

Communicative Games in Foreign Language Lessons

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Abstract: This article is about the communicative games and their importance in foreign language teaching.

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Communication is one of the most important methods practiced in foreign language lessons. I believe that games can have a very activating effect and can also give the lesson the feeling that it is not about boring language learning, but about something that is completely normal but at the same time very important - a language. And using songs to create an active and joyful learning atmosphere, to ensure cognitive, pragmatic and effective learning and to expand the learners' communication and intercultural competence. Interest and motivation make a significant contribution to successful learning. We can provide this motivation for learning Foreign language by using games with songs.

Games in general

Games are older than human culture. They have even been recorded before the law. "Since the early days of humanity, play has not been a child's activity, but rather a cultural activity for adults. Until modern times, adults have invented games to challenge their minds and intellect and to enrich their social activities. It was only in the second half of our century that adults' play instincts were socially suppressed. In pedagogy, games were suddenly assigned solely to children." Some experts view games as "the ultimate gateway to today's educational concerns." When emotional intelligence is combined with play, play has possibilities like no other medium. This promotes "emotional, action-oriented, social and intellectual skills".

Offering games is certainly one way to make lessons more interesting. "If exercises can also be games, why shouldn't one make lessons more motivating, freer and friendlier?" (Spier 1981: VIII) The boundary between games and other tasks and forms of work in foreign language teaching cannot be clearly drawn Another reason may be that much of learning a new language seems like a game in anticipation of future communication. "The other reason for the impossibility of precisely distinguishing between games and other forms of exercise lies in the vagueness of the term "game" itself. Everyone knows how to call games, but no definition, whatever, fits everything that is undoubtedly called a game "(Spier 1981: VIII.f.) What is a game, what is the definition anyway? Three different statements about the term "game" are presented here to show how different authors define the game. The authors try to give a scientific answer. "The game is a sequence of activities involving at least two people, whose behavior is partly determined by explicit rules set or to be set. Those who try to achieve a target state that is known and defined by everyone, which they can only achieve through exchange activities in which at

least some central objects are used - which are substitutes for other objects (...)." (Behme 1992: 11) According to H. Retter Playing is "a multi-perspective action system." (Behme 1992: 11) "Free, spontaneous lessons with the aim of having a conversation can also be viewed as part of the didactic game. For H. Rettner, the learning game is also an attempt at a targeted combination of motivating game life and learning-effective content. (Behme 1992: 11)

Games develop communication skills, can be used to develop all four skills and sometimes develop specific skills.

In my article I will explain the role of communicative games in Foreign language lessons. But first I would like to mention communication. "What is communication anyway? ". Here you can find a correct and sensible answer to this question.

"Communication" means "to share, communicate, participate; do together, unite". In this original meaning, "doing together", "letting participate" means a social act by living beings or people. On the surface, the definition of communication sounds very simple: Communication is the exchange of information using language or signs between a sender and one or more recipients.

However, since the means of information transmission as well as the sender and receiver are unpredictable variables, interpersonal interaction is prone to disruptions and errors, which makes it highly complex.

There are two types of games - educational games and communicative games. It is necessary to distinguish educational games from communicative games. Both types of games should have a permanent place as practice procedures in Foreign language lessons. They are clearly distinguished by their goals, functions and didactic locations. Learning games: 1. Linguistic partial learning objectives: words, structures, sentences, syllables, letters. 2. Strongly controlled communication. 3. Practice linguistic means. 4. Imitative - reproducing speech behavior. 5. Learning, material-oriented. 6. More teacher-centered. 7. More control. 8. Controllable, plannable. 9. Simple, linear tasks. 10. Solutions: limited.

Communicative games: 1. Combinations of learning goals, communicative goals, extra-linguistic goals. 2. Opportunity for free communication. 3. Use linguistic means. 4. Reproductive - productive speech behavior. 5. Task, problem oriented. 6. More independent, experiential learning. 7. Not fully plannable and controllable. 8. More complex, branching tasks. 9. More learner-centered. 10. Solutions: open, individual. (Lohfert, 1993, pp.12-14) However, these two types can only be clearly distinguished from one another theoretically. Whether a game is an educational game or a communicative game depends on the language skills and learning styles of the learners, especially at the elementary level.

Communication games – talk to each other and have fun.

Do you find it difficult to get in touch with other people you don't know? Then they feel like a large number of people in Abroad. Starting a new job, changing schools or simply going to a party where you don't know anyone - there are many moments in life where communication games are a good way to find a first basis. Even though children generally have fewer problems than adults in approaching others, communication games can still prevent small groups from forming in kindergarten or in children's groups and quiet children from having problems finding connections. In elementary school or even high school, communication skills are often a little difficult. Young people in particular often don't know how to interact with others. If you don't take the first step, you may miss the connection. Teachers and educators are required to guide children and young people and thus promote and improve communication skills. Working with children can be used in lessons to make students aware of the topic of communication. Finally, in class, students have the opportunity to practice interacting with one another under supervision.

Communication games for adults

Communication games for adults are used just as often as for children. Non-verbal communication is just as important as verbal communication. Seminars, events or training for employees – companies in particular use communication games for adults. The goal is to show employees and group participants that the best way to deal with each other and achieve success is through communication. Communicative games can be of very different nature. They are available as:

- Role-playing games
- Interaction games
- Board games
- Board games
- Language games or word games
- Card games
- Group games

The communicative games primarily include:

Role-playing games and simulations promote communication, so we can call them communicative games.

Role-playing games are based on a story. Each player plays a role and experiences a situation, a character of a selected person/situation. These games are based on interaction between students.

The teacher has free choice about the role plays. After all, there are so many stories he can use in class.

Three possible role-playing games are briefly presented below.

Make a phone call

The class is divided into two groups (A and B). Both groups receive playing cards. The “A group” receives their “A role-playing card” and group B receives their playing card. Each group comes up with their own sayings for the conversation they received. Afterwards, “Student A” and “Student B” always talk to each other on the phone. So one person from the “A group” and one from the “B group” have a telephone conversation. The rest of the students play their version. If we want to make the conversation more colorful, we use several different role cards. It would also be possible to give the students the freedom to do this entirely on their own and only help with the selection of the topic or offer a few means of speaking.

TV interview

There are many themes in this role-playing game. Interviews are conducted in groups of four to six people about the “Ideal Class”, the “Ideal Trip” or the “Ideal Family”. Each group is interviewed by a different person. Each student can change their identity as they wish. Students can also hold interviews in the form of talk shows. The “viewers” then of course have the opportunity to ask questions.

In the next chapter I would like to mention the specific games that support communication. I think it is practical if the teacher discovers the game and immediately knows whether he can use it in frontal lessons or in group lessons. For this practical requirement, I divide the games according to social forms.

In this article I dealt with the games that are of great importance in the development of communication for foreign language teaching. Play us as a didactically beneficial material with which you can achieve linguistic, regional and grammatical goals, among other things.

With the help of games you can teach, consolidate, repeat and even expand. If you want to work effectively with games, it is important to set a goal. Only then can you start teaching.

Editing games can also have a positive impact on the development of general communication. In addition, the use of instrumental works in lessons can also teach a specific vocabulary that enables learners to speak about music at a high professional level.

Finally, I am convinced that games not only positively influence and enrich communication, but are an inevitable part of a teacher's work.

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