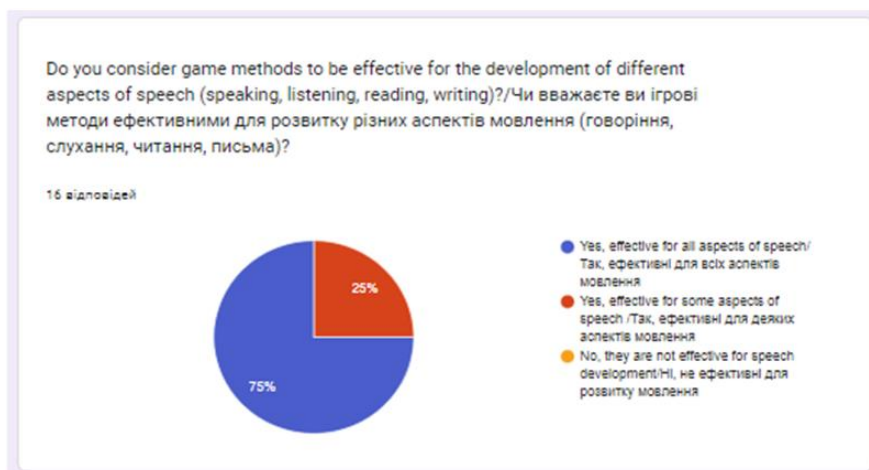

Fig. 3.1. Teachers' opinions on the effectiveness of game methods

Such responses also correlate with scholars' considerations regarding the greater suitability of games for improving certain speaking skills, particularly oral production and listening comprehension compared to reading and writing.

According to V. Markiv (2020), science recognizes the effectiveness of using game technologies in the educational process for developing students' speech abilities. However, no technology or method will yield results if applied incorrectly. Therefore, the conditions for organizing and using game technologies for developing the moral consciousness of younger students include: clarity of goals and expected results, taking into account age and individual-typological characteristics of students, creating a friendly atmosphere, adhering to the principle of voluntary participation in classes, appropriate duration of each class and the system as a whole, harmonious combination of game exercises with other methods and tools, clarity and comprehensibility of game rules, mandatory warm-up at the beginning of the class and a calming exercise at the end, problematic and personal significance of the game plot for students, and the teacher's consultative role during the

game (ibid., pp. 684-685).Thus, the majority of teachers recognize the effectiveness of game methods for the comprehensive development of speaking skills. Games provide opportunities for practicing and improving various aspects of speech in an engaging and interesting form.

3.6.2. Frequency of usinggame methods to develop students' speaking skills

The survey results show variability in the frequency of using game methods among teachers: 31.3% use them in every lesson, 18.8% and 31.3% use them in every second or third lesson, respectively. This indicates the active and systematic implementation of game forms by respondents in the educational process for developing students' oral speech. 12.5% use them every fourth lesson, and only 8.3% chose the "less frequently" option. These results demonstrate the high demand and popularity of game methods among the surveyed teachers for improving students' speaking skills (Fig. 3.2).

Fig. 3.2. Systematic use of game methods

The frequency of using game methods may depend on various factors, such as the age group of students, the level of speaking skills, the curriculum, and the availability of resources. As defined by (O. Oliynyk 2012), play activity as a type of active activity of children has a unique role in their social and psychological development. In the process of play, children not only master social functions and relationships but also actively use language as a means of communication, allowing them to interact and express personal characteristics. Play serves as a form of children's modeling of social relations, where children, through imitation and role-playing, assimilate social experience and form their own social identity. Such involvement of a child in play activity contributes not only to cognitive but also emotional development, allowing the child to develop individual abilities (Polonska, 2018, pp. 318-320).

Overall, the frequency of using game methods may vary depending on the specific needs and conditions of the educational process. However, the regular inclusion of games in lessons can significantly contribute to the development of students' speaking skills and increase their motivation to learn the language.

3.6.3. Appropriate age groups for using games according to teachers

The most popular responses were the age groups "up to 12 years" (81.3%) and "preschool age" (50%). This is entirely consistent with scientific views regarding the particular effectiveness of game-based learning forms at the early stages of a child's development, as outlined in the theoretical part of the work. At the same time, 50% of respondents noted the suitability of games for the "teenagers and youth" age group, and 12.5% for "adults." Such responses attest to teachers' understanding of the prospects of game methods for different age groups in language learning and the development of speaking skills (Fig. 3.3).
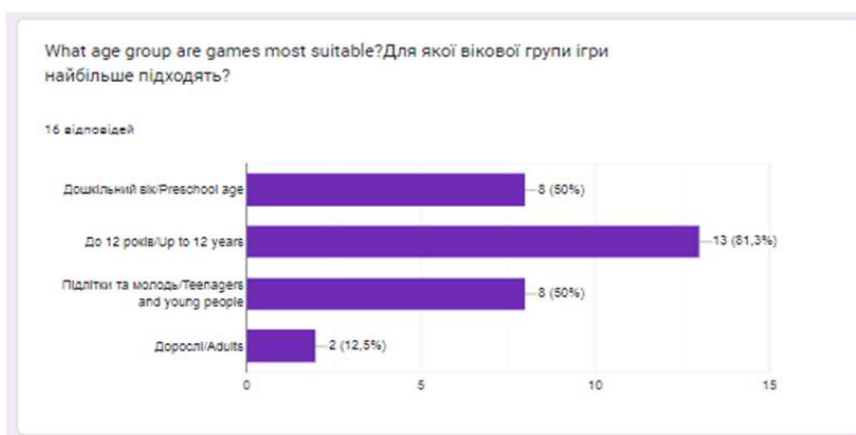
Fig. 3.3. Age range of students for participation in game activities

Play activity is the leading activity for preschool and early school-age children. As noted by G. Shevtsova (2015), each age of a child is marked as a qualitatively distinct stage of psychological development, during which significant changes occur, shaping the uniqueness of the personality structure at that stage of development. The beginning of school life, which falls between the ages of 6-7 to 10-11 years (grades 1-4), is a crucial period defined in psychological and pedagogical literature as early school age. This period is sensitive for moral development, personality development, as well as the development of cognitive processes, emotional-affective, and motivational-value spheres (ibid., pp. 134-135). Games create optimal conditions for the

development of speaking skills at this age, as they correspond to the age characteristics and needs of children.

In preschool age, games help develop basic speaking skills such as pronunciation, intonation, vocabulary, and grammar. Through play activities, children naturally acquire language, expand their vocabulary, and learn to use language in communicative situations. According to N. Rudkivska (2021), games remain the leading activity for younger students, within which children reproduce the actions of adults, acquire socialization skills, including communication and speaking skills. Particularly effective in this aspect are role-playing and didactic games, which allow children to self-organize their activities and activate their motivation to participate in the learning process (ibid., p. 181).Thus, game methods are most suitable for developing speaking skills in preschool and early school-age children, but they can also be adapted for older students, taking into account their age characteristics and needs.

