

The Use of Didactic Games in Teaching English to Form Communicative Competence Among Primary School Students

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Abstract: This article describes how important and effective didactic game technologies are helpful for the learning process in primary education, as well as the theoretical basis for the formation of didactic games' communication content in education.

Keywords: education, didactic game, game, communication, method, teacher, student, formation

Introduction. We all know that from the moment of birth, a person begins to communicate with the people around him. But at a glance, when people who excel in studying the phenomena of the material world enter into interpersonal communication, it is observed that in this process they encounter many problems and problematic situations. People have been striving to get knowledge, become enlightened, intelligent, and study the culture of other peoples. This It is not a secret to any of us that in today's process of globalization, it is important to learn a foreign language and get to know the culture of the country where the language is being studied. Unfortunately, the analysis of scientific literature shows that not all people have the ability to communicate correctly. In this process, it is observed that psychological (shame, shyness, hesitance) factors such as not knowing the language have a negative effect. This is one of the problems that worries psychologists and linguists.

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scientific literature shows that not all people have the ability to communicate correctly. In this process, it is observed that psychological (shame, shyness, hesitance) factors such as not knowing the language have a negative effect. This is one of the problems that worries psychologists and linguists.

The issues of communicative competence of elementary school students are among the most urgent problems of modern foreign language teaching methodology science and practice. It is important to implement the principle of activity in education, because education and upbringing depend on the quality of teaching. It is necessary to learn how to react to the information presented in the educational material, how to use it in different natural and artificial communicative situations. In these aspects, the principle of communicativeness is compatible with the method of functional approach or the principle of developing oral speech in the educational process. [5]

Achieving an effective result in teaching a foreign language to elementary school students requires providing the necessary methodical system based on their interest. It is important to take into account their

mental states in the development of perception, attention, memory, imagination and thinking. It should be noted that the perception and listening skills of primary school students are highly developed. Students will quickly understand the subtleties of phonetics. Therefore, the process of learning even the most difficult lexical, grammatical, and phonetic units by means of didactic games is easy for children in primary education. Students of this age think clearly and are based on visual aids and imagination. Therefore, didactic games play an important role in teaching a foreign language and cause interest [4].

The German pedagogue F. Froebel considered the game to be the highest level of child development. "Playing for a child," he said, "is a serious activity that combines movement, fun, and joy at the same time, because it ensures that his immediate needs are met." [3].

In the course of the game, pupils' imagination, thinking, creativity and attention are developed. This is due to the fact that the game has educational and developmental purposes. Interest in game activities allows students to develop communicative competence, because during the game children actively communicate, look for ways and opportunities to solve problems. Various aspects of the problem of using games in education have been of great interest to scientists and teachers for more than ten years. There is an opinion that the game is "a universal element of all human culture, a special type of real human activity in artificially created conditions and by creating a relatively reliable model."

Every foreign language teacher, without a doubt, wants to make his lesson interesting and fun, to develop students' interest in learning, creative thinking and communicative competence. It is appropriate to use didactic games to do this. Didactic games arouse interest in students: they bring speech activity closer to the natural environment, help to develop communication skills, effective acquisition of language material, and provide practical learning. Individuality, worldviews, self-awareness are formed.

The main goal of teaching foreign languages in the primary education classroom is to form a personality of the student who can participate in intercultural communication in the studied language and think independently in foreign language speaking activities. The use of didactic games leads to positive results in improving students' communication skills, solving them successfully, creating satisfaction and increasing self-confidence.

Understanding the content, communicating it to each other and expressing the meaning is given primary importance, and learning the structure and vocabulary of the language serves this purpose. Didactic games are one of the practical ways to overcome communication difficulties.

Didactic games can be used in foreign language education for the following purposes:

- formation of specific communicative skills and competencies related to the topic;
- training in speech actions at the beginning of the communication process;
- formation of necessary competence and mental characteristics;
- understanding of the communicative task in the didactic game content.

