

THE FORMATION OF COMMUNICATIVE COMPETENCE OF TEACHING ENGLISH BASED ON DIDACTIC GAMES AMONG PRIMARY SCHOOL STUDENTS IN UZBEKISTAN

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ANNOTATION. The article considers the development and formation of communicative competence of elementary school students in the educational process. As the role and importance of technology, methods and tools for the development and improvement of every aspect is incomparable, didactic games are an effective technology for formation, development and improvement of communicative competence of primary classes in primary education.

Key words: education, didactic game, communication, communicative competence, method, teacher, student, formation, process.

О‘ЗБЕКISTONDA BOSHLANG‘ICH SINIF O‘QUVCHILARI ORASIDA INGLIZ TILINI DIDAKTIK O‘YINLAR ASOSIDA O‘QITISHNING KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISH

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Annotatsiya. Maqolada o‘quv jarayonida boshlang‘ich maktab o‘quvchilarining kommunikativ kompetentsiyasini rivojlantirish va shakllantirish masalalari ko‘rib chiqiladi. Har bir jihatni rivojlantirish va takomillashtirishda texnologiya, usul va vositalarning o‘rni va ahamiyati beqiyos bo‘lganligi sababli, didaktik o‘yinlar boshlang‘ich ta‘limda boshlang‘ich sinflarda kommunikativ kompetentsiyani shakllantirish, rivojlantirish va takomillashtirishning samarali texnologiyasidir.

Kalit so‘zlar: ta‘lim, didaktik o‘yin, muloqot, kommunikativ kompetentsiya, metod, o‘qituvchi, talaba, shakllanish, jarayon.

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА НА ОСНОВЕ ДИДАКТИЧЕСКИХ ИГР У УЧАЩИХСЯ НАЧАЛЬНЫХ ШКОЛЬНИКОВ В УЗБЕКISTАНЕ

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Аннотация. В статье рассматривается развитие и формирование коммуникативной компетентности учащихся младших классов в учебном процессе. Поскольку роль и значение технологий, методов и средств развития и совершенствования каждого аспекта несопоставимы, дидактические игры являются эффективной технологией формирования, развития и совершенствования коммуникативной компетентности младших классов начального образования.

Ключевые слова: обучение, дидактическая игра, общение, коммуникативная компетентность, метод, учитель, ученик, формирование, процесс.

INTRODUCTION. Globalization, a phenomenon that is occurring on a worldwide scale, places significant demands on foreign language instruction as well as other professions. Teaching foreign languages to students starting in elementary school on the basis of the communicative approach is one of these needs. In the position of necessity and demand, it establishes a major environment for elementary school kids' communicative skill development, formation, and completion. Didactic games are an effective technology for the formation, development, and improvement of primary classes' communicative competence in primary education, just as the place and importance of technology, techniques, and instruments for the development and improvement of every aspect is incomparable. Thus, it gives students the chance to study foreign languages in-depth, interact with people from around the globe, share experiences and broaden their knowledge, and, when needed, speak freely with both native speakers and representatives of the nations where the language is being studied.

The subject of this study is the fundamental reform of the education system in our country and the application of modern innovative technologies to the educational process, the conduct of lessons based on various methods and tools, and the students of the class who are learning English as a foreign language in primary education means the importance of forming communicative competence through didactic games. As the President noted, «It is desirable for specialists of various fields to know their native language perfectly, to know several foreign languages and to be able to communicate...» [1].

LITERATURE REVIEW

Taking into account the process of globalization in the world, the goal of mastering foreign languages is to learn the history, culture, and traditions of the countries where the language is being studied, as well as masterpieces of world literature, various didactic and requires the effective use of communicative games. In the organization of the educational process, it is important that students not only develop knowledge, skills and abilities, but also freely apply them in practice. This allows further development of foreign language education based on the communicative approach from the perspective of psycholinguistics.

In the process of the study it is crucial to consider the term «competence».

The term «competency» is derived from the Latin word “competent, compete”, which means «to achieve», «to match», «to be right». The word «competence» means the manifestation of acquired knowledge and skills, intelligence, strength and experience of a person in a certain field [Vaxobov,2016,10].

The term «competence» is widely used in the form of competences such as «communicative competence», «sociocultural competence», «phraseological competence», «linguistic competence».

A representative of naturalism, August Schleicher, defines language as follows: «Language is the expression of thought through sound. Language is a natural phenomenon that expresses thought with the help of pronounced sounds. That is why it is born, grows, develops and rises.» [2] His opinion is widely recognized by the world's leading linguists. The definition and concepts of the term «communicative competence» can be a clear example of this research topic.

In encyclopedic dictionaries, this term is used in the same way in all languages, i.e. in English «communicate» and in Russian the word «общаться» means communicate», «inform», «transmit»[3].

American scientist D. Hymes was one of the first to interpret this concept in the field of anthropology. Communicative competence is proposed as «a set of knowledge about the rules that make it possible to understand and create texts» [4]. The formation of the process of communicative approach in foreign language education caused communicative competence to have a special status.

The concept of «competence» was used for the first time by the American linguist Noam Chomsky, who defined it as the communicative competence necessary to perform speech activities in the native language [5].

As the concept of the approach based on communicative competence entered all educational spheres of our country by the 21st century, it was felt that the triad of «knowledge-skills-competence» was insufficient to describe the integrated results of the educational process [2].

Applying the communicative approach to English language education has a positive effect on its development from a practical point of view. In this process, the teacher's position also changes. To date, it has been viewed as a source of «objective knowledge» that can work with textbooks and should be given to the student. Its main task is to help students learn to learn independently, take initiative, make decisions, feel responsible for their own actions, learn and live in a team, and form similar skills [6].