3.6.4. Specific game methods used by teachers to develop students' speaking skills

The most popular responses were "game exercises for vocabulary development" (62.5%) and "role-playing games" (50%). This confirms the importance of game forms for enriching students' vocabulary and practicing dialogic speech through role-playing in various communicative situations, as identified in the theoretical part. A significant proportion of respondents also chose "speech contests" (43.8%), "dramatic productions" (37.5%), and "speech sketches games" (18.8%) - activities that contribute to the development of public speaking skills, improvisation, and creative self-expression through language (Fig. 3.4).
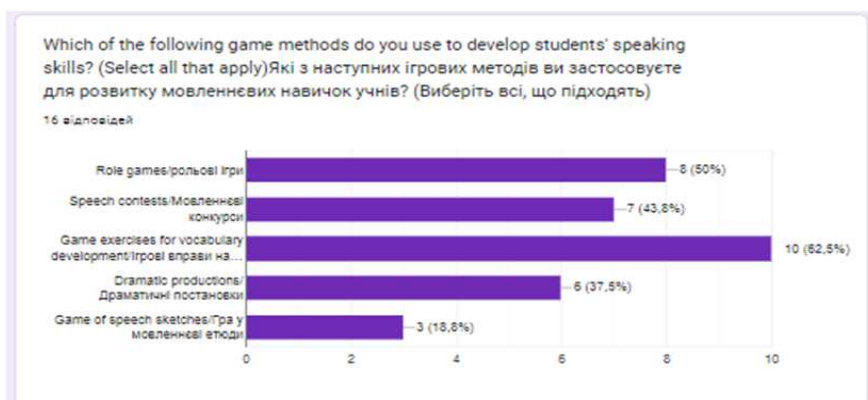

Fig. 3.4. Most popular game methods for teaching

This diversity of game methods used indicates a wide range of opportunities for developing speaking skills. Each type of game has its own characteristics and advantages for developing certain aspects of speech.

The characteristics of game technologies by the method of conducting English language lessons are as follows (Dzhelialova, 2016):

1. Storyline games – the teacher creates situations related to everyday life that encourage students to actively use the learned language structures and vocabulary.

2. Role-playing games – students are assigned roles and must perform certain tasks or solve problems by communicating in English. Role-playing games promote the development of communication skills, as well as understanding and empathy for different perspectives.

3. Business games – students perform real-world-related tasks that help develop teamwork, decision-making, and conflict resolution skills.

4. Simulation games – students model real-life situations or processes, which helps them practice language skills in contexts they may need in real life.

5. Game competitions – the teacher organizes competitions or quizzes with questions related to the study of the language. Students can compete individually or in teams, answering questions about grammar, vocabulary, culture of the target language country, and more. Game competitions promote motivation, cooperation, and reinforce students' knowledge.

6. Drama games – students re-enact various situations using dialogues, monologues, or other types of speech activities. Drama games help students develop public speaking skills, expressiveness, intonation, and creativity.

Thus, teachers use a variety of game methods to comprehensively develop students' speaking skills. Combining different types of games allows for covering various aspects of speech and creating a rich language environment for students.

3.6.5. Changes in students' speaking skills teachers notice after using game methods

The most frequently noted positive changes were "improving pronunciation and intonation" (62.5%), "increasing confidence in speaking" (62.5%), "increasing listening comprehension" (43.8%), "expanding vocabulary" (62.5%), and "reducing language barriers" (50%). This correlates with the theoretical explanations of the favorable impact of game forms on the development of phonetic skills, confidence and ease in communication, listening skills, vocabulary enrichment, and overcoming language barriers and psychological difficulties (Fig. 3.5).

Fig. 3.5. Changes in students' speaking skills after using game methods

These results highlight the positive impact of game methods on various aspects of students' speaking skills. Games create a supportive environment for the development of speech, where students feel more confident and motivated to use the language.

Mastering the corresponding competence in foreign language lessons contributes to the development of another important competence of the New Ukrainian School – socio-cultural competence, which involves a deep understanding of one's own national identity, which forms the basis for an open attitude and respect for the cultural diversity of other peoples. Studying the cultural aspects of other nations and their reflection in the foreign language contributes to the development of skills necessary for effective and constructive participation in intercultural communication (Saprykina, 2018, p. 8). Knowledge of a foreign language allows students not only to communicate with representatives of other cultures but also to understand their values and traditions. Thus, the development of socio-cultural competence, including knowledge of the culture of the target language countries, enables students to develop empathy, tolerance, and mutual understanding.

In English language lessons, the teacher must combine a set of methods and techniques that activate the creative cognitive activity of all students without exception through mutual influence: "teacher-student-students-teacher," and to achieve the main goal of learning, use game technologies. According to G. Krokhmalna's(2019) classification, such game technologies are divided as follows:

1. By main goal (actualizing, forming, summarizing, and control-correction).

2. By method of conduct (storyline, role-playing, business, simulation, game competitions, drama games).

3. When studying different topics: lexical, grammatical, orthographic, and exercises for improving phonetic skills are used.

Thus, teachers note significant positive changes in students' speaking skills after using game methods. Games contribute to the development of confidence in speech, expansion of vocabulary, improvement of pronunciation and intonation, enhancement of listening comprehension, and reduction of language barriers. These results indicate the effectiveness of game methods for the comprehensive development of students' speaking skills.

3.6.6. Challenges in implementing game methods for developing speaking skills according to teachers

The most common responses were: "lack of necessary materials for game exercises" (75%), "difficulty in managing the classroom during game activities" (75%), and "lack of such exercises in textbooks" (50%). This indicates an urgent need for the development of high-quality didactic materials with a game-based orientation, enhancing teachers' competence in managing the learning process during games, and updating the content of textbooks to include game forms. Some respondents also noted "insufficient number of lessons per week" (18.8%), "insufficient teacher training" (12.5%), while "lack of support from the administration" was not mentioned by any respondent (Fig. 3.6).
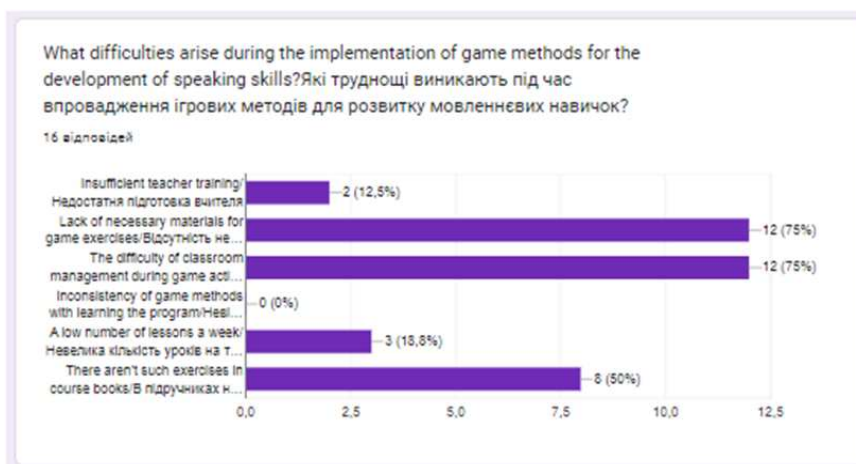
Fig. 3.6. Difficulties in implementing game methods

These results indicate the existence of certain obstacles that may hinder the effective use of game methods in the educational process. The lack of necessary materials and resources is one of the main problems faced by teachers. This may be related to limited access to quality game materials or insufficient funding for their acquisition.