The role and importance of the game in foreign language lessons is huge, because it allows to make the learning process attractive and interesting for every student. Game technologies help to form and develop students' mental abilities, consolidate language material in their memory, and allow the use of speech etiquette in various situations in the communication process.

In addition, game technologies help to increase the effectiveness of the lesson, the formation of active speech by the student, and to make the process of learning a foreign language interesting for students. The correct selection of game forms and teaching methods serves to ensure the achievement of a number of important educational goals in students.

In turn, to conduct English lessons in a communicative direction, the teacher should effectively use interactive methods of education in the process of teaching, to increase the activity of students, and to serve the motivation of the educational material. Activity and motivation are carried out through the effective use of teaching methods, as mentioned above, and proper organization of classroom and extracurricular activities. The importance and advantages of didactic games in effective use of teaching methods, in the proper organization of classroom and extracurricular activities, and in the organization of effective communication are incomparable.

Research and methodology. Using a game as one of the methods of teaching a foreign language significantly simplifies the learning process, makes it closer to children, more comfortable.

When playing with children, it should be advisable to follow these rules:

- 1) ease of explanation
- 2) the burden of expensive and complex materials for the game
- 3) versatility

Didactic games are used in practical training for the purpose of strengthening language material, forming and developing skills and competencies. The communicative situation created during the game, the expression of thought through audio-visual, extralinguistic and emotional means ensures that the communication process takes place in natural conditions [2]. (Figure 1)

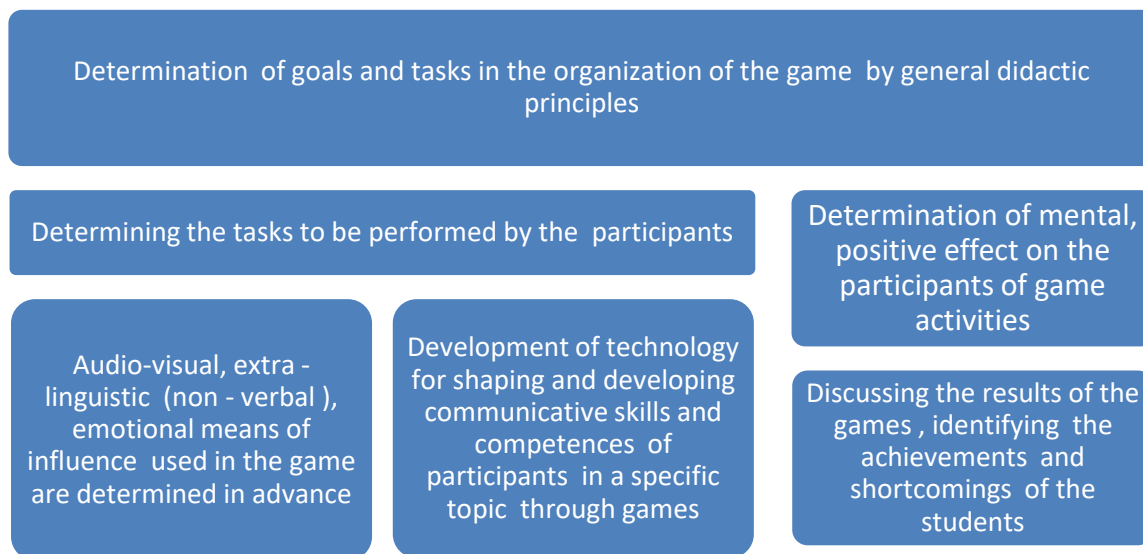


Figure 1. Methodological requirements of the didactic game

Different types of role-playing games can be used in the process of forming communicative competence in a foreign language:

- imitation games - during the lesson, students' behavior in problematic situations is simulated;
- operational games - it is clear, special speech focused on practicing the performance of the action.
- role-playing games with a plot (teacher-student, seller-buyer, doctor-patient);

With the help of such games, students' behavior tactics, skills and abilities to responsibly fulfill one's duties and responsibilities were improved.

In the course of training sessions, group work appropriate to the age of the students was organized. The language materials were selected according to the competence and interests of the students. In the research, a model of formation of communicative competence of elementary school students by means of didactic games was developed.

