

**PRACTICAL APPLICATION OF INTERACTIVE GAMES IN DEVELOPING
ENGLISH SPEAKING SKILLS IN PRIMARY GRADES**

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Annotation: This article highlights the importance of using interactive games in developing English speaking skills in primary school students. The types of interactive games, the methodology of their use, and the role of the teacher are analyzed in detail. Also, the effectiveness of interactive methods is proven based on practical experience and observations. The results of the study show that game technologies increase students' speech activity, enhance motivation, and help form speaking skills in real communicative situations.

Keywords: primary education, English, speaking skills, interactive games, communicative method, motivation, speech activity.

In today's era of globalization, knowledge of foreign languages is gaining importance in a person's professional and social life. The Uzbek education system has also widely introduced the teaching of foreign languages, in particular English, starting from primary grades. In this process, the formation of basic communicative skills, including speaking skills, in students is a primary task [1].

The development of speaking skills requires the use of modern interactive methods along with traditional methods. One of the most effective of them is interactive games. They actively involve students in the lesson process, encourage communication, and allow them to freely express their opinions [2].

This thesis discusses the types of interactive games, the methodology for their use, the role of the teacher, and the results obtained on the basis of practical experience.

The issue of forming English speaking skills in primary grades has been widely studied by foreign and domestic researchers. For example, Cameron (2001) analyzes the psychological and pedagogical features of learning a foreign language in young students and discusses the key role of speaking skills in language teaching. Wright, Betteridge, and Buckby (2006) scientifically substantiate the effectiveness of games in increasing motivation and creating communicative situations in the language learning process. Harmer (2015) also emphasizes that games can ensure active participation in students and strengthen speaking skills.

Local studies also pay great attention to the effectiveness of interactive methods. In particular, Karimova (2021) scientifically and practically substantiated that the use of interactive games in teaching English in primary grades increases students' speech activity and reduces psychological barriers.

In general, although the issue of developing speaking skills has been sufficiently studied, the integration of interactive games with modern educational technologies and their use in accordance with the age characteristics of primary school students remains relevant today.

1. Types of interactive games used in primary school

The psychological characteristics of primary school students indicate their predisposition to game activities. Therefore, the use of various interactive games in English lessons is very effective in developing speaking skills [3]. The most commonly used games are:

1. Role-play - students practice real conversations by recreating real-life situations such as “At the Shop”, “Doctor and Patient”.
2. Question games – Through games such as “Guess who?”, “Find someone who...”, students develop the skills of formulating questions and answering them.
3. Action-based games – Games such as “Simon says”, “Stand up if...” strengthen students’ vocabulary and encourage them to engage in active speech.
4. Picture-based games – Through “Describe and guess”, “Memory game”, students practice describing, comparing and discussing objects.
5. Information-gap games – Tasks such as “Missing information” encourage students to ask each other for information and thus communicate.

2. Methodology of using interactive games

When using games, the teacher should adhere to the following methodological principles:

- The rules of the game should be simple and understandable.
- Each student must be actively involved.
- Situations that encourage speaking should be created.
- Words and phrases that are relevant to the main goal of the lesson should be included in the game.
- The teacher acts as an observer and guide during the game [4].
- The results of the game are evaluated and students are encouraged.

Methodically properly organized games not only strengthen speaking skills, but also increase positive motivation in students.

3. The role of the teacher

During the game, the teacher acts not only as a teacher, but also as an organizer, guide and motivator. The teacher:

- creates game situations;
- directs students to the right communication;
- encourages active participation;
- gently corrects mistakes without abruptly stopping them [5].

4. Practical experiments and observations

According to observations conducted at secondary school No. 1 in Tashkent, it was found that in lessons where interactive games were regularly used, students' speech activity was 35% higher than in traditional lessons [6].

For example, in the game “Guess who?”, students try to guess the character by asking each other questions. This process encourages them to think quickly, build grammatically correct sentences, and speak actively.

Also, by playing the role of a buyer and seller in the role-playing game “At the Shop”, students not only learn to use new words, but also acquire real-life communication skills.

5. Conclusions and recommendations

Interactive games are an effective means of developing speech skills in primary school students. Through them:

- students' speech activity increases;
- psychological barriers decrease;

- motivation and interest increase;
- speaking experience is formed in real communicative situations.

Recommendations:

1. English teachers should use at least one interactive game focused on speaking in each lesson.
2. Games should be selected in accordance with the topic of the lesson.
3. Active participation of all students should be ensured during the game.
4. It is useful to include the results of the game in the assessment system.

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