Teachers should consider some requirements for game technologies to ensure their effectiveness (Puzan, 2019):

1.   Alignment with the curriculum. Game technologies should take into account and be linked to the curriculum so that students can learn in close connection between the game and the program content.

2.   Balance of game task complexity. Tasks in games should be challenging but not too difficult for students to be able to solve them. Tasks should also not be too easy, as this may lead to a decrease in motivation and loss of interest in the game by students.

3.   Adaptation of game technologies to students' age characteristics. The game should take into account the age characteristics of students so that they can fully engage in the game and develop the necessary skills. Considering age characteristics, the game becomes more attractive and convenient for students and allows for the best results in learning.

To overcome these difficulties, teachers need support from the school administration and methodological services. Providing access to quality game materials, organizing training and seminars on the methodology of using game methods, and updating the content of textbooks are crucial steps.

3.6.7.   Effectiveness of game and traditional methods for teaching speaking skills

Half of the respondents (62.5%) consider game methods "much more effective" than traditional approaches. Another 25% chose the "slightly more effective" option. None of the respondents rated game forms as "less effective." However, 8.3% indicated that game methods are "just as effective" as traditional methods, and another 8.3% reported that they have "no experience in using game methods." Overall, the vast majority of surveyed teachers recognize the higher effectiveness of game techniques compared to traditional forms of teaching speech (Fig. 3.7).
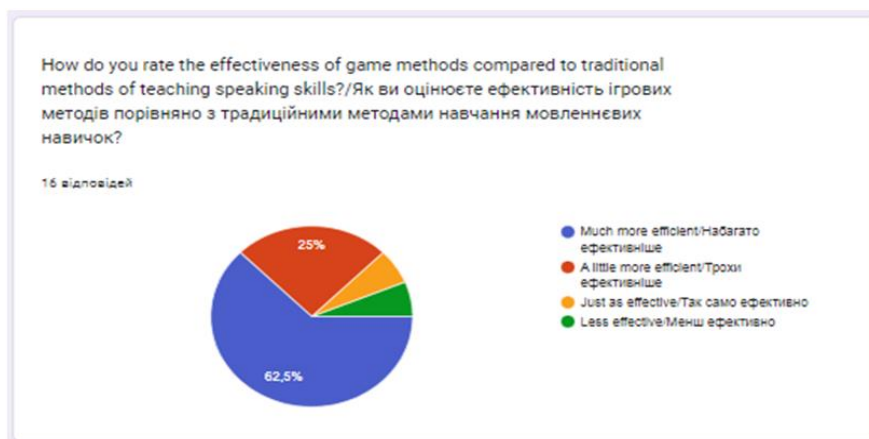

Fig. 3.7. Comparison of game methods with traditional teaching methods

These data demonstrate the overall positive perception of the effectiveness of game methods among teachers. Most of them recognize the advantages of using games for developing students' speaking skills compared to traditional approaches.

In the practice of using educational games, they should be combined with traditional forms of organizing learning. Usually, complex material that is difficult to understand is presented using traditional methods (narration, lecture, problem presentation, etc.), while less complex material, which students can master independently (for which they need additional stimulus), is studied in the form of a game. Also, as a rule, consolidation, generalization, and verification of mastering the material is often carried out using game technologies (Zaporozhets, 2021).

However, not all game activities can be effective – only didactically appropriate use and methodically sound organization ensure that the game can be considered an effective learning tool. Moreover, each type of game activity conducted in the lesson must correspond to certain didactic and methodological principles of accessibility, novelty, gradual increase in complexity, and connection of game activity with other forms of work in the lesson (Bulyhina, 2009, p. 8).Thus, most teachers recognize the effectiveness of game methods for developing students' speaking skills compared to traditional approaches. Games create an active learning environment, provide practice in speaking in context, and help overcome language barriers.

3.6.8. The role of game methods in stimulating students' motivation to learn a language.

Respondents were asked to assess whether game methods contribute to stimulating students' motivation to learn a language. The majority of respondents (56.3%) answered that game methods "significantly increase motivation" among students. 31.3% chose the option "slightly increase motivation." And only 12.5% indicated that they "have no experience in using game methods." (Fig. 3.8).
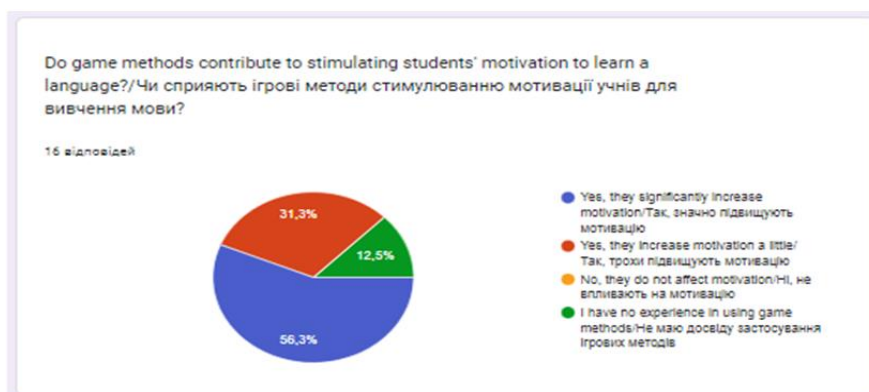

Fig. 3.8. The impact of game methods on students' motivation to learn a language

These data highlight the potential of game methods to increase students' motivation to learn a language. Most teachers acknowledge that the use of games in the learning process positively affects students' interest and desire to learn the language.

Motivation is a key factor in successful language learning. Games that align with the curriculum, take into account students' age and individual characteristics, and promote collaboration and communication can become a powerful tool in shaping the individual and acquiring competencies, in accordance with educational goals, one of which is child-centeredness. From the perspective of child-centeredness, game technologies contribute to creating a learning environment that considers the needs and interests of the child as the central element of the educational process. Taking into account the individuality of each student, game technologies allow for creating conditions for self-realization, developing creative abilities, and encouraging active participation of students (Hrynevych et al., 2016, p. 7).

Games place students in a situation of exploration, eliciting joy from victory, which arouses the desire to be quick, attentive, concentrated, resourceful, skilled in clearly carrying out tasks, working in a team, and adhering to the rules of the game. It is important that the game task coincides with the learning goal and that the game helps achieve the set educational goals (Khoma, 2016, pp. 110-111).

However, it is important to note that the effectiveness of game methods in increasing motivation may depend on the proper selection and implementation of games, which should correspond to the age characteristics, interests, and level of speaking skills of the students. Games that are too simple or complex may, on the contrary, decrease students' motivation and engagement in learning.

