

DIDACTIC GAMES IN DEVELOPMENT STUDENTS` COMMUNICATION COMPETENCE

<https://doi.org/10.5281/zenodo.10934916>

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Abstract

This article describes the "4K" model for creating textbooks in secondary schools. Also, based on this model, didactic games aimed at developing students' communication skills were recommended in the classroom.

Keywords

4K model, collaboration, communication, creativity, critical thinking.

Introduction. During the period of improvement of socio-economic relations, the modern trends developing in the society are evaluated by imposing new demands on the students of the secondary education school. In the concept of development of the preschool and school education system until 2030, the task of improving the teaching methodology was defined, and in this regard, the textbooks of the primary class and the English language textbook for all classes were prepared based on foreign experiences based on the "4K" model.

Materials and method. As you know, the main characteristic of the learning process is its goal, which determines the choice of learning content (learning material). This content should be consistent with teaching methods. The teaching method performs important functions in the learning process: it is used to transfer the content of the studied subjects to students, manage the cognitive activity of students, intellectual development of students and the formation of the necessary personal qualities. The method also performs stimulating, communicative, diagnostic and correctional functions necessary for the normal functioning of the educational process [1]. The "4K" model is aimed at the comprehensive development of children and includes four main competencies.

Collaboration - textbooks are designed to help students develop teamwork skills, helping students learn the skills to collaborate with classmates, exchange ideas effectively, and provide mutual support.

Communicativeness - the textbooks are aimed at developing students' ability to communicate with others, in which students learn to express their thoughts clearly and clearly, listen and understand the interlocutor, and use language tools effectively in conveying information.

Creative thinking - textbooks develop the ability to think creatively and innovate. Students learn to use new approaches to achieve their goals, develop innovative solutions, and gain creative problem-solving skills.

Critical thinking - this methodology involves the development of students' skills to critically evaluate information, form their own opinions and judgments. Students learn to approach problems from an analytical point of view and form their own point of view based on logical thinking [5].

Results and Discussion. In this article, we want to talk about the role of didactic games in communication, which is one of the components of the "4K" model. The role of didactic games in the process of language education is extremely large, artificial communication situations are created in places where there is no language environment, and their practical importance is huge in the formation of free speech skills in language learners. Educational games play an important role in working in groups and activating passive, shy students. Below are recommended didactic games adapted and improved to eliminate the interference of the mother tongue in the process of transitioning and consolidating a new topic to students during the period of learning English (see Table 1).

Table 1

Recommended educational games to eliminate the interference of the mother tongue in learning English

Name of the game	Recommended class	Criteria	Themes	Developed competences
"Telephone"	Grades 8-9	to say the presented rule in the form of a sentence	Time preposition	Phonetic and grammar competences
"Omophon, go fishing"	Grades 2-4	to be able to read words that are spelled differently but have the same or similar pronunciation	Pronunciation of vowels and consonants	Listening, reading, speaking and phonetic competences
"Running dictation"	Grades 5-9	to pronounce of words and phrases correctly in the given rule	Tenses	Reading, speaking, orthographic and phonetic competences

"Phonetic mosaic"	Grades 3-4	To be able to read the given words correctly	Vowel sounds	Reading and phonetic competences
"Small pairs"	Grades 2-3	to understand the word correctly you listen to	Pronunciation of diphthongs and digraphs	Listening and phonetic competences
"Four in one row"	Grades 4-6	to read the given words correctly	Pronunciation of vowels and consonants	O'qish va fonetik kompetentsiyalar
"Bingo"	Grades 4-6	To listen and understand the given words	Pronunciation of vowels	Listening and phonetic competences
"Rhyming pairs"	Grades 5-9	To read the given word and find rhyming words	Pronunciation of vowels and consonants	Reading and phonetic competences
"Station"	Grades 2-6	To understand the spoken word correctly and to find the sound involved in the word	Pronunciation of vowels and consonants	Listening and phonetic competences

We also want to touch on the issue of creating some interactive games below. In the **"Telephone" game**, students are asked to divide into two groups. The student standing at the head of the group acts as a secretary. The teacher tells the student at the end of each group the rule of the grammar material in one sentence. The student tells the rule he heard to the student standing in front of him, and that student says it to the ear of the student next to him. In this way, the end of this rule is recorded by the secretary, and the teacher checks whether it is correct or not [4; p. 18].

"Go homophone fishing" game. This game is played in pairs. For pairs, a list of words that are written differently, but read the same, is compiled by the teacher. Then each word is written on one card and distributed to the students. Students look at the card in their hands, read the word and ask who has a word that is pronounced like that word. Whoever has a word card that reads similar to that word raises their hand. They form a couple and go fishing [3; p. 55]. For example, the teacher writes the following words on cards in advance and prepares them.

