

UTILIZING COMMUNICATIVE GAMES IS AN EFFECTIVE APPROACH TO TEACHING ENGLISH THROUGHOUT THE EARLY STAGES OF LEARNING

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Abstract: *Games hold an enduring and intrinsic worth in the realm of leisure culture and serve as a social activity for individuals in general. She is on an equal footing with labor, knowledge, communication, and creativity, acting as their correspondent. Within the perspective of children's game worldview, there are compatible facts that have equal significance to the establishment's perspectives on the actualities of the world.*

Keywords: *project methodology, self-actualization, preparation, perspectives, optimal stimulation.*

INTRODUCTION

Fluency in foreign languages is becoming increasingly imperative for individuals to be sought after as experts and to possess self-assurance in the contemporary society. Our nation regards the study of other languages as equally important as the core courses. This necessitates instructing a non-native language at the appropriate proficiency level. The altered circumstances give rise to a growing demand for competent educators in society. Multiple technology and methodologies for teaching foreign languages in schools have been created by instructors, native speakers, and collaborative efforts tailored to individual countries. Regardless of the methods employed, the age group of the foreign language teacher's students, or the level of learning, game assignments are necessary. During the initial phase of instructing youngsters in a foreign language, one of the primary responsibilities of a teacher is to cultivate an engaging and endearing perception of the subject. During the early years of elementary school, students exhibit a high level.

They exhibit emotional and physical movement, and their focus is marked by spontaneity and fluctuation. Considering the psychological traits of children in this age group is crucial when it comes to the learning process. Typically, younger pupils focus mostly on what captures their immediate interest. The game is the principal activity for children of preschool and primary school age. It functions as a universal means of communication among all individuals. Utilizing games as a pedagogical tool for teaching a foreign language significantly enhances the learning process and renders it more approachable and comprehensible for youngsters. Furthermore, game technologies enhance the humanization of the instructional process. Gaming technologies offer a distinctive method of learning that may make the process of learning English engaging and stimulating, not only for students' creative and exploratory abilities, but also for their everyday learning tasks. The engaging nature of the game's conditional

environment enhances the otherwise repetitive task of learning, repeating, accumulating, or assimilating knowledge, imbuing it with positive emotional significance. Furthermore, the emotional stimulation derived from the game's actions stimulates all cognitive processes and functions in children. An additional advantage of the game is its ability to facilitate the application of acquired knowledge in a novel context. This means that the information gained by students is put into practice, enhancing the learning experience with diversity and engagement. For a youngster, playing a game offers the chance to see themselves as an adult, imitate acts they have observed, and so develop certain abilities that might be beneficial to them in the future. Children engage in the analysis of specific scenarios inside games, form logical deductions, and make predictions about their future conduct in like situations. Simultaneously, the game serves as a dynamic endeavor, guiding principle, systematic approach, and way of being. It functions as a space for social interaction, safety, personal recovery, collaboration, communal engagement, and joint creativity alongside adults. It acts as a bridge connecting the realm of childhood with that of adulthood. Simultaneously, play might be considered a responsibility that every kid must fulfill.

The game holds a genuine and enduring significance in the realm of recreational culture and the collective social behaviors of individuals. She is on par with work, knowledge, communication, creativity, and serving as their correspondent. Within the perspective of children's understanding, there are compatible facts that hold equal significance to the established perspectives on the reality of the world. Games impart to children the principles of comprehending the intricacies, paradoxes, and misfortunes of existence; they instruct them, without succumbing to them, to see the optimistic and jubilant aspects, to transcend adversities, and to lead purposeful and celebratory lives.

The teaching style focuses on the games of preschoolers (N.A. Korotkova, N.Ya.Mikhailenko, A. I. Sorokina, and N. R. Eiges) and younger schoolchildren (F. K. Blecher, A. S. Ibragimova, N. M. Konysheva, and M. T. Salikhova) with greater emphasis. This is because educators perceive the game as a significant instructional approach for students in preschool and elementary school. Several notable educators of our day, including P. P. Blonsky, L. S. Vygotsky, S. L. Rubinstein, and D. B. Elkonin, conducted a series of specialized investigations on the play behaviors of young children in preschool. S.V. Harutyunyan, O. S. Gazman, V. M. Grigoriev, O. A. Dyachkova, F.I. Fradkina, and G. P. Shchedrovitsky examined many aspects of gaming in secondary schools. A game is an activity designed to recreate and assimilate social experiences, fostering the development and improvement of self-behavior control. Presently, there is a significant inclination towards employing games in foreign language instruction to replicate genuine communication scenarios, particularly when educating younger learners.

