

Game as a Means of Forming Communicative Competence in English Lessons

Jonikulov Abdullo Ziyodullo o'g'li¹

Abstract: According to the modern concept of education development in the Republic of Uzbekistan, teaching English for communicative purposes is important for achieving integrative and practical results in mastering the English language, as well as education, upbringing and personal development of schoolchildren.

In addition to the above, the article also discusses the principles of formation and development of various competencies of schoolchildren in English classes.

Keywords: foreign language teaching, English language lesson, communicative aim, practical aim, personal development, game method at English lessons.

The changes taking place today in social relations, means of communication (the use of new information technologies) require an increase in the communicative competence of schoolchildren. Formation and improvement of foreign language communicative competence in the aggregate of all its components:

- speech competence
 - improving communication skills in the four main types of speech activity (speaking, listening, reading and writing);
 - the ability to plan one's verbal and non-verbal behavior;
- language competence
 - systematization of previously studied material;
 - mastering new language means in accordance with the selected topics and areas of communication: increasing the volume of lexical units used;
 - development of skills in operating with language units for communicative purposes;
- compensatory competence - further development of skills to get out of the situation in the conditions of lack of language means in receiving and transmitting foreign language information;
- educational and cognitive competence - the development of general and special educational skills, allowing to improve educational activities in mastering the English language, to satisfy cognitive interests in other areas of knowledge with its help.

In the process of teaching English in primary grades, a number of issues arise related to solving the identified problem: lack of a natural language environment; a small number of hours in the schedule; large occupancy of the study group; insufficient mastery of grammatical foundations in the native language.

I decided that the use of the game, game techniques and information and communication support of the lesson would remove some of the questions and make it possible to plan work on the formation of communicative competence much more efficiently.

The purpose of the work was to search for and select games, game exercises, create presentation material accompanying the lessons to organize an effective process of forming communicative

¹ Teacher of the English Applied Translation Department, Uzbekistan State World Languages University



competence in English lessons in primary grades. The leading idea is as follows: the use of the game in English lessons helps to carry out the targeted formation and development of communicative competence in primary school students and, therefore, is able to focus on achieving practical results in mastering the English language, as well as on the education, upbringing and development of the student's personality.

Modern principles of communicative teaching of English require taking into account the relevant didactic principles of "accessibility", "age and individual characteristics of students", "consistency and systematicity in teaching". In my work, I am guided by the following provisions that are typical for communicative teaching to communicate in English: on the communicative orientation of teaching all types of speech activity and language means, on stimulating the speech and thinking activity of students, on the individualization of learning, on the situational organization of the process, on the novelty and informativeness of the educational process. Work on this competence implements the most important function of teaching a foreign language - communicative. It is possible to achieve the formation of communicative competence by consistently and systematically moving in the following areas.

First of all, each person should be able to declare himself: introduce himself, report certain information about himself, etc. orally, this is done in the form of a monologue "Tell me about yourself", "Share your thoughts on the topic ..." (the complexity of the statement increases from class to class) and dialogic speech. The latter type of work is constantly practiced in the classroom.

Children define social roles and engage in dialogue on various topics. Very popular among them are household "At the table" (guest-owner), "In the store" (seller-buyer), "On the streets of the city" (local resident-visitor, policeman-passerby), etc. In addition to the fact that this type of task perfectly practices oral speech in general and speech clichés of a sociocultural orientation in particular, it also allows children to show creativity in thinking and contributes to the formation of compensatory competence - the ability to get out of a situation in conditions of a lack of language means when receiving and transmitting information.

The system for the formation of communicative competence in English lessons in primary grades takes place in the following areas:

1. The use of games and game exercises aimed at communicative activities.
2. The use of information and communication technologies that stimulate speech activity in the classroom.
3. Working with a dictionary as a way to master thematic vocabulary.