Thus, most teachers recognize the positive impact of game methods on stimulating students' motivation to learn a language. Games create an engaging context for learning, increase interest in the subject, and allow students to feel like active participants in the learning process. However, for maximum effectiveness, games must be carefully selected and adapted to the needs and characteristics of a particular group of students.

3.6.9. Advantages, limitations and disadvantages of using game methods compared to traditional methods for developing speaking skills.

Participants in the survey were asked to identify the advantages of game methods compared to traditional methods for developing speaking skills. The most frequently mentioned advantages were "involving students in active learning" (50%), "creating a favorable environment for language experimentation" (37.5%), "developing students' communication skills" (31.3%), and "all of the above advantages" (50%). This demonstrates respondents' understanding of the numerous didactic advantages of game methods, such as activating students' cognitive activity, creating comfortable conditions for language acquisition, a communicative orientation, and the development of key communication skills. These responses correlate with the theoretical justifications for the appropriateness of game forms presented in Chapter 2 of this work (Fig. 3.9).
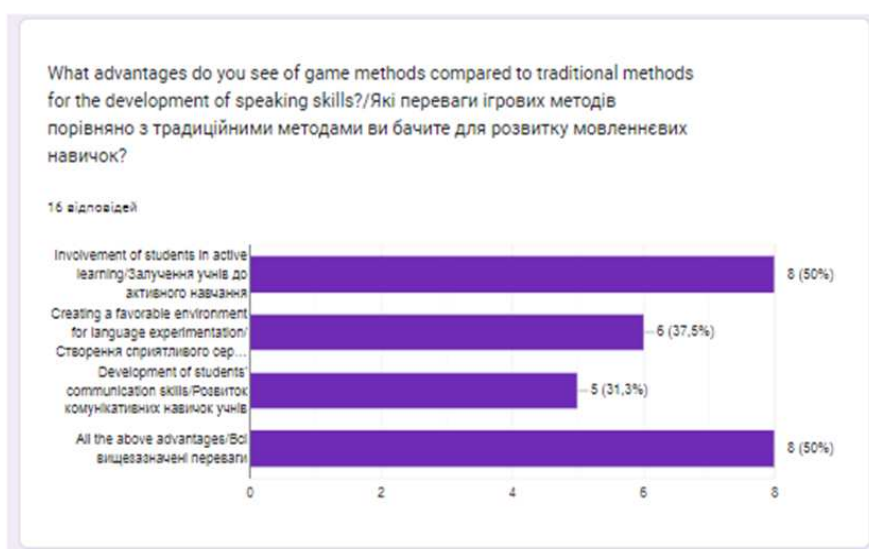
Fig. 3.9. Advantages of game methods

These results demonstrate the multifaceted positive impact of game methods on the process of teaching speaking skills. Teachers recognize that games have significant advantages over traditional methods, especially in terms of engaging students in active learning, creating a supportive environment, and developing communication skills.

Involving students in active learning is one of the key advantages of game methods. Unlike passive listening or performing mechanical exercises, games require active participation from students in the learning process. The potential of games in developing emotional intelligence in younger students is significant, as games promote the activation of the child's emotional sphere. I. Sukhopara (2021) notes that the enthusiasm from the game allows children to express their individual abilities while gaining rich emotional and sensory experience. Games also create conditions for problem-solving, which is a catalyst for the expression of stable emotions, and teach children to manage their feelings through experiences of victory and defeat.

The development of students' communication skills is a central goal of language learning. Game methods provide ample opportunities for practicing communication in various contexts and situations. As noted by Bohush(2012) and Havrysh (2007), through play activities, students learn to initiate and maintain conversations, express their thoughts, ask and answer questions, which are key communication skills (ibid.).

Furthermore, games contribute to the development of social skills such as collaboration, teamwork, empathy, and respect for the interlocutor. Students learn to interact with others, achieve common goals, and solve problems through communication (Dychkivska, 2004).

Thus, teachers recognize the numerous advantages of game methods compared to traditional approaches for developing speaking skills. Games contribute to actively engaging students in the learning process, creating a supportive environment for language experimentation, and developing key communication and social skills. At the same time, a balanced use of game and traditional methods is optimal for achieving maximum effectiveness in learning.

Respondents were asked to identify the limitations they observe in using game methods for developing students' speech based on their work experience. The most frequently mentioned were "insufficient time to prepare game exercises" (62.5%), "difficulty in assessing students' achievements during game activities" (50%), and "lack of support from the administration" (12.5%). These responses indicate certain organizational and methodological difficulties faced by teachers in implementing game forms, including a lack of time for thorough preparation, difficulty in objectively assessing results, and the need for support from the management of educational institutions (Fig. 3.10).
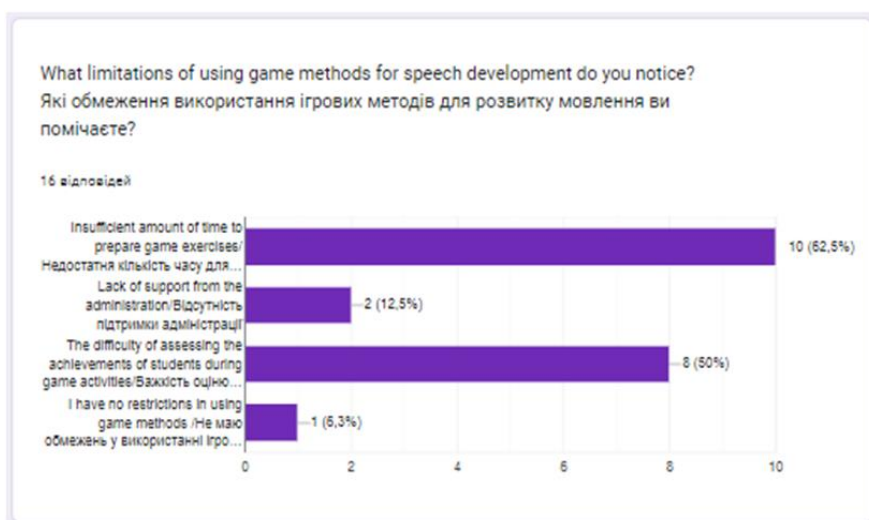

Fig. 3.10. Limitations of implementing game methods

These results indicate the existence of certain challenges and obstacles faced by teachers in implementing game methods in the learning process. The insufficient amount of time to prepare game exercises is the most common problem. As noted by I. Dychkivska (2004), the development of high-quality and effective game materials requires significant time investment from the teacher. In conditions of limited time and a saturated curriculum, this can become an obstacle to the regular use of games in lessons.

The difficulty in assessing students' achievements during game activities is also a challenge for many teachers. Unlike traditional forms of assessment, such as tests or dictations, games often lack clear criteria for evaluation. As noted by O. Maksymova (2019), assessment in a game context requires the teacher to be able to observe the game process, analyze students' speech behavior, and draw conclusions about their progress. This can be a complex task, especially in the context of large class sizes.