RESEARCH AND METHODOLOGY

Within the field of modern foreign language education methodology, theory, and practice, one of the most pressing issues is the communicative ability of elementary school children. Since the quality of instruction affects both education and rearing, it is crucial to apply the activity principle in education. It's important to understand how to respond to the knowledge offered in the course materials and how to apply it in various synthetic and natural communication contexts. In these respects, the communicativeness principle aligns with the functional approach method or the development of oral communication during the educational process.

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.

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

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 ...? What are you going to do?

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.

RESULTS

Using didactic gaming technology to teach language ensures that students' diverse intellectual and practical activities are activated. This makes it possible to attain successful language learning outcomes. The role of the teacher in the classroom is altered by the use of didactic games in the process of teaching foreign languages as well as grammar, vocabulary, and phonetics. The planning of instructing pupils of various ages through the use of didactic games. It is well recognized that one of the most pressing issues is the need to improve on current techniques for teaching foreign languages.

In the process of testing the pedagogical system, which serves to form the competence of teaching English to elementary school students with the help of a didactic game, the following was carried out:

The results of our observations showed that it is necessary to divide students into groups based on their knowledge and communicative competence. We have divided them into three groups: low acquirers, average acquirers and good acquirers. Separate interviews were held with low-assimilation students in order to ensure their active participation in the game process.

Based on the results of the experiment, the average score in the experimental and control classes was based on the results of the experiment to determine the effectiveness of the formation of the competence of teaching English to primary school students by means of a didactic game. We analyzed their learning using mathematical and statistical methods. As mentioned above, experimental work was carried out in schools of Namangan region, Tashkent region and Tashkent city.

A total of 482 elementary school students took part in the experiment, 209 in the experimental class and 273 in the control class.

The final quantities obtained at the end of the experiment are given in Tables 1, 2, 3. (See Table 1.)

Table 1

The dynamics of the formation of competence in teaching English to elementary school students by means of a didactic game

Levels	At the beginning of the experiment				At the end of the experiment			
	Namangan region schools				Namangan region schools			
	Experimental group		Control group		Experimental group		Control group	
	Number	%	Number	%	Number	%	Number	%
<i>High</i>	14	20,0%	16	17,6%	30	42,8%	20	22,0%
<i>Medium</i>	25	35,7%	41	45,1%	29	41,5%	41	45,1%
<i>Low</i>	31	44,3%	34	37,3%	11	15,7%	30	32,9%
Total	70	100%	91	100%	70	100%	91	100%
Levels	Tashkent region schools				Tashkent region schools			
	Experimental group		Control group		Experimental group		Control group	
	Number	%	Number	%	Number	%	Number	%
	<i>High</i>	13	19,4%	19	20,6%	28	41,8%	18
<i>Medium</i>	23	34,3%	42	45,7%	29	43,3%	43	46,7%
<i>Low</i>	31	46,3%	31	33,7%	10	14,9%	31	33,7%
Total	67	100%	92	100%	67	100%	92	100%
Levels	Tashkent schools				Tashkent schools			
	Experimental group		Control group		Experimental group		Control group	
	Number	%	Number	%	Number	%	Number	%
	<i>High</i>	14	19,4%	18	20,0%	32	44,4%	19
<i>Medium</i>	28	38,9%	41	45,6%	28	38,9%	42	46,7%
<i>Low</i>	30	41,7%	31	34,4%	12	16,7%	29	32,2%
Total	72	100	90	100%	72	100%	90	100%
Levels	<i>All</i>				<i>All</i>			
	Experimental group		Control group		Experimental group		Control group	
	Number	%	Number	%	Number	%	Number	%
	<i>High</i>	41	19,6%	53	19,4%	90	43,1%	57
<i>Medium</i>	76	36,4%	124	45,4%	86	41,1%	126	46,2%
<i>Low</i>	92	44,0%	96	35,2%	33	15,8%	90	32,9%
Total	209	100	273	100%	209	100%	273	100%

It is a didactic game based on the table for elementary school students a comparative analysis of experimental work on the formation of English language teaching competence was presented (see Table 2).

Table 2

Comparative analysis of experimental work on the formation of competence in teaching English to elementary school students using a didactic game

Experimental group	Experiment and test objects	High	Medium	Low	Total
	<i>Namangan region schools</i>	30	29	11	70
	<i>Tashkent region schools</i>	28	29	10	67
	<i>Tashkent schools</i>	32	28	12	72
	Total	90	86	33	209
Control group	Experiment and test objects	High	Medium	Low	Total
	<i>Namangan region schools</i>	20	41	30	91
	<i>Tashkent region schools</i>	18	43	31	92
	<i>Tashkent schools</i>	19	42	29	90
	Total	57	126	90	273

As can be seen from the above tables, significant changes were observed in the experimental groups in comparison to the control groups in terms of all the criteria for the formation of competence in teaching English to elementary school students with the help of didactic games.

CONCLUSIONS

Regarding the problem of forming the competence of teaching English to elementary school students by means of didactic games in the educational institutions where experimental work was carried out, the following was determined:

1. The information collected during the research led us to achieve the goals we wanted and aimed for. Through this study, we wanted to provide as objective a description as possible of the use of games as a source of motivation in teaching and learning English as a foreign language of elementary school students, and the theoretical and the results of experimental studies allowed us to draw the following conclusions through generalization.

2. Forming the competence of teaching English to elementary school students through the didactic game is an important socio-pedagogical necessity and need. Although a number of scientific studies have been carried out on the solution of this need and need, the need to effectively use didactic games in the teaching and learning of English in general schools has been determined to form the communicative competence of elementary school students.

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