It is because the successful start of teaching a foreign language contributes to the creation of high motivation for learning foreign languages. The success of teaching and the attitude of students to the subject largely depends on how interesting and emotionally the teacher conducts the lessons. Of course, in the process of teaching foreign languages to students of primary school age, the game is of great importance. The more appropriate the teacher uses game techniques, visualization, the more interesting the lessons are, the more firmly the material is absorbed. I conditionally divide the games used into several groups: 1) games of a communicative orientation; 2) games with words; 3) games and game exercises used in explaining and consolidating grammatical material.

So **games of a communicative orientation** include games that allow you to work out the phrases used in the dialogue-questions, especially at the initial stage of learning, when students are not yet familiar with the grammatical basics or are just getting to know them:

- "Let's get to know each other": Children line up in two circles facing each other - internal and external. Those standing in the outer circle ask the question: "What is your name?", And those in the inner circle answer "My name is ...". The outer circle then takes a step to the right, changing partners. The action continues until the couples meet.



- While practicing speech constructions used in dialogues - questions, you can use the game "Guess the animal". One of the students thinks of an animal, others ask the question "Is it a cat (dog, frog, ...)? - No, it is not / Yes it is. The same game can be used to practice the use of the following constructions: "Have you got? - Yes, I have./No, I have not" or "Who (what) do you have?", "Do you want ...? - Yes, I do. / No, I don't." or "What do you want?", "Do you like to? - Yes, I do./No, I don't" or "What do you like?", "Can you run (swim, play)?" etc. These games can also be used to reinforce thematic vocabulary.

- When I get acquainted with the names of colors, I practice a series of games: "Guess, What Color Is It?"

On the board are multi-colored paper flags. One of the students goes to the blackboard, pointing to a certain color. Another student stands at this time with his back to the blackboard.

After the first student indicates the color, the second student turns and tries to guess the color: Pupil 2: Is it green? Pupil 1: No, it is not. Pupil 2: Is it red? Pupil 1: Yes, it is.

"The Forest of All Colors". Task: draw a summer forest. – What color are the trees? – What color is the sky?

Snowball. The teacher draws the attention of the children to the fact that a variety of flowers bloom in spring and summer. Pupil: They are red, green, yellow, white... Then the students say one by one: Pupil 1: The flowers are red. Pupil 2: The flowers are red and white. Pupil 1: The flowers are red, white, blue. Pupil 2: The flowers are red, white, blue, dark blue.

- To consolidate the vocabulary on the topic "Parts of the body" I use games such as "Whose Tail is this?" Prepare cards with the image of body parts of different animals. Task: help animals figure out where their body parts are. You can make the following introduction: "Guys, our little animals have a big problem - the evil sorceress took away from them something without which they cannot fly, jump, see, hear. Let's help them find their "spare parts".

Teacher: Whose tail is this? Pupil: It is a pig's tail. Teacher: Whose ears are these? Pupil: These are hare's ears.

Wake up! The hare is sleeping on the table. He needs to be awakened. To do this, touch the parts of his body and name them. Teacher: Guys, look how fast our bunny sleeps! Let's wake him up! Who wants to stir up our bunny? touch the head! Touch the nose!

- Theme: "Food". Robin Wants to Eat. Robin Bobbin is very hungry. He wants to eat. There is a poster on the board, on which everything flies into Robin's mouth: plates, spoons, tables, bread, meat, etc. Task: choose from this "good" everything edible and name it in English.

"My menu". A large poster (menu) hangs on the board. Task: Create your own menu based on the model. Whoever has the richest choice wins.

"What is there in the Basket?" The teacher holds a basket filled with vegetables (or fruits) in his hands. The children need to guess what is in the basket.

Guess the Fruit. The teacher holds a fruit (berry) or a picture (model) of a fruit behind his back. The children need to guess what is in the hands of the teacher, asking questions: "Is it sweet? Is it red? Is it big?"

- Theme: "Clothes". "My clothes". Students remember the items in their wardrobe and list them. Whoever names the most is the winner.

"Dress the Doll!" The students are divided into two teams. Each team needs to dress up a doll. The guys put on one piece of clothing, calling it out loud. The first team to fully dress their doll wins.

"Choose the Right Clothes!" On the teacher's table there are different clothes for dolls (pictures can be used). Task: choose the clothes that correspond to the time of the year named by the teacher and name them.