To overcome these limitations, systematic support for teachers from the school administration and methodological services is necessary. As noted by O. Kononko (2008), providing teachers with the necessary resources, conducting training and seminars on the methodology of using game methods, and creating favorable conditions for implementing innovations in the learning process can significantly facilitate teachers' work and increase the effectiveness of using games in lessons.Thus, despite recognizing the advantages of game methods, teachers face certain limitations and challenges in using them for developing students' speech. The main problems are the insufficient amount of time to prepare game exercises, the difficulty in assessing students' achievements, and the lack of support from the school administration.

3.6.10. Innovative methods teachers would like to try for further developing students' speaking skills.

Participants in the survey were asked to share what innovative methods they would like to try for further developing students' speaking skills. The greatest interest was shown in "using virtual reality for speech training" (75%), "interactive mobile apps for pronunciation and intonation exercises" (50%), "game platforms for online communication and performance of speech tasks" (50%), "gamification in lessons" (25%), and computer games (25%). Such responses illustrate teachers' interest in modern IT technologies that allow for integrating digital game elements into the learning process and ensuring its interactivity and multimedia (Fig. 3.11).
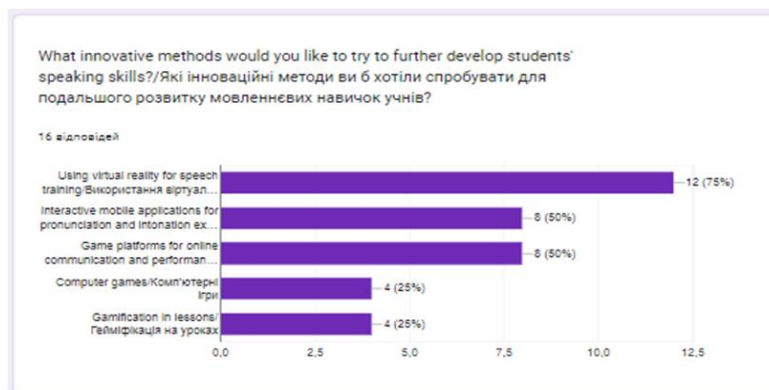
Fig. 3.11. Innovative methods for developing students' speaking skills

These results indicate a significant interest from teachers in implementing technological innovations in the process of teaching speaking skills. Teachers understand the potential of modern technologies for creating an engaging and effective learning environment.

The use of game technologies allows for adapting educational materials to the individual needs of younger students, contributing to the effective acquisition of knowledge and the formation of language competency skills.

H. Lytvynenko (2020) presents a number of innovative approaches to using game exercises in primary school, which authors propose for the effective formation of students' skills, including the following (ibid., p. 201):

1. Problem-based game – this approach is based on creating a problem situation that provides a connection between theory and practice in studying a topic. It is aimed at developing skills of analysis, forming conclusions, and making decisions in unusual circumstances. A game with a problem situation contributes to improving the emotional and psychological state, activating internal motivation for learning, and reducing tension and fatigue.

2. Discussion game – this approach involves group discussion of controversial issues, exchange of opinions and ideas among game participants. It promotes the development of argumentation and analysis skills.

3. Game exercises – this category of games includes crosswords, rebuses, quizzes, etc. The use of such games contributes to the activation of certain mental processes, reinforcement of knowledge, verification of its quality, and acquisition of new skills. Game exercises can become part of students' independent work, extracurricular activities, or other forms of learning.

4. Gamification in lessons and computer games also attract teachers' attention as innovative teaching methods. As noted by Kononko (2008), gamification allows for transforming the learning process into an engaging game with elements of competition, rewards, and progress. Computer

games, in turn, provide an interactive environment for practicing speaking skills and developing students' creativity.

However, it is worth noting that the implementation of innovative methods requires appropriate training and technical support for teachers. As emphasized, the effective use of technological innovations in the learning process requires teachers to possess the necessary skills and methodological techniques.

3.6.11. Specific game methods proved to be most effective for developing speech in elementary school students.

Respondents were asked to identify which specific game methods were most effective for developing speaking skills in preschool and elementary school-age children. The most frequently mentioned were "speech entertainment and role-playing games" (75%), "use of interactive fairy tales and stories" (43.8%), and "musical and rhythmic exercises to improve intonation" (50%). These responses are consistent with scholars' recommendations regarding the use of imitation games, dramatizations, musical exercises, and the use of literary works for developing speaking skills in young children (Fig. 3.12).
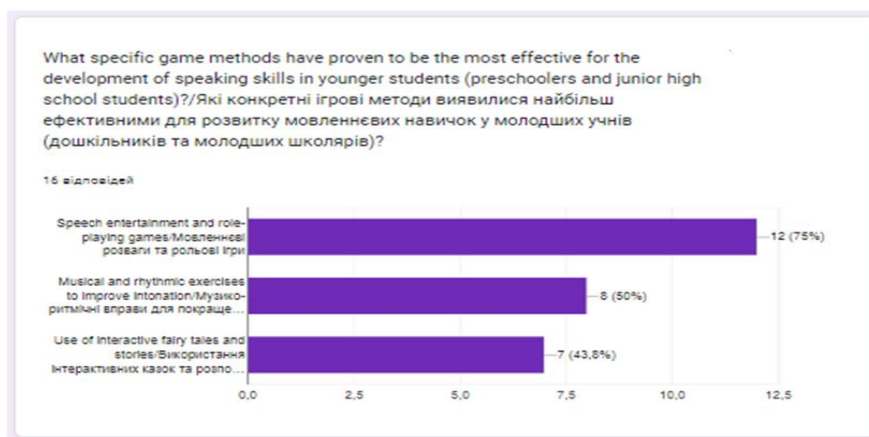
Fig. 3.12. Most effective game methods

These results emphasize the importance of adapting game methods to the age characteristics and interests of younger students. Speech entertainment and role-playing games are particularly effective for this age group, as they allow children to use language in a natural context and develop communication skills. Today, interdisciplinary connections in the acquisition of vocabulary and pronunciation, particularly words in Ukrainian and English, are becoming especially important in the context of using innovative approaches such as game exercises in primary school. They promote

the awareness of common features between languages and facilitate the learning process when students discover similarities in the sound and meaning of words. Game exercises that take into account interdisciplinary connections help students more easily assimilate new vocabulary by finding analogies with already familiar words from their native language. Thus, game-based methods contribute to the development of language competence, the acquisition of pronunciation skills, and the enrichment of students' vocabulary. An important step in establishing interdisciplinary connections in the acquisition of vocabulary and pronunciation of words in Ukrainian and English based on innovative techniques is seen as (Lytvynenko, 2020, p. 201).

