

FORMATION OF COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH  
BASED ON PLAYING DIDACTIC GAMES

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**Abstract:** *This article discusses the formation of communicative competence in teaching the English language when using didactic games among primary school pupils.*

**Keywords:** *communicative competence, didactic games, foreign language, pupils.*

At present days, it is stressed that one of the important issues in foreign language education is the issue of forming the communicative capacity of primary school pupils and boosting the efficacy of foreign language instruction.

According to the foreign language teacher's objective, which is to form communicative competence, this is only possible through the pedagogical and psychological influence of the students in accordance with their age, as well as through the ability to set up a convenient learning environment and use engaging pedagogical technologies.

Learning foreign languages is becoming increasingly necessary as the value of effective communication rises year after year. Nobody among us is unaware of the fact that, particularly at this point in human evolution, a wide path has been opened for humanity to be interested in the culture, science, history, rich cultural heritage, and literature of other nations. They also demand more knowledge and skills from educators.

Learning a foreign language requires the use of spoken communication, writing work, and exams from the most popular diagnostic techniques in educational practice, analysis, and observation. Each of these approaches has benefits of its own. It should be emphasized that the approaches stated above are connected to intellectual, motivational, and emotional activity, and that a teacher's observation of a class during a lesson can provide some insight into how students' motivational and emotional states show themselves. The student's efficient participation in the learning process and his level of activity, inventiveness, initiative, and independence are all signs of his intellectual development and high degree of enthusiasm. Additionally, if he participates equally in conversations with

the teacher in different situations, in the game process, and if he completes "intellectual" tasks, his attitude toward varied educational settings in the classroom suggests that his motivation is well-formed [6; p. 15].

Since everyone is interested in the game, it helps to form and develop theoretical knowledge, practical skills, and competencies in the process of the game, and to develop the thinking competence of learners. It also helps to harmonize the team and form personal qualities. Games that draw the attention of many pedagogues as a means of education and training are of great interest to both pedagogues and learners.

When didactic games are employed in foreign language lessons to improve students' communicative competence, effective outcomes are obtained. Learning vocabulary and linguistic structure is essential if you want to be able to understand, convey, and express content. It is beneficial to use didactic games in English language classrooms to aid students in improving their vocabulary, grammar, and pronunciation. [1; pp. 76–84].

Lev Smenovich Vygotsky stated that the game "is an endless necessity for the developing child's body." The game fosters the development of the kid's physical and cognitive skills. The game should receive more attention in elementary school, particularly in the first grade. It is impossible to overlook the fact that kids are truly learning from the game [2; pp. 78–79].

Our methodology and model for how primary school pupils build their communication competence was built on the theoretical tenets listed below:

- the formation of communicative competence in the process of teaching a foreign language should become one of the most important and urgent tasks of the teacher;
- the English language teaching process should have integrated features;
- the basis for activating the educational process in English classes should be the interdependence of the student's mental, motivational and emotional development;

Speech ability encompasses language feeling, speech thinking, memory, attention, perception, improvement of different speech activity kinds (speaking, listening comprehension, reading, and writing), and communication abilities, according to its psychological goal.

It is advised to rely on the following didactic principles when creating a model for the development of communicative competence in primary school kids using didactic games, based on a variety of prior viewpoints and considerations:

- the principle of directing education to life, according to which students' ideas about the need to acquire knowledge for real life are formed, which is very important in primary school education;

- the principle of diagnostic and corrective unity, a necessary condition for the successful organization of communicative competence; [3; p. 150]

During the research, primary school students were given access to communicative and didactic activities that aided in their development of effective communication, mutual understanding, and the ability to express their views in a reasonable and appropriate manner. The importance of the individual served as our main guiding principle in strengthening elementary school students' communication skills. To ensure the attainment of the practical, educational, developmental, and educational goals of foreign language instruction, all teaching and learning activities conducted by the teacher and the students are included in this category [5; p. 341].

Teaching speech communication is the basis of foreign language education. Communication is taught through communicative situations. At this point, it is necessary to pay special attention to the communicative situations that may occur in the student's life. Although the student has mastered the rules of the language well, he may not be able to communicate effectively due to the lack of skills and competence in speaking and bringing his thoughts to the attention of the interlocutor [4; p. 341].

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 [7].

As students learn to communicate and talk in a foreign language, emphasis is placed on teaching them the grammatical conventions that govern the form of spoken discourse. Likewise, in order to effectively use interactive teaching strategies, boost student engagement, and inspire the course material, English teachers should perform communicative English courses.

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