

Development of Communicative Abilities of Secondary School Students

Narimova Shakhnoza Makhamatmuratovna

Manager of the International Department, Sun high-tech LLC

Abstract. The development of communicative abilities in secondary school students is crucial for their academic success and social integration. Didactic games, as a pedagogical tool, offer an engaging and effective method for fostering communication skills in students. This article reviews the theoretical foundations of using didactic games in education and examines empirical evidence supporting their efficacy in enhancing communication skills among secondary school students. Additionally, it discusses practical implications and recommendations for educators to incorporate didactic games into their teaching practices to promote the holistic development of students.

Keywords: communicative abilities, secondary school students, didactic games, education, pedagogy.

Effective communication skills are essential for academic achievement, personal growth, and social interaction. In the context of secondary education, fostering communicative abilities among students is paramount as it not only facilitates learning but also prepares them for future endeavors. However, traditional teaching methods often fall short in adequately addressing the diverse communication needs of students. Recognizing this gap, educators have increasingly turned to innovative pedagogical approaches, such as didactic games, to enhance students' communicative competence.

The ability to communicate in English is very important in the global space because it occupies a very important place in almost any sector of use, such as business, commerce, academia, technology, international relations and diplomacy [3, 237]. Communication skills are automated components of conscious actions that facilitate rapid and accurate reflection of communicative situations. They can also be described as a process of construction through the production and acquisition of information. This means that the ability to communicate is essential for students to learn because it will prepare them to use language in the real world. Therefore, mastering communication skills is a priority for students learning English.

When teaching communication skills, secondary school teachers should use appropriate techniques that can enhance students' interest, curiosity, and motivation to learn. This will help students be more confident to speak up in class. Didactic games can be used to improve the speaking skills of secondary school students because they can give students the opportunity to practice speaking [5, 136].

The use of didactic games in education is grounded in constructivist learning theories, which emphasize active engagement, collaboration, and experiential learning. According to Vygotsky's sociocultural theory, learning occurs through social interaction and participation in meaningful activities within a supportive learning environment. Didactic games provide students with opportunities to engage in authentic communication scenarios, where they can apply and refine their language skills while interacting with peers.

Furthermore, game-based learning aligns with the principles of situated cognition, which posits that learning is situated within authentic contexts and is influenced by social and cultural factors. By immersing students in communicative tasks embedded within the context of games, educators create an environment conducive to language acquisition and skill development.

Incorporating didactic games into the curriculum requires careful planning and implementation. Educators should select games that align with learning objectives, cater to students' interests and abilities, and provide opportunities for meaningful communication. Additionally, incorporating debriefing sessions post-gameplay allows students to reflect on their experiences, identify areas for improvement, and consolidate learning.

Furthermore, educators should adopt a learner-centered approach, where students are actively involved in the game design process, thus fostering a sense of ownership and autonomy. By integrating technology, such as educational apps and digital platforms, educators can enhance the accessibility and engagement of didactic games in diverse learning environments.

In each class, children have visual, auditory and kinesthetic learners, so different ways of presenting educational information are used in lessons. Students whose leading channel is auditory work at a fast pace, perceive information well by ear, but kinesthetic learners are slow, they need to feel everything physically, the assimilation of educational material is highly dependent on the emotional background. It's not enough for visual learners to tell the material; they need to show it, create an image. It is important that the teacher clearly understands the capabilities of each student. Creative tasks stimulate the cognitive activity of students with different levels of understanding. For children with a low level of understanding, tasks are selected that allow them to increase interest in the subject and feel confident in their abilities.

Scientists identify four main stages in the formation of communication skills:

1. Introductory
2. Preparatory (analytical)
3. Standardizing (synthetic)
4. Variable (situational)

Mastering communication skills in a foreign language involves repetitively engaging in language tasks to automate various forms of speech and interaction. The curriculum for teaching foreign languages in secondary school is designed to cultivate a communicative culture among students while developing their linguistic abilities. This includes honing linguistic competencies such as vocabulary, pronunciation, and grammar, as well as their appropriate application in speaking and writing.

From grades 5 to 10, the focus is on systematically enhancing students' communication skills across speaking, reading, listening, and writing. The aim is to equip them with the necessary tools for international communication, achieved through the following objectives:

Cultivating foundational communication skills across different speech activities.

Fostering students' sociocultural awareness within the context of global and European cultures through regional studies and cultural exploration.

Integrating language knowledge with cultural and regional understanding.

Key components of communication skills encompass the ability to comprehend written texts, engage in oral communication in various settings, express personal thoughts and opinions, and convey information in writing. These competencies constitute the minimum standard outlined in the educational curriculum for foreign languages.

Successful verbal communication in a foreign language goes beyond mere knowledge of vocabulary and grammar; it requires an understanding of situational language use. This includes knowing how to adapt language choices based on factors such as the relationship between speaker and listener, the purpose of communication, and contextual nuances. Consequently, effective

communication relies not only on linguistic knowledge but also on an awareness of situational grammar, which governs language use in diverse communicative contexts.

Communication is a complex, multifaceted process of establishing and developing contacts between people, which is generated by the needs of joint activities and includes the exchange of information, the development of a unified interaction strategy, perception and understanding of another person. From this definition we can conclude that communication has all three sides of its manifestation: communicative, interactive, and perceptual [6].

The communicative side of communication is manifested through the actions of the individual, consciously oriented towards their semantic perception by other people.

At high school age, children acquire many scientific concepts and learn to use them in the process of solving various problems. This means that they have developed theoretical or verbal-logical thinking. At the same time, there is an intellectualization of all other cognitive processes. A modern schoolchild must realize that he will have to communicate with others a lot in life, not always with pleasure [7]. This lesson is intended to teach a decently educated person to communicate and understand various forms of communication.

For the development of communication with peers, I attach particular importance to verbal didactic games with small subgroups of children (2-3 people). In these games, cognitive tasks are set based on language material, and the rules organize the relationships between children. The rules encourage you to listen and hear your partner, ask him questions, give instructions, give instructions, express agreement or disagreement with the partner's game speech actions, give reasons for the statement, observe the order, and respond to the interlocutor's statements.

Not so long ago using activating training sessions (classes) in the educational process (according to A.G. Arushanova). They set and solve problems for the communicative development of children; have one goal - to awaken children's speech activity; are carried out in the form of leisure and entertainment.

At such sessions, it is strived to establish equal, personal relationships, respect the child's right to initiative, and the desire to talk about topics that interest him. The scenario of such communication includes a dialogue between the teacher and children, didactic, active, folk games, dramatizations, dramatization games, construction, simulation exercises, examination of objects, i.e. such types of activities in which speech appears in all its diverse functions.

The development of communicative abilities in secondary school students is vital for their academic success and social integration. Didactic games offer a promising approach to foster communication skills by providing authentic, engaging, and interactive learning experiences. Drawing upon constructivist principles and empirical evidence, educators can harness the power of didactic games to create dynamic learning environments that promote the holistic development of students.

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