3.6.12. Assessing student involvement in game methods for teaching speech

The results showed that students "actively participate and show interest" (56.3%) and are "mostly interested but not always actively involved" (68.8%). A smaller proportion of respondents (12.5%) noted that students "sometimes show interest but are generally not interested," while no respondents chose the option "rarely interested and passive." Thus, most respondents note a positive attitude from students towards game forms of learning and their high motivation, which contributes to the effectiveness of these methods (Fig. 3.13).
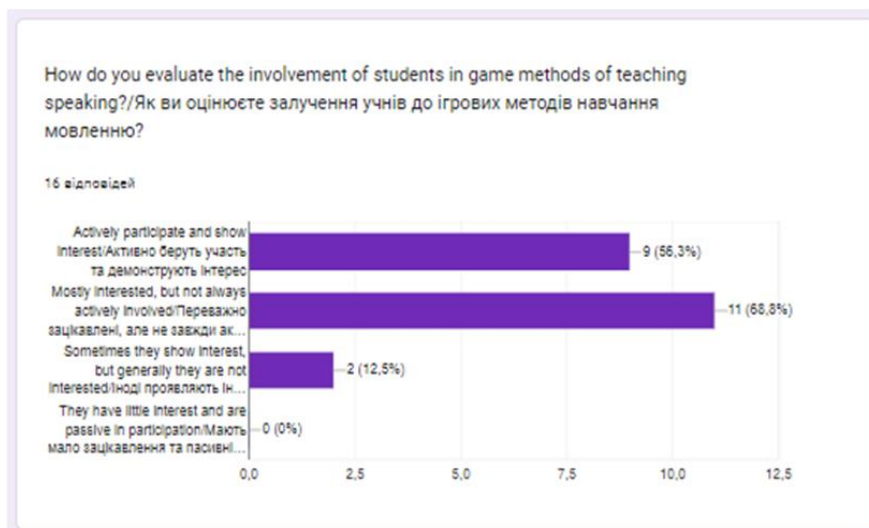

Fig. 3.13. Assessment of students' involvement in game methods

These data indicate an overall positive reaction from students to the use of game methods in teaching speech. Most teachers observe active participation and interest from students, which confirms the effectiveness of games in engaging and motivating students in learning.

P. Kopsov (2021) notes: An important aspect of applying game methods in teaching is the role of the primary school teacher. The value component reflects the teacher's belief in the importance of game methods for children's development, influencing their motivation and commitment to the learning process. The cognitive component includes knowledge and understanding of various game techniques and strategies for their effective application. The constructive component focuses on the teacher's ability to create adaptive and engaging game situations that will promote active learning and socialization of students (ibid., p. 64).

Successful implementation of game methods requires not only deep theoretical knowledge from the teacher but also practical skills in organizing game activities, which include the ability to motivate students, encourage creativity and critical thinking. This approach allows the teacher not only to impart knowledge but also to develop in students the ability to independently acquire and apply such knowledge in real life, making learning interactive and engaging.

3.6.13. The possible relationship between the use of game methods and students' academic achievement in speech.

Participants were asked to share their observations on the relationship between the use of game methods and achievement in language learning activities. The largest proportion of respondents (62.5%) answered that students who participate in game methods demonstrate better results, while 25% do not have enough data to determine such a relationship. 12.5% responded that academic achievement does not depend on the application of game methods. Such a divergence in responses may indicate the ambiguity of the impact of game forms on objective indicators of achievement in speech and the need for additional empirical research on this important issue (Fig. 3.14).
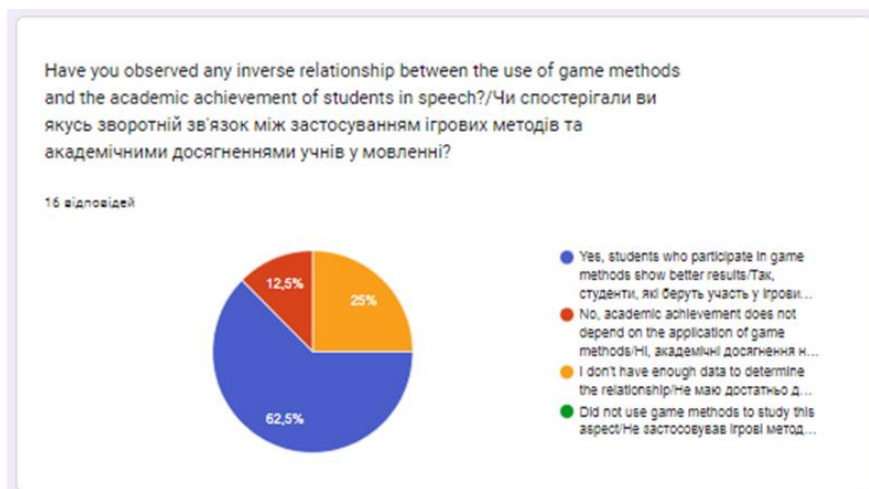

Fig. 3.14. Relationship between the use of game methods and students' academic achievement in speech development

These results suggest a potential positive impact of game methods on students' academic achievement in speech. Almost half of the surveyed teachers observe improved results in students who actively participate in game activities.

The positive relationship between the use of game methods and academic achievement can be explained by several factors. (K. Vittenberg and I. Biloshchenko 2010) remark on this: For a teacher, any educational game is, first and foremost, an exercise. After all, the teacher plays a key role in choosing the game, as it is they who determine which type of game is best suited for the students. A well-designed and conducted game facilitates the learning and reinforcement of language material (phonetics, vocabulary, grammar) and the development of relevant skills and abilities.

Games in English lessons support the transfer of accumulated experience, the acquisition of new knowledge, adequate evaluation of actions, and the development of language skills. They also help develop perception, memory, thinking, imagination, emotions, teamwork, activity, discipline, observation, and attentiveness. Moreover, games have significant methodological value; they contribute to the effective acquisition of language material, improve the classroom atmosphere, and help overcome psychological barriers in interaction between students and between students and the teacher. Thus, game technologies add a communicative orientation to the learning process, strengthen motivation for learning a foreign language, and significantly improve the quality of language acquisition (K. Vittenberg, 2010, p. 256).

If a game is conducted in a relaxed and friendly environment where students have the opportunity to express themselves freely and communicate, it promotes the development of their communication skills and increases their motivation to learn the language. The aforementioned factors influence the effectiveness of using games in teaching, as the conditions for conducting the game determine the level of communicative orientation and motivation of the students.

3.6.14. Recommendations for Implementing Play-Based Methods to Develop Speaking Skills

In other words, participants were asked to provide recommendations based on their own experience for teachers who want to implement game methods for developing students' speaking skills in their lessons. The results showed that teachers most often chose the following recommendations: "conduct regular training and seminars on preparation for the use of game methods" (25%), "create diverse and interesting game scenarios for different age groups" (12.5%), and "all of the above

recommendations" was chosen by the largest number of respondents (62.5%). This demonstrates teachers' demand for continuous professional development, sharing experiences, and methodological support on the implementation of game technologies, as well as the need for high-quality, new-generation teaching and learning materials (Fig. 3.15).

Fig. 3.15. Recommendations for implementing game methods

These results emphasize the need to provide teachers with proper training and resources for the effective implementation of game methods in the learning process. Regular training and seminars are important for developing teachers' professional competencies in using games in lessons. The importance of all the above recommendations underscores the need for a comprehensive approach to implementing game methods. Successful use of games in lessons requires a combination of theoretical training for teachers, availability of quality game materials, and creating favorable conditions for students' game activities.