It was explained that the organization of teaching students of different ages with the help of games is one of the modern methods of teaching foreign languages. Based on the relevance of this topic, a number of factors were studied.

In the course of the research, communicative, didactic games presented for elementary school students give results in making students understand each other, express thoughts correctly, clearly, appropriately, i.e., develop the skill of making a coherent speech. In forming the communicative competence of elementary school students, we first of all based on the principle of the priority of the individual. This means the sum of the teacher's teaching and students' learning activities that ensure the implementation of the practical, educational, educational and developmental goals of foreign language teaching.

It is known from experience that appropriate and demanding use of didactic game technologies in teaching speech communication helps to significantly increase the level of subject mastery. In such a process,

the language learner's free, independent thinking, argumentation skills, and the level of satisfaction from participating in the training are observed to increase. In addition, it was found out in the experimental tests conducted with students that it was possible to apply didactic game technologies to foreign language education, to ensure the continuity of work in the classroom and outside the classroom.

Analysis and Results. Teaching language material by means of didactic game technologies ensures the activation of various intellectual and practical activities of students. This allows to achieve positive results in language education. The use of didactic games in the process of foreign language education, as well as in the teaching of grammar, vocabulary, and phonetics, changes the role of the teacher in the classroom. The organization of teaching students of different ages using didactic games. It is known that improvement of modern methods of teaching foreign languages is one of the urgent problems. [6]

First, the intensification of the educational process sets the task of developing students' interest in the studied language material and finding means to activate their knowledge and skills during the lesson. Educational games are an effective means of solving this problem.

Secondly, one of the most urgent problems of teaching a foreign language is to teach oral speech, create conditions for revealing the communicative function of the language and bring the learning process to real conditions, which increases the motivation to learn a foreign language. Involvement of students in oral communication is successfully carried out in the process of game activity.

At the current stage of educational development, the goal of teaching a foreign language is to develop communicative competence in that language.

M. F. Stronin divides games into phonetic, lexical, grammatical, spelling and creative types [1]. (Figure 2)

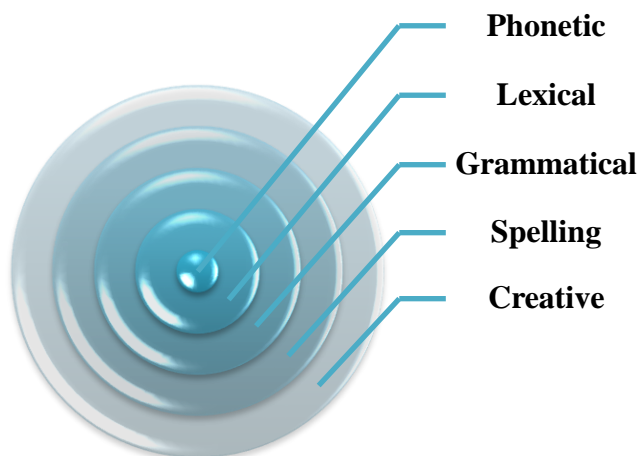


Figure 2. Types of didactic games

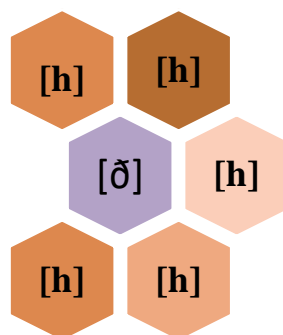
Each type of game has its main tasks for the formation of certain skills and competencies in learning a foreign language. In elementary English classes, games are used to develop language material and learn types of speech activities, as well as to relieve tension and monotony. Of course, it should be taken into account that the age of the student is taken into account when choosing each game. It is recommended to pay a lot of attention to the correct pronunciation of sounds when teaching English in elementary school. The practical purpose of the game is

to emphasize that with more repetition, students will be able to automatically pronounce and recognize the required sounds. It has been found that properly selected and well-organized games contribute to the formation and further development of communicative competence and the comprehensive development of schoolchildren in general [7].

