Formation of Communicative Competence of Primary Class Students Based on Didactic Game Technology

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ABSTRACT

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

As we all know, from the moment a person is born, they begin to communicate with others. However, in the study of material world phenomena, people who have a high level of communication encounter many difficult and problematic situations in this world. Humanity has always strived to acquire knowledge, to become enlightened and intelligent, and to learn the cultures of other peoples. This contributes to the social, political, and economic change of society in a positive direction.

It is no secret that in today's globalized world, it is very important to learn the language and get to know the culture of the country where the language is being studied. Unfortunately, the analysis of scientific literature shows that even human beings do not have the ability to communicate properly. It is observed that psychological factors (shame, shyness, hesitance) such as a lack of language have a negative impact on the development of society. This is one of the problems that worries a lot of philologists and linguists.

Communication is one of the most important aspects of human activity. Therefore, organizing the communication of schoolchildren and supporting the group work method requires special attention from the teacher. This will later help the student learn effective communication with the native speaker in his or her future life, as well as discipline, organization, and cooperation with others. [4]

Communication is one of the most important factors in the establishment, development, and growth of human cognitive activity. In the communication process, information is conveyed both verbally and in writing.The psychological content of the dialogue is determined by the level of expression of the idea.

According to I.A. Zimnyaya, speech is not a language of communication; it is not a way of speaking; rather, it is a way of revealing and expressing ideas in a language of speech. [3]

In my opinion, communication is the best form of human interaction, which is based on the exchange of information as well as the recognition and understanding of the interlocutor. Communication, in the first place, is an important human need. Communication involves communicative competence. Communicative competence is an ability that

allows a person to receive and present information.

The game is a means of communication. The use of didactic and speech-game situations fully meets the student's age characteristics and ensures the natural communication of the student. The commonly used didactic and speech games differ from entertaining games in that they have a methodical purpose. The educational-speech game situation encourages students to speak and act according to the rules of the game for educational and methodological purposes. It is the game that enhances and supports communication skills and interests.

The game is based on social behavior. The moral, ethical, and aesthetic aspects of the language learner are formed. The language learner feels fluent in the game. This is an important way to improve physically, mentally, and emotionally [1].

For this purpose, G.K. Selevko gave a detailed explanation of the didactic game and emphasized the following about its importance in the process of education:

1. **Concept of didactic game:**
- gives the student a sense of attractiveness and curiosity during educational activities;
- forms and improves the student's cognitive ability;
- it allows to strengthen the language skills in the student's life and to use the acquired knowledge, skills, and qualifications to use speech etiquette in special situations;
- ignites a spark of passion and curiosity;
- brings life-giving ideas and concepts into the spiritual world of the sincere student;

2. **Features of the didactic game:**
- It is directed at education, an atmosphere of speech communication is created, the activity of thinking is encouraged, and at the same time the skills and qualifications of the students and the learning-teaching system are improved;
- the student communicates with peers and adults, establishes his own communication, and resolves conflicts;
- the didactic game, with its interestingness, gives the child the opportunity to learn actively, to attract "low-motivated, apathetic, retarded" students, and also demonstrates knowledge, ingenuity, and ingenuity;

- the playful language learning improves the student's independent activity and helps them memorize up to 90% of the information;

3. **Didactic game application:**
- a psychological and mental tendency to participate in the game is shown;
- a good mood creates understanding and friendship;
- the game activity is encouraged in the classroom and students feel the need for it;
- the content of the game will be interesting and meaningful for its participants;
- the game ends with a positive result for the students;

4. **Didactic game idea:**
- the didactic game is formed in the group of students with positive cooperation, a feeling of competition, self-control, and having their own goal in the team;
- the game introduces students to the idea of scientific and technical creativity and increases the responsibility of parents for studying and discipline in the classroom;
- the student knows and understands the social and material situation; his emotional, emotional, intellectual, and moral skills are developed;

5. **Motivational situation of the didactic game:**
- introduces speech activity with micro and macro situations;
- does not allow to learn by trial and error;
- fills the gap between teacher and student;
- does not allow shy or hesitant students to actively participate in classes;
- enables the student to overcome the language barrier (hesitation, hesitancy);
- provides an opportunity for the student to discover the real world in his mind and imagination;

6. **Stages of using a didactic game:**
The initial stage: a) the teacher provides general information about the game's purpose, direction, theme, description, progress, and rules; b) the teacher provides the ability to adapt to the application, familiarization with the scenario, distribution of polls, increasing the ability to play the game, and controlling the game;

The medium stage: conducting the game, observing the game, observing the sequence of actions, and recording the results;

The final stage: the discussion of the game, the completion of the game, the player's reaction, the positive and negative sides of the game, the analysis of the difficulties encountered, the way to improve the game, and the deviations from its rules;

7. **Implementation of the didactic game in the classroom and outside the classroom:**

- the student acquires knowledge and develops knowledge, skills, and competences related to speech activity;
- a game environment is created for the student in the classroom;
- the inventive part of the game is adapted to the psychological characteristics of the student;
- the teacher pays attention to the educational significance of the didactic game;

8. **Purpose of the didactic game:**

- teaches culture and communication;
- increases motivation and interest in the language being studied;
- develops critical thinking and analysis, problem-solving, teamwork, communication, and unique skills;
- allows the meaning of the acquired information sheet to be preserved and strengthened in a different form;

9. **Didactic game tool:**

- development of the motivation-need sector;
- improvement of mental capacity;
- formation of unexpected behavior;
- closing the communication situation.

10. **Didactic game tasks:**

- the motivational task of the game is to enjoy learning the language and arouse interest in mastering the range of speech activities;
- the communicative task of the game—to master the language of communication and develop self-awareness in the language of communication;
- the therapeutic function of the game: to improve the basic grammatical, phonetic, and lexical difficulties that arise in the field of foreign language education;

- the diagnostic function of the game: to identify deviations from myopic behavior during the game and to self-correct;
- the game's inter-national communication task: to introduce common socio-cultural traditions and establish mutual communication in the language;

11. **Didactic game rules:**

- monitor the behavior and attitude of students during the game;
- are aimed at education;
- are intended to teach students and keep the acquired knowledge in memory;

12. **The result of using a didactic game is:**

- the use of didactic games develops and improves students' knowledge and creative, speech-thinking activities; increases initiative and organizational skills; increases positive impact on the quality of education; increases efficiency;
- the use of didactic games forms students' pronunciation, lexical, and grammatical skills;
- the didactic game is characteristic of education and training, has a beneficial effect on the emotional and mental development of the student, and serves to improve his memory, attention, thinking, and attitude;

The purpose and tasks, features, rules, ideas, stages, requirements, situations, concepts, and means of this mentioned didactic game have educational value, and the student in the foreign language class can express his positive or critical opinion, express his attitude, or understand the different opinion. The use of the phrase presented by the teacher in communication instills a sense of responsibility towards oneself and respect for one's classmates, and at the same time serves to form human virtues.

The use of didactic games in the teaching of a foreign language provides a wide range of opportunities for the educational process. Experience shows that didactic games create an atmosphere of speech communication and stimulate the active speech-thinking activity of schoolchildren. An important feature of a didactic game is that it is clearly defined, has an educational goal and an appropriate result, and is oriented towards education. [6]

The game is a place for "internal socialization" of the child, a means of mastering social relations. In order to effectively implement this relationship, the teacher should know the content of each step and follow the logical sequence of the lesson. [5]

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