For the effective implementation of game methods, teachers can use the following additional recommendations:

1. Clearly define the goals and objectives of each game, aimed at developing specific speaking skills.

2. Ensure a gradual increase in the complexity of game tasks according to students' progress.

3. Provide students with clear instructions and demonstrate examples of completing game tasks.

4. Encourage active participation of all students in game activities, taking into account their individual characteristics and needs.

5. Conduct reflection and discussion of the results of game activities with students to reinforce acquired skills.

As noted by O. Kononko (2008), it is also important to ensure support from the school administration and students' parents in implementing game methods. This may include providing the necessary resources, creating a favorable environment for game activities, as well as promoting the idea of using games for developing speaking skills.

In summary, the survey results allow for assessing teachers' attitudes and experiences regarding game methods in the context of developing students' speaking skills. Thus, for the successful implementation of game methods for developing speaking skills, teachers need to ensure proper training through training and seminars, create diverse and interesting game scenarios, and adhere to a comprehensive approach to using games in lessons.

Additional recommendations include clearly defining the goals and objectives of games, gradual increase in complexity, providing instructions, encouraging active student participation, conducting reflection, and ensuring support from the administration and parents. Following these recommendations will allow teachers to maximize the potential of game methods for developing students' speaking skills.The obtained data generally align with the theoretical propositions of your research and demonstrate teachers' recognition of the effectiveness, advantages, and prospects of game forms, while also revealing certain difficulties and limitations in their practical application.

3.7. Discussion and interpretation of results of the research

The conducted research aimed to study the effectiveness of using game methods for developing students' speaking skills from the perspective of English language teachers. The results of the survey of 16 teachers with varying levels of work experience and from different types of educational institutions allow us to draw the following conclusions:

Most teachers consider game methods effective for developing all aspects of speech (speaking, listening, reading, and writing). This indicates a high evaluation of the potential of game methods for the comprehensive development of students' speaking skills. Game methods are actively used by respondents during lessons, specifically, every third or fourth lesson, or even every lesson. Games are considered particularly appropriate for working with younger students and preschoolers, but their use is also recognized as promising for older age groups of students.

According to the surveyed teachers, game methods have several advantages over traditional approaches to teaching speech, such as actively engaging students in the learning process, creating a supportive environment for language experimentation, and developing students' communication skills. Among the most popular game methods are exercises for vocabulary enrichment, role-

playing games, speech contests, dramatic productions, and sketches. After using game forms, teachers observe positive changes in their students, such as improved pronunciation and intonation, increased confidence and ease in speech, expanded vocabulary, reduced psychological barriers, and increased listening comprehension.

For the effective use of game methods, teachers require proper training through training and seminars, the creation of diverse and adapted game scenarios, and adherence to a comprehensive approach to using games in lessons. Teachers show significant interest in using innovative technologies such as virtual reality, mobile apps, and online platforms for further developing students' speaking skills. Thus, teachers show significant interest in using innovative methods, especially those related to technology, for further developing students' speaking skills.

Virtual reality, mobile apps, online platforms, gamification, and computer games are considered promising directions for creating an engaging and effective learning environment. However, the successful implementation of these innovations requires appropriate training for teachers and the provision of necessary resources and support.

The obtained results confirm the effectiveness of game methods for developing students' speaking skills and provide valuable recommendations for their successful implementation in the learning process. At the same time, the research revealed certain difficulties and limitations faced by teachers, and outlined directions for further research. Taking into account the identified advantages, difficulties, and recommendations will allow teachers to optimize the use of game methods and create favorable conditions for the speech development of students. The research results are of great importance for improving the methodology of teaching English and can serve as a basis for further scientific research in this area.

The results of the survey of teachers convincingly demonstrate the recognition of game methods as an effective tool for developing oral speech in students. Most respondents consider game forms to be much more effective than traditional methods, emphasizing their potential for actively engaging students in the learning process, creating a supportive environment for language experimentation, and acquiring communication skills. Additionally, games are considered an effective way to increase students' motivation to learn a foreign language and immerse them in the language environment.

At the same time, respondents' answers attest to the existence of certain methodological and organizational problems regarding the use of game methods in school practice. In particular, these include the lack of high-quality teaching and learning materials with a game-based orientation, the unresolved issue of evaluating the results of students' game activities, and the need for professional

development of teaching staff in managing game-based forms of work. A certain obstacle is also the lack of time for teachers to prepare quality game scenarios and exercises.On the other hand, the interest shown by teachers during the survey in innovative interactive methods using digital technologies such as virtual reality, mobile apps, online platforms, and gamification techniques indicates the readiness of a significant number of respondents to openly experiment and update their approaches to enhance the effectiveness of oral speech development.

Overall, the research findings are consistent with the theoretical propositions regarding the didactic potential of game methods for the formation of students' speaking skills. However, they point to the need for creating more favorable conditions to ensure the quality implementation of game forms in the learning process in accordance with methodological recommendations from scholars. At the same time, there is an urgent need for further empirical research to determine the specific impact of game methods on objective indicators of oral speech formation in students of different age groups.

CONCLUSION

In the research paper, the goal of this research was to explore the effectiveness of using game-based methods for developing students' speaking skills in English language learning environments. The research results presented in Chapter 3 demonstrated the achievement of the stated goal, the fulfillment of the defined objectives, and provided the basis for formulating the following conclusions:

In conclusion, the development of students' oral speaking skills is a multifaceted process that involves understanding key aspects and employing effective strategies within the educational context. In Chapter 1, we explored the foundational elements of oral skills development, including theories, components, and the significance of oral speaking in language learning. Understanding these aspects provides a framework for designing instruction that effectively fosters oral communication abilities.

Chapter 2 delved into the application of games as a dynamic and engaging approach to developing oral speaking skills. By reviewing various games suitable for this purpose and analyzing their effectiveness in the educational process, we highlighted the potential of games to enhance student engagement, motivation, and proficiency in oral communication. Moreover, we provided examples of games tailored to different age and proficiency groups, demonstrating the versatility and applicability of game-based instruction.Overall, the integration of games into the educational process offers a dynamic and innovative approach to developing students' oral speaking skills. By leveraging the power of games, educators can create engaging learning experiences that promote active participation, collaboration, and communication, ultimately enhancing students' proficiency in oral communication and facilitating their overall language learning journey.