In order to implement these tasks, the following educational game methods were presented to the students in the trial lessons.

Phonetic games

1. BEES



The course of the game: the teacher tells the children that one bee is English (and this can be seen from his costume), and the other is Uzbek. English bees make noise [ð], and Uzbek make [h]. The bees met on the flower and talked to each other, exchanged news. (alternatively [ð], [h]).

2. TONGUE TWISTERS

Phonetic games can be used by having a competition of who can pronounce better and faster.

1. Pat's black cat is in Pat's black hat.
2. If you, Andy, have two candies, give one candy to Sandy, Andy.
3. A cup of nice coffee is in a nice coffee-cup.
4. Geb is Bob's dog. Tob is Mob's dog.
5. Pat keeps two pets.

3. ENTER A LETTER

Purpose: to check the acquisition of spelling within the studied lexical material. The course of the game: two teams are formed. The board is divided into two parts. For each command, words are written, each of which has a missing letter. Representatives of the teams go to the board in turn, enter the missing letter and read the word. For example:

c...t, a...d, a...m, p...n, r...d, s...t, r...n, t...n, o...d,
t...a, l...g, h...n, h...r, h...s, f...x, e...g, fo...d, b...d
Answers (cat, and, arm, pen, red, sit, run, ten, old, tea,
leg, hen, her, his, fox, egg, food, bed).

Lexical games

1. Cube

In this game, the following words and phrases representing the action related to the theme "Family" - "My family", "My day off", "Mother", "father", "uy-

home" , "tree-tree", "he is standing up", "he is washing up", "he is having lunch" are written on the hexagonal cube. The teacher throws the cube and shows the students the words and phrases on the cube, the students repeat the words and phrases over and over again. As a result, students' language skills (phonetic, grammatical, lexical) were formed.

2. "CREATE A ROBOT" teaches how to describe a person's appearance. The class is divided into three teams, one of which is the police department. Three captains are selected using the count pronoun. They turn to the police with a request to find a missing friend, describe his appearance, and children draw the corresponding pictures. If the picture matches the description, the missing person is considered found. For example. I can't find my sister. He is ten years old. He is a school student. He is not tall. His hair is dark. His eyes are blue. Wearing a red hat, wearing a white hat.

Grammar games

1. "The Gate" offers revision and reinforcement of all types of quiz questions. Two strong students ("gatekeepers") stand in front of the class and join hands to form a "gate." The rest of the game participants take turns approaching the "gatekeepers" and asking them questions about a particular structure. Depending on the correctness of the question, the answer will be: "The door is open (shut)". A student who gets the question wrong can try again.

Ex. Are you going to ..(do smth)? What are you going to do in (on, at)?

2. "What is it?"

This game is played based on five definitions. The teacher describes the names of an object, flower, fruit, animal to the students. Students focus on five descriptions that are specific to the item, thing, or animal being described.

1. It is an animal.

2. It is grey, black and white.

3. It lives at home.

4. It is small and cute.

5. It likes mice.

What is it?

It is a cat.

The technology of teaching a foreign language in the form of a game is a factor that accelerates the activity of students of a small school age in the process of a foreign language lesson and allows modern teachers to approach the problems of teaching a foreign language at an early age in a new way. Research shows that the use of didactic games in foreign language lessons for students of the 1st grade makes the traditional lesson not only a fun process, but also complements the lesson process and enriches it with interesting activities suitable for children.

CONCLUSIONS

It is important for students to use a foreign language as a means of communication during the game. It is determined by the internal desire of the student to participate in the action of the game. Almost any student can do this, even those who do not have a deep knowledge of the language. In addition, a student who does not know the language well can become a leader in the game, because sometimes personal qualities are more important than concrete knowledge of language material.

The transition to new educational technologies depends primarily on changes in the conditions of society's development. A special place is given to methods of activating foreign language activities in game technologies. The interest in the problem of using games in education is explained by changes in the social sphere and information society.

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