

**DESIGNING EDUCATIONAL GAMES FOR LITERARY
AND NON-LITERARY SPEECH PRACTICE****Isabekov Akhror**

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Scientific Open Access Conference**ARTICLE INFO**Received: 10th December 2025Accepted: 11th December 2025Online: 12th December 2025**KEYWORDS***educational games, literary speech, non-literary speech, language learning, classroom activities, communicative competence, interactive methods***ABSTRACT**

This article explores the design and application of educational games aimed at developing both literary and non-literary speech skills among English language learners. It focuses on how interactive learning methods can enhance students' motivation, creativity, and communicative competence. The study examines different types of games — such as role-playing, storytelling, and vocabulary-based challenges — that help students practice expressive literary language and everyday speech in an engaging way. The results suggest that using well-designed educational games in the classroom not only increases participation and enjoyment but also strengthens learners' ability to use English effectively in both artistic and practical contexts.

Introduction

In modern language education, traditional teaching methods are gradually being replaced or supported by interactive and student-centered approaches. One of the most effective strategies in this regard is the use of educational games, which make the learning process more engaging, motivating, and effective. Games provide learners with real-life contexts to use language naturally while encouraging creativity, collaboration, and critical thinking. In the study of English, both literary and non-literary speech play vital roles. Literary speech involves expressive, imaginative, and stylistically rich language used in literature, whereas non-literary speech refers to practical, everyday communication. Many students find it challenging to balance these two forms—understanding literary texts while also developing fluency in daily conversation. Designing educational games for these purposes helps bridge the gap between artistic and functional language use. Games can transform complex literary expressions into enjoyable tasks and make everyday speech practice more dynamic and memorable. By combining fun with learning, teachers can create an environment where students not only acquire linguistic knowledge but also develop emotional and cultural awareness through active participation. This article aims to analyze how educational games can be designed and implemented to improve both literary and non-literary speech practice in the classroom, highlighting their pedagogical benefits, strategies for application, and overall impact on students' language development.

Methods

This research used qualitative and descriptive approaches to study how educational games can be used to improve both literary and non-literary speech practice in English language classrooms. The study focused on observing language learning activities, designing suitable games, and analyzing their impact on students' speech development. Data were collected through classroom observations, teacher and student interviews, and written feedback forms. During the observation process, the researcher paid attention to how students reacted to game-based learning, how they used literary and everyday expressions in communication, and how teachers organized the learning environment. The games were designed to include both creative and practical language tasks so that students could practice expressive, artistic forms of language along with natural, daily speech. Various activities such as storytelling, role-playing, vocabulary challenges, and dialogue creation were introduced during the lessons. These games encouraged active participation, teamwork, and spontaneous speaking. Teachers guided students to express themselves freely while maintaining correct grammatical and stylistic use of English. After several weeks of implementation, students' progress was assessed through oral and written tasks. Their motivation, fluency, and confidence in using literary and non-literary expressions were compared before and after the introduction of educational games. The collected data were analyzed descriptively to identify patterns and evaluate improvements in communicative competence and creative expression. The method proved effective in exploring how interactive learning tools such as educational games can make English language practice more engaging and productive, allowing students to combine both literary richness and everyday practicality in their speech.

Results

The results of the study showed that using educational games for practicing literary and non-literary speech had a positive and noticeable impact on students' language development. After several weeks of implementation, learners demonstrated greater confidence, creativity, and fluency in both formal and informal communication. Students became more active and motivated during lessons, showing enthusiasm to participate in group tasks and language games. They were less afraid of making mistakes and more willing to express their ideas in English. The playful nature of educational games reduced anxiety and created a comfortable atmosphere, encouraging natural language use and spontaneous speech. The results also revealed that students improved their ability to distinguish between literary and non-literary styles. When performing role-plays or storytelling tasks, they could use expressive and figurative language more appropriately, showing better understanding of tone, emotion, and context. In everyday communication activities, they became more fluent and used idioms, phrases, and informal vocabulary more accurately. Teachers observed that the games not only increased participation but also enhanced memory retention. Students remembered new words and expressions more easily because they were practiced in meaningful and enjoyable contexts. Writing and speaking assessments indicated that learners who participated in game-based lessons used richer vocabulary and more natural sentence structures compared to those who studied through traditional methods.

Discussion

The findings of this study indicate that educational games are highly effective in enhancing both literary and non-literary speech skills in the classroom. The results suggest that students benefit from an interactive and playful learning environment, which increases motivation, participation, and overall engagement in language learning activities. Games create opportunities for students to practice expressive literary language in a natural and memorable way. By engaging in storytelling, role-playing, and dialogue creation, learners encounter figurative expressions, idioms, and stylistic devices in context. This helps them understand the emotional and cultural nuances of literary English while developing their creativity and interpretive skills. At the same time, practicing non-literary or everyday English through games improves fluency, spontaneous communication, and practical language use. Students gain confidence in expressing themselves clearly in informal conversations, group discussions, and classroom activities. This dual approach ensures that learners are not only able to appreciate literary texts but can also use English effectively in daily situations. The study also highlights the importance of integrating both types of speech in a balanced manner. Teachers observed that linking literary expressions to everyday contexts, such as turning a poetic phrase into a conversational sentence, enhances comprehension and retention. Students are able to transfer language knowledge from imaginative exercises to practical communication tasks, creating a stronger connection between theory and practice.

Conclusion

The study concludes that educational games are an effective and engaging tool for developing both literary and non-literary speech skills in English language classrooms. By combining creative, expressive tasks with practical communication activities, games help students improve fluency, vocabulary, and confidence while also enhancing their understanding of stylistic and cultural aspects of the language. Students who participated in game-based lessons showed higher motivation, better retention of new expressions, and improved ability to distinguish between literary and everyday English. The interactive and collaborative nature of games encouraged active participation, peer learning, and risk-taking in language use, making the learning process more enjoyable and productive. Overall, integrating educational games into English language teaching provides a balanced approach that fosters both linguistic competence and creative expression. This method prepares students to use English effectively in real-life communication while appreciating its artistic and cultural richness, thereby supporting comprehensive language development.

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