Word games. Every utterance is based on a word. Statements become active by filling the phrase with the language units necessary for the statement.

- Theme "Animals". The teacher pronounces the name of the animal, the students repeat after him. Show the picture and put it on the board. Then the teacher says the next word and shows the picture. Children repeat the previous words and pronounce the next one like "Snowball". In working on this topic and any other, you can use the game "What's missing?". To do this, illustrations are hung on the board or images of animals are shown on the screen, then the children are invited to close their eyes, at this time the teacher removes the picture from the board or the image of the animal disappears from the screen. Opening their eyes, the children call the "missing animal".

At the Zoo. On the teacher's desk is a small closed barrier in the form of a circle. The teacher says with regret that for some reason all the animals have fled.

Task: help the zoo workers collect the animals. Teacher: Let's help them gather the animals! Each student takes a toy and, naming an animal, puts it in a simulated zoo.

Also, to consolidate the thematic vocabulary, you can use the games from the previous section ("Communicative games"): "Guess the animal", "Who (what) do you have?", "What do you want?", "What do you like?", "What can you do?"

"There is..." Game progress: The group is divided into two teams. The teacher puts the items in the box, the names of which are known to the students. After that, team members take turns calling these items in English. For example: P1: There is a book in the box. P2: There is a pencil in the box. P3: There is a pen in the box. etc. The team that names the most items wins.

When studying verbs - actions and adjectives, students especially like to "depict" words, i.e. show action or emotion. In addition, students' attention becomes more stable, and the memorization process more efficient.

Games and game exercises, used in explaining and reinforcing grammatical material.

When mastering grammar, younger students, as a rule, experience difficulties. They are caused both by the difference in the grammatical structure of the Russian and English languages, and by the lack of theoretical knowledge of students in the field of their native language. One of the principles of working with younger students who, due to their age, are not yet able to understand complex grammatical phenomena, is simplification. So, for example, when getting acquainted with the verb to be and its forms (is, am, are), I resort to telling a fairy tale: "Once upon a time there was the most important verb in the world to be and he had three sons - the youngest am, the middle is and senior are. The father allowed the youngest son to work only with the pronoun I, the middle one with she, he, it, and the eldest got the most difficult work - these are the plural pronouns you, we, they. Then I propose the following game "Show and tell": students say "I am", pointing at themselves with one hand, "You are" - pointing at the teacher, and the teacher at the students, "She is", gesturing at one of the girls of the class (negotiated in advance), "He is", also gesturing at one of the boys of the class (negotiated in advance), "It is", gesturing at the object lying on the teacher's table (negotiated in advance), "We are", pointing with both hands at everyone in the class, "They are", pointing with both hands towards the window. The game is repeated several times, each time increasing the pace.

The previous exercise can also be used with adjectives: "I am kind. You are kind. She is kind. He is kind. It is kind. We are kind. They are kind." Or when working out the names of the place of action: "I am in the forest. You are in the forest. She is in the forest. He is in the forest. It is in the forest. We are in the forest. They are in the forest." etc.

Another difficulty that students face is the use of the verb to be in affirmative, interrogative and negative sentences. Since in Russian the affirmative and interrogative sentences differ only in intonation, students automatically use this rule in English as well. To understand boring grammar rules, they need a real object or its image - this helps to make the learning process more interesting and



emotionally charged. To do this, I use the "Playing Chess" technique - rearranging the pieces. All members of the proposal turn into figures made from cardboard boxes.

I inform the children that they can not only read, write, but also "touch" the sentence with their hands.

The proposed game method can also be used in the study of the verbs "to have", "can", "must", depicting them in an appropriate way.

These results reflect not only the attitude to the subject, but also the level of learning motivation. However, the analysis of the quality of education confirms the effectiveness of the forms and methods of work used in the classroom, during which the development of students' communicative skills takes place.

The development of communication skills is the main component in training. It is communicative competence that is considered as a system-forming competence, without which it is impossible to ensure the development of neither informational, nor socio-cultural, nor compensatory, nor academic components of education in the modern sense.

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