

THE CONTENT OF GAMES AND THEIR ROLE IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCES

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Annotation. *The article examines the pedagogical potential of communicative games in teaching English to primary school learners. Special attention is paid to the role of the teacher's professional authority and positive emotional attitudes in shaping learners' communicative culture and social behavior. The study argues that game-based activities, predominantly cooperative in nature, create favorable conditions for developing spontaneous speech, dialogic interaction, and non-aggressive communication skills.*

The paper analyzes the structure and components of educational games, including goal setting, planning, role distribution, symbolic use of objects, and result evaluation. A distinction is made between communicative and linguistic games, highlighting their objectives, content, and learning outcomes. It is emphasized that communicative games prioritize meaningful interaction and task completion over formal linguistic accuracy.

Keywords. *Communicative games; primary school learners; English language teaching; communicative competence; cooperative learning; game-based learning; foreign language education.*

Аннотация. *В статье рассматривается педагогический потенциал коммуникативных игр в обучении английскому языку учащихся начальной школы. Особое внимание уделяется роли профессионального авторитета учителя и позитивного эмоционального отношения в формировании коммуникативной культуры и социального поведения учащихся. В исследовании утверждается, что игровые занятия, преимущественно кооперативного характера, создают благоприятные условия для развития спонтанной речи, диалогического взаимодействия и навыков неагрессивного общения.*

В статье анализируется структура и компоненты образовательных игр, включая постановку целей, планирование, распределение ролей, символическое использование предметов и оценку результатов. Проводится различие между коммуникативными и языковыми играми, подчеркиваются их цели, содержание и результаты обучения. Подчеркивается, что коммуникативные игры отдают

приоритет осмысленному взаимодействию и выполнению задач, а не формальной языковой точности.

Ключевые слова. *Коммуникативные игры; учащиеся начальной школы; обучение английскому языку; коммуникативная компетенция; кооперативное обучение; игровое обучение; обучение иностранным языкам.*

Annotatsiya. *Maqolada talabalarga ingliz tilini o'qitishda kommunikativ o'yinlarning pedagogik salohiyati o'rganiladi. O'qituvchi o'quvchilarning kommunikativ madaniyati va ijtimoiy xulq-atvorini shakllantirishda professional hokimiyat va ijobiy hissiy munosabatlarning roliga alohida e'tibor qaratiladi. Tadqiqotda asosan hamkorlik xususiyatiga ega bo'lgan o'yinga asoslangan faoliyatlar spontan nutq, dialogik o'zaro ta'sir va tajovuzkor bo'lmagan muloqot ko'nikmalarini rivojlantirish uchun qulay sharoitlar yaratishi ta'kidlangan.*

Maqolada ta'lim o'yinlarining tuzilishi va tarkibiy qismlari, jumladan, maqsadlarni belgilash, rejalashtirish, rollarni taqsimlash, obyektlardan ramziy foydalanish va natijalarni baholash tahlil qilinadi. Kommunikativ va lingvistik o'yinlar o'rtasida farq mavjud bo'lib, ularning maqsadlari, mazmuni va o'quv natijalari ta'kidlangan. Kommunikativ o'yinlar rasmiy lingvistik aniqlikdan ko'ra mazmunli o'zaro ta'sir va vazifalarni bajarishga ustuvor ahamiyat berishi aytib o'tilgan.

Kalit so'zlar. *Kommunikativ o'yinlar; boshlang'ich maktab o'quvchilari; Ingliz tilini o'qitish; kommunikativ kompetentsiya; hamkorlikda o'rganish; o'yinga asoslangan o'rganish; chet tili ta'limi.*

INTRODUCTION. In recent years, the communicative approach has become a leading paradigm in foreign language education, particularly in primary school settings. Modern educational standards emphasize not only the acquisition of linguistic knowledge but also the development of learners' communicative competence, social interaction skills, and the ability to use language meaningfully in real-life situations. In this context, communicative games are increasingly viewed as an effective pedagogical tool that integrates language learning with active participation and emotional engagement.