In Chapter 3, we carefully planned and conducted this empirical research to study the effectiveness of game methods for developing students' speaking skills from the perspective of practicing English teachers. The survey involved 16 teachers with varying levels of experience and types of educational institutions, which ensured the representativeness of the sample. An online questionnaire with 18 carefully selected questions covering key aspects of using game methods was utilized for data collection. The obtained responses were analyzed using descriptive statistics and qualitative analysis methods, which allowed identifying the main trends, opinions, and recommendations from teachers. The analysis of the survey results showed that most respondents recognize the effectiveness of game methods for the comprehensive development of students' speaking skills. Teachers actively implement games in the learning process, especially for working

with younger students. The advantages of games include active student engagement, creating a supportive environment for language experimentation, and developing communication skills. After using games, teachers observe improvements in pronunciation, intonation, increased confidence, and expanded vocabulary in students. At the same time, respondents pointed out certain difficulties and limitations in applying game methods. Overall, the research results confirmed the high didactic potential of game methods for the formation of students' oral speech. Teachers showed significant interest in innovative technologies and methods, such as virtual reality, mobile apps, online platforms, to increase the effectiveness of teaching speech. For the successful implementation of game forms, teachers need proper training through workshops, provision of quality game materials, and favorable conditions in educational institutions. At the same time, there is an urgent need for further empirical research to determine the impact of game methods on objective indicators of oral speech formation in students of different age groups. The obtained data and conclusions are of great importance for improving the methodology of teaching English in schools.

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РЕЗЮМЕ

Ігрові методики відіграють важливу роль у процесі навчання іноземної мови, зокрема розвитку мовленнєвих навичок учнів. Вони створюють сприятливе середовище для активної комунікативної практики, формування мотивації до вивчення мови та занурення в мовне середовище. Теоретичне обґрунтування ефективності ігрових форм ґрунтується на принципах комунікативного та особистісно-орієнтованого підходах, ролі розвитку мовлення в процесі вивчення англійської мови, важливості соціальної взаємодії та залучення механізмів особливої уваги до процесів опанування мовою.

Результати проведеного емпіричного дослідження засвідчили визнання більшістю опитаних вчителів дидактичного потенціалу ігрових методів для комплексного розвитку мовленнєвих навичок учнів в процесі набуття іншомовної компетентності, зокрема говоріння, аудіювання, збагачення словникового запасу та покращення вимови. Педагоги активно застосовують ігрові форми на уроках, особливо для роботи з молодшими школярами. Серед переваг ігрових методик респонденти відзначають активне залучення учнів до навчання, створення сприятливих умов для експериментування та розвитку комунікативних вмінь.

Водночас в опитуванні виявлено певні труднощі впровадження ігор, як: брак якісних навчально-методичних матеріалів, складність оцінювання результатів ігрової діяльності учнів та потреба у підвищенні кваліфікації вчителів з управління ігровими формами роботи. Подоланню цих труднощів може сприяти забезпечення необхідного рівня підготовки педагогів засобами тренінгів, створення різноманітних ігрових сценаріїв та налагодження сприятливих умов в освітніх закладах щодо застосування ігрових технологій.

Значний інтерес викликають інноваційні технології та методи, наприклад, віртуальна реальність, мобільні додатки, онлайн-платформи, гейміфікація уроків, що можуть підвищити ефективність розвитку усного мовлення учнів. Загалом результати дослідження підтвердили високий дидактичний потенціал ігрових методик, однак виявили нагальну потребу в подальших наукових розвідках щодо конкретного впливу ігор на об'єктивні показники формування усного мовлення в різних вікових групах учнів.

Перспективи майбутніх досліджень у цій галузі можуть включати більш широке залучення вчителів до вивчення ефективності ігрових методик, розробку інноваційних ігрових навчальних ресурсів та платформ, а також вивчення особливостей впровадження ігор для різних вікових груп учнів та рівнів володіння мовою. Також важливим є визначення

оптимального поєднання ігрових та традиційних методів для результатів впровадження таких універсальних підходів до навчання англійської мови. Дане дослідження є важливим для розуміння дидактичних можливостей ігрових методик, воно окреслює шляхи їх ефективного впровадження та слугує основою для подальшого вдосконалення методики навчання іноземних мов у закладах освіти.

Appendix
Questions included in the questionnaire

1.Gender
- Man
- Women

2.How many years of work experience do you have?

- 1-5 years
- 6-10 years
- 11-20 years
- More than 21

3. In what type of school do you work?

- Language school
- High school
- Lyceum
- College
- University

4.Do you consider game methods to be effective for the development of different aspects of speech

(speaking, listening, reading, writing)?

- Yes, effective for all aspects of speech
- Yes, effective for some aspects of speech
- No, they are not effective for speech development

5. How offen do you use game methods to develop speaking skills?
- Every lesson
- Every other lesson
- Every third lesson
- Every fourth lesson
- less frequently

6. What age group are games most suitable?
- Preschool age
- Up to 12 years
- Teenagers and young people
- Adults

7.Which of the following game methods do you use to develop students' speaking skills? (Select all that apply)

- Role games

- Speech contests
- Game exercises for vocabulary development
- Dramatic productions
- Game of speech sketches

7.What change have you noticed in students' speaking skills after using game methods?
- Improving pronunciation and intonation
- Increased listening comprehension
- Increasing confidence in speech
- Expansion of vocabulary
- Reducing language barriers

8.What difficulties arise during the implementation of game methods for the development of speaking skills?
- Insufficient teacher training
- Lack of necessary materials for game exercises
- The difficulty of classroom management during game activities
- Inconsistency of game methods with learning the program
- A low number of lessons a week
- There aren't such exercises in course books

9. How do you rate the effectiveness of game methods compared to traditional methods of teaching speaking skills?

- Much more efficient
- A little more efficient
- Just as effective
- Less effective

10. Do game methods contribute to stimulating students' motivation to learn a language?

- Yes, they significantly increase motivation
- Yes, they increase motivation a little
- No, they do not affect motivation
- I have no experience in using game methods

11. What advantages do you see of game methods compared to traditional methods for the development of speaking skills?

- Involvement of students in active learning
- Creating a favorable environment for language experimentation
- Development of students' communication skills
- All the above advantages

12. What limitations of using game methods for speech development do you notice?

- Insufficient amount of time to prepare game exercises
- Lack of support from the administration
- The difficulty of assessing the achievements of students during game activities
- I have no restrictions in using game methods

13. What innovative methods would you like to try to further develop students' speaking skills?

- Using virtual reality for speech training
- Interactive mobile applications for pronunciation and intonation exercises
- Game platforms for online communication and performance of speech tasks
- Computer games
- Gamification in lessons

14. What specific game methods have proven to be the most effective for the development of speaking skills in younger students (preschoolers and junior high school students)?

- Speech entertainment and role-playing games
- Musical and rhythmic exercises to improve intonation
- Use of interactive fairy tales and stories

15. How do you evaluate the involvement of students in game methods of teaching speaking?

- Actively participate and show interest
- Mostly interested, but not always actively involved
- Sometimes they show interest, but generally they are not interested
- They have little interest and are passive in participation

16. Have you observed any inverse relationship between the use of game methods and the academic achievement of students in speech?

- Yes, students who participate in game methods show better results
- No, academic achievement does not depend on the application of game methods
- I don't have enough data to determine the relationship
- Did not use game methods to study this aspect

17. What recommendations would you make for teachers who want to implement play-based methods to develop speaking skills in their classrooms?

- Conduct regular trainings and seminars on preparation for the use of game methods
- Create diverse and interesting game scenarios for different age groups
- Provide access to the necessary resources and materials for playing exercises
- All of the above recommendations

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