Like	Lake	Four	For
Sing	Thing	Too	Two

Buy	Bye	Tree	Three
Meat	Meet	Sun	Son
My	May	Ear	Hair
Where	Were	I	Eye

The running dictation game is effective in presenting topics that are easy to explain. Students are divided into three groups. For example, in the 5th, 6th, and 7th grades, when one of the verb tenses is presented, the first group explains how to make a tense, the second group explains how to use it, and the third group explains how to write tenses. Students stand in a row. Each group chooses a secretary. The secretary records the words spoken by the group members as dictation. Students should go to the papers with the rules written on three sides of the room, read a word from it and write it down to the secretary [2; p. 18].

In the "**Pronunciation Mosaic**" game, students will have to connect words that are pronounced with the same vowel sound. The teacher develops a 10x6 table of words that correspond to the sound of the words presented earlier.

Name	Thre	Five	Bag	Blue	Nose	Eye	Cool	Hare	Plum
Hello	Bab	Six	Book	yellow	Eight	Ear	Late	bear	Face
Are	Two	Plane	Is	Seven	Pink	Make	Cold	Tasty	She
Great	One	My	Grape	Red	Game	Hair	Hot	Lion	He
Good	Fro	Pen	This	Train	White	Doll	Cow	Duck	They

Pupils divide into groups, pronounce each word and connect the words with the presented sound to form a corridor. The group that connects the words quickly and correctly will be the winner [3; p. 55]. For example, this exercise can be given to strengthen the sound [ei]. Then the students say one by one the words in their mother tongue that match the sounds they have learned (if any). This game is used to eliminate phonetic interference in primary classes. This game can be adapted to reinforce all sounds in primary classes.

In the game "**Small pairs**", the teacher divides the students into two teams. Two teams stand up and form two lines. The teacher places words close to each other on the wall or blackboard and pronounces one of them. One student from two teams comes out and shows the word he heard. If any of the students shows the correct word, points will be given to this team [3; p. 38]. In this game, students' listening comprehension skills are formed, and it is possible to eliminate phonetic interference by means of it.

"Four in a row" game. In this game, students are divided into groups of three or four students. Students are given cards with different words written on them. Cards are distributed to each group, and each group is given one sound. Pupils put 4 words in a sequence according to the given sound. The group that has completed this task is declared the winner [3; p. 38]. Such exercises help to eliminate phonetic interference by forming students' reading skills.

[ei]	Name	Pencil	Face	Game	book	Ball	Baby
[e]	Ten	Pen	Album	Hen	time	Mother	Seven
[æ]	Album	Apple	Good	Cat	great	Bag	Pencil
[i]	He	Big	Doll	Six	boy	Is	Pink
[ou]	Note	Boat	So-so	Nose	from	House	Hot

Bingo game. In the "4x4 Bingo" game, handouts are prepared by the teacher and distributed to students. The teacher says the sound that is being reinforced, and the students mark the word that the said sound is part of. If students have 4 words marked on their bingo cards in a row horizontally, vertically or diagonally, that student wins. Then the marked words are checked [3; p. 70]. Below is an example of the [i:] sound:

He	Boy	Girl	House
Apple	She	Pear	Orange
Tomato	Cabbage	Meat	Blue
Black	Hot	Cold	We

In the **"Rhyming pairs"** memory game, the teacher makes cards of rhyming words such as name / game, box / fox, tick / stick and puts them on the back. It was explained that the students should take one of the cards in turn and find a word that rhymes with the given word [3; p. 36]. Such games serve to train students' reading and pronunciation skills, as well as to train their memory.

In the **"Station" game**, the sounds reinforced in different parts of the room are written on paper and pasted. All students gather in the middle. When the teacher says a word, they have to go to the sound expressed in that word. If they go to the wrong sound, they leave the game [3; p. 36].

Conclusion. Games like this build the student's listening comprehension skills because they help students learn to hear correctly before pronouncing correctly. From what has been said, it can be concluded that the "4K" model is one of the modern approaches, to develop exercises and assignments aimed at pre-warning the possible situations of interfering errors manifested under the influence of the native language, to eliminate them, and to implement them. Consistent application

in the learning process creates a foundation for eliminating inter-language interference and strengthening the skills of the language being studied. Every lesson in the school is aimed at students not only mastering the content of science, but also gaining independent knowledge and developing their abilities. And the new generation textbooks are more important because they not only develop the students in all aspects, but also form the skills necessary for successful adaptation to the modern society.

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