Primary school learners possess specific psychological and cognitive characteristics, such as a strong need for play, imagination, and cooperative interaction. Game-based learning responds to these needs by creating a motivating and supportive learning environment. Communicative games, in particular, enable young learners to participate in spontaneous speech, negotiate meaning, and interact with peers while solving meaningful tasks. Unlike traditional drill-based exercises, such games shift the focus

from formal accuracy to purposeful communication, thereby fostering learners' confidence and willingness to speak a foreign language.[2]

The teacher's role in organizing communicative game activities is of crucial importance. Professional authority, pedagogical competence, and positive emotional relationships between the teacher and learners significantly influence students' motivation and engagement. When learners admire and respect their teacher, they are more likely to participate actively, cooperate with peers, and demonstrate respectful communicative behavior. Thus, communicative games not only contribute to language development but also support the formation of social values and interpersonal skills.

Despite the growing interest in game-based learning, the distinction between communicative and linguistic games remains insufficiently explored in some educational contexts. While linguistic games primarily focus on practicing grammar and vocabulary accuracy, communicative games aim at organizing meaningful interaction and achieving communicative goals. Understanding this distinction is essential for effective lesson planning and for selecting appropriate game types that correspond to specific learning objectives.

Therefore, the purpose of this article is to analyze the pedagogical potential of communicative games in teaching English to primary school learners. The study seeks to identify the structural components of communicative games, classify their main types, and determine their role in developing communicative competence, motivation, and cooperative skills in the foreign language classroom.

Methodology.

This study is based on a qualitative and descriptive research design aimed at analyzing the pedagogical effectiveness of communicative games in teaching English to primary school learners. The research focuses on the theoretical analysis of pedagogical, psychological, and linguodidactic literature, as well as the generalization of best practices in foreign language teaching at the primary level.

The methodological framework of the study relies on the communicative approach to language teaching, which views language as a tool for meaningful interaction rather than a system of isolated grammatical structures. Within this framework, communicative games are considered a form of activity-based learning that integrates linguistic, cognitive, and social components.[3]

The research methods employed include:

- analysis of scientific and methodological literature on communicative competence, game-based learning, and primary education;
- comparative analysis of communicative and linguistic games based on their objectives, content, and learning outcomes;

- pedagogical observation of communicative game activities used in English lessons;
- theoretical modeling of communicative game structures and classification of their main types.

The results of the analysis allow for the identification of pedagogical conditions under which communicative games can be effectively integrated into English language lessons. These conditions include purposeful lesson planning, alignment of communicative and didactic goals, careful selection of game content, and the teacher’s active role as an organizer and facilitator of interaction.

Discussion.

The distinction between communicative and linguistic games proves to be pedagogically significant. While linguistic games contribute to the consolidation of vocabulary and grammatical structures, communicative games facilitate the integration of language knowledge into real communicative action. The results indicate that successful completion of communicative tasks depends more on interaction and cooperation than on formal linguistic correctness, which supports the idea that meaning-focused activities are essential for developing communicative competence.[5]

Furthermore, the teacher’s role emerges as a key factor in the effective implementation of communicative games. The teacher acts not only as an instructor but also as an organizer, facilitator, and motivator. Professional authority, clear instructions, and positive emotional relationships enhance learners’ motivation and foster respectful communicative behavior. Thus, communicative games contribute not only to language development but also to the formation of social and interpersonal skills.

Table 2.1

Communicative Games	Linguistic Games
Game objectives	Organizing spontaneous (unprepared) communication
Game content	Performing game tasks (drawing routes, schemes, diagrams, role-playing)
Game outcome	Successful communication in a foreign language

As shown in the table, the main objective of communicative games is to collaboratively solve linguistic tasks that help organize both curricular and extracurricular communication in a foreign language. The outcome of a communicative game primarily depends not on the correctness of speech (although this may be considered in evaluation), but on the results of the game task: successful role performance, finding

or selecting appropriate pictures, and so on. Thus, communicative games can be regarded as learning tasks that integrate linguistic, communicative, and activity-based objectives.

Overall, the findings suggest that communicative games provide a balanced integration of linguistic, cognitive, and social components of learning. They help create an interactive classroom environment in which learners actively participate in communication, negotiate meaning, and develop confidence in using a foreign language.

Conclusion.

Communicative games constitute an essential component of English language teaching in primary education. They enable young learners to engage in meaningful interaction, activate lexical and grammatical material, and develop communicative competence in conditions close to real-life communication. By shifting the focus from formal accuracy to purposeful language use, communicative games increase learners' motivation and willingness to communicate.[6]

The practical significance of this research lies in its potential application in English language classrooms. The findings may be used by teachers to design communicative game activities that align with didactic goals and learners' age-specific characteristics. Future research may focus on empirical investigation of communicative games through experimental studies and quantitative analysis of learning outcomes.

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