As stated by M.Y. Kurbatova, "the game seamlessly integrates into the lesson and brings enjoyment to students." Games for children in the primary school age range are

highly significant, particularly in the context of teaching them English grammar. The game-based approach to teaching is a captivating and efficient strategy employed in organizing educational activities for pupils. It may be implemented at any phase of language acquisition. The game serves as a fundamental and spontaneous educational environment, characterized by seeming chaos, where children have the chance to learn about the social norms and behaviors of others around them. The game's structure as a personality activity comprises the subsequent stages: The process involves goal formulation, planning, achieving the objective, and analyzing the outcomes, leading to self-realization as an individual. The game's structure encompasses the players' roles, the actions they take to fulfill these roles, the use of game objects instead of real ones, the actual relationships between players, and the plot, which represents a fictionalized version of reality within the game. The majority of games used in grammar courses are characterized by the following attributes:

- A voluntary activity initiated by the child, solely for the enjoyment of the activity itself, rather than the outcome (intrinsic pleasure);
- An activity that involves creativity and improvisation ("field of creativity"); emotional excitement, rivalry, and competition ("emotional tension");
- The existence of explicit or implicit rules that govern the content, logical progression, and timing of the game.

Identifying the primary purpose of the game is a challenging task. According to the majority of studies, games serve as a type of training throughout the development of an individual (similar to how animals learn via play). Childhood researchers M. Mead and de Moz observe that in primitive societies, children's games typically include imitating the professional activities of adults. A. N. Leontiev shares this viewpoint as well. The author observes that throughout a child's engagement in activities, a conflict occurs between the child's increasing desire to interact with objects and the development of the cognitive abilities required to carry out these actions. The child desires to independently operate a car or a boat, but is unable to do so due to a lack of ownership and proficiency in the necessary skills. This conflict can only be resolved for the child through engagement in a specific type of activity, namely, a game. Nevertheless, alternative perspectives exist about the role of the game in individuals' lives. According to V. N. Druzhinin, the primary role of intelligence is to generate prediction models and see potential future scenarios. The game, which involves the development of hypothetical worlds and acts inside them, is considered an expression of intellect and an intrinsic characteristic of it. The attribute in question is not contingent upon age; rather, the process of adults constructing models of the world is referred to by distinct terms such as art and philosophy. The higher a person's intelligence, the greater their inclination to engage in play. In the 1920s, L. S. Vygotsky observed the transformation in the substance and progression of children's play throughout the early stages of English grammatical school. He emphasized that the game is rational and efficient, carefully

designed, socially organized, and subject to established standards of conduct or energy expenditure. Thus, she realizes the striking similarity between her energy expenditure during play and that of an adult engaged in labor, with the only difference being the outcomes. Despite the external disparities between play and work, which position them as contrasting concepts, their psychological essence is same. This suggests that play is an innate and essential type of child work, an intrinsic activity, and a means of preparing for future life. The youngster is perpetually engaged in play; he is a being dedicated to play, yet his game is highly meaningful. It precisely aligns with his age and interests and incorporates components that foster the cultivation of essential skills and talents. According to Polish researcher Stefan Schuman, play is a distinctive and unique type of activity for children, through which they learn and gain experience. Schumann highlighted the observation that play elicits the most intense emotional responses in a kid and deeply engages them. According to Schumann, the game may be seen as a developmental process specifically focused on fostering the growth of observation, imagination, concepts, and abilities. The game is very versatile, innovative, and distinctive, with such extensive and transparent borders that it is likely difficult to provide a definitive and succinct definition. Numerous explanations of the game provided by science are erroneous, insufficient, and occasionally outright wrong. Game, like labor and learning, is a fundamental kind of human activity that is influenced by society. According to G. K. Selevko, a game is a specific activity that occurs in certain conditions with the purpose of replicating and absorbing social experiences, while also developing and enhancing self-management of behavior [22]. Below are a selection of viewpoints from scientists about this matter. Every perspective is varied and conflicting. Nevertheless, the majority of studies concur that the game serves several crucial roles in individuals' lives, as categorized by A.S. Shmakov:

The socialization function refers to the role of facilitating social interaction and integration. The function of interethnic communication pertains to the role of promoting communication between different ethnic groups. The function of the child's self-realization in the game as a "polygon of human practice" refers to the role of the game in allowing the kid to explore and develop their own identity. The game's communicative function effectively demonstrates that it is an activity through which a youngster may engage in real-life, intricate human conversation. Diagnostic, therapeutic, correctional, and entertainment functions. The game closely mirrors real-life circumstances and is often indistinguishable from them. The game enables users to simulate sociocultural circumstances, experiment with various behaviors, rectify them, and subsequently engage in more play sessions, owing to the contradiction between a fake issue and genuine attempts to address it. The game allows for the repetition and strategic development essential to address and prevent intercultural conflicts or shocks, which are sometimes challenging or even impossible to resolve in real life [22].

The game emphasizes collaborative engagement, aligning perfectly with contemporary pedagogical standards. Additionally, it readily adapts to many modes of individual engagement, affording each student the chance to explore different roles and showcase their unique strengths. Because of its iconic status, the game offers a nearly boundless potential for generating fictitious scenarios, issues, events, and clashes—everything that necessitates both spoken and non-verbal engagement—and is crucial for fostering the growth of intercultural communication abilities. The incorporation of games enhances the interactive and dynamic aspects of learning, the psychological focus of lessons on fostering students' cognitive-linguistic abilities through the target language, the enhancement of students' intellectual engagement in the educational process, the challenging nature of learning, its heightened intensity, and the cultivation of collaborative work methods. Undoubtedly, the development of speech skills and capacities should occur in environments that closely resemble natural conversation, and the learning process should be centered upon completing a set of communicative tasks using language materials. The pedagogical management of educational activities is achieved through communicative tasks, which involve the instructor inviting and engaging students in creative activities [11].

The game's superiority over other learning aids lies in its ability to offer several modes of work in the classroom, including solitary, paired, group, and collective forms. This enables each student to optimize their study time effectively. The game offers the opportunity to simulate real-life scenarios by engaging in repetitive play within a fictitious realm. It promotes psychological equilibrium. It reduces levels of anxiety. Cultivates a proactive mindset and unwavering resolve in pursuing the established objective. Activity-based assignments for communication-oriented foreign language training include games, mimicry, and free conversation. The highlighted tasks include communication games, communicative simulations in role-plays and problem solving, and free conversation for socializing [26].

The game is a kind of interactive engagement, however governed by precise rules unique to the game itself. She familiarizes the youngster with the authentic dynamics of the most intricate human connections. Children require a shared aspiration, a shared want for companionship, and the opportunity to partake in communal activities. A gaming society is a collective that serves as an organizing and communicative principle for each player, establishing many communicative relationships. Communication should be seen as the primary source of energy in the game. Joint communicative games lead to a heightened level of vital energy due to the engagement, empathy, and competition involved. The communicative game should be employed using pre-existing and automated language resources.

During the initial phase of acquiring a foreign language, this requirement is essential; otherwise, the process of communication would be intolerable and, hence, devoid of significance. The three-phase framework, which involves doing

communication-oriented activities in a three-part structure, is rapidly gaining popularity. Every job may be divided into three distinct stages: preparatory (pre-activity), executive (while-activity), and final (post-activity) [11]. Games should be regarded as an integral component of the language curriculum rather than being seen as mere recreational activities reserved for the final week of courses or the conclusion of the quarter. The game serves as a diagnostic tool for the instructor, enabling them to detect challenging periods and assess the level of information assimilation. Consequently, the teacher may take appropriate actions to address these difficulties. Communication games utilize a range of technologies including gap filling, guessing, searching, matching, trading, accumulating or collecting, combinations and card games, puzzles and riddles, role-playing games, and replay.

The teacher's job in the game is to act as a monitor and a resource center. They should travel from group to group, actively listen, offer required information (such as language support), observe mistakes, but refrain from interrupting or correcting. Record information on paper and assess the pupils' level of understanding. Communication games require participants to collaborate in pairs, small groups, and the entire class, with the ability to move freely throughout the room. The communicative game facilitates immersive language practice and fosters interaction, which enhances the meaningful acquisition of the language.

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