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Paper Authors:

**Akhmedova Rivoyat Mukumjonovna**



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## **THE IMPORTANCE OF USING DIDACTIC GAMES IN PROMOTING ORAL COMMUNICATION THROUGH ELEMENTARY SCHOOL STUDENTS' READING LESSONS**

**Akhmedova Rivoyat Mukumjonovna**

*1st year master's degree in Theory of Education (Primary Education), Faculty of Preschool and Primary Education, Namangan State University*

**Abstract:** This article discusses the importance of using didactic games to help elementary students develop oral communication through Reading lessons.

**Keywords:** speech, oral communication, play, didactic game, information technology, speech activity.

### **Introduction**

In today's rapidly evolving world, one of the main tasks of every educator is to bring up young people who are the creators of the future as a harmoniously developed generation. Every educator in our country should work hard in this direction. It takes a great deal of skill on the part of a teacher to increase the level of knowledge, especially for primary school students. It is advisable to use didactic game technologies on a regular basis to stimulate their cognitive activity. We know that didactic games are widely used in the primary school. In these classes, students' learning is coordinated through play activities. That is why the lessons are called didactic games. According to educators and psychologists, play activities develop a person's interest in learning, work, and students' oral communication. Communication during the game helps to develop a communicative culture. An individual has the opportunity to express their talents, interests, knowledge and identity. We know that the textbooks of the primary school "Reading" differ from each other in terms of meaning, but their essence and purpose is to prepare students for life, self-realization, what great thinkers, scientists, to feel a sense of pride in being a generation of poets, as well as to preserve the rich spiritual heritage they have left, to increase their knowledge, to develop oral communication, to know and love their homeland, to respect it, with the miraculous landscapes of Mother Nature. serves to introduce and arouse affection and to educate students in all respects in general. Students'

mastery of the various topics given in the textbooks, their understanding and observation of the essence, of course, depends on the pedagogical skills of the science teacher, the correct organization of the teaching process. The teacher should use different methods, techniques, information technologies, didactic games during the lesson, but the goal is to convey the topic to the student in a simple and fluent way.

In order to teach the lessons properly, the teacher should pay attention to the following: Children between the ages of 6 and 10 cannot listen patiently to an hour-long lesson. Their mental structure is always in motion, in their imagination. They can't listen to statements that last more than 10-15 minutes. As a result, educational tasks in these classes are carried out mainly through games, singing, short-term interesting conversations, storytelling and expressive reading. In the process of reading lessons, students learn the skills that are the main manifestation of speech activity, work on the text and the book, develop students' connected speech, develop a culture of speech, read the book. and the formation of a culture of reading.

In Grade 1, students learn to read the text consciously, correctly, and concisely. Children learn to answer questions about what they have read. Work on the text is carried out under the guidance of a teacher. In Grade 2, students develop the ability to read words in their entirety. The reading is expressive. Reading speeds up. In this class, students will be able to read parts of the text and short stories

independently. Working on text becomes more complicated. Under the guidance of a teacher, children learn to identify the main content of a work, to find words and phrases that describe the actions of the protagonists, and to describe events in words. They have a growing demand for vocabulary. In Grade 3, the ability to read words in their entirety is fully developed. You need to choose the right words and use the right words in the sentence structure. In Grade 4, students should be able to read aloud without tying words, and be able to read text quickly, accurately, and consciously. Students should not be allowed to study in this class. Children need to be able to retell the content of a text independently, to be able to make a simple plan of the text, to be able to distinguish its main content, and to be able to retell a text in full, in part, or in a short way. Students who have mastered the above at a high level will certainly have no difficulty in choosing a book, reading it consciously, comprehensibly, expressively, and following the culture of reading.

In addition, the organization of lessons using a variety of didactic games on the topics covered in the textbooks can effectively help to achieve the desired result. In these classes, students' learning is coordinated through play activities. The following tasks are performed in human life through play activities:

- increases a person's interest in study and work through play activities;

- during the game, the person is helped to communicate, that is, to acquire a communicative culture;

- the person has the opportunity to express their abilities, interests, knowledge and identity;

- helps to develop the skills to overcome various difficulties in life and the game, and to get the right goal;

- in the process of the game there is an opportunity to acquire behavior in accordance with social norms, to eliminate shortcomings;

- prepares the ground for the formation of positive personality traits;

- emphasis will be placed on the study of the system of values that are important for

humanity, in particular, social, spiritual, cultural, national and universal values;

- it is planned to develop a culture of team communication among the participants of the game;

- students' oral speech and memory are strengthened.

Didactic play is a method of teaching, which is aimed at achieving certain educational goals, that is, to identify, reinforce and deepen the material taught. In conducting each didactic game, a specific task is targeted. In elementary school, it is advisable to use the following types of games:

Role-playing games. Role-playing games are reflective in nature. Role-playing games increase children's observation, curiosity, cognition and thinking. The child experiences this or that emotion associated with the content of his or her role in the play. In role-playing games, each child plays a role. For example, builder, driver, educator, nurse, teacher. In role-playing games, children first join a large group of 4 or 5 people. Friendships are formed in the game. For example, there are many role-playing topics in elementary school reading books. Consider a Grade 3 textbook. The textbook consists of 12 chapters, each of which consists of tales, stories, poems, legends, proverbs, quick sayings, and more. The story "Sister Rivers" (Beautiful Begim) is given in the section "We are the children of a great country". This fairy tale can be divided into roles, that is, Amudarya, Syrdarya and Zarafshan, and if the story is staged with the help of a teacher, it will be interesting and understandable for students, and will be stored in memory. are achieved. As events unfold, students develop verbal communication, learn to follow sequence, enjoy their roles, and reach a level where they can think. The story "Your goose is a little crafty" (Sobit Gafurov) in the section "Make a living from crafts" is about animals, so the students' interest will increase. Under the guidance of a teacher in this story: Goose, Bedana, Lochin, Swallow, Frog, Chortan Balyk, Bulbul makes it even more interesting to share. In addition, the story "Conversation with Nature" in the section

"Emerald Spring Breath" is divided into Storm, Rain, River, Sun, Man.

Game of Thrones. In this game, the teacher writes 5 or 6 words on the board, depending on the topic. Students independently compose a story involving these words. In the process of storytelling, students develop oral communication skills, vocabulary, sentence structure, sound organization, and independent thinking. Encouraging students from time to time will increase their self-confidence. Take, for example, the poem "Street of Peace" and "Street of harmony" (Kavsar Turdieva) in the section "Peace and friendship be stable" in the textbook "Reading" for 3rd grade.

1. Never, touch, peace, eye, peace, and;

Answer: May our peace and tranquility never be lost.

2. In place, does, has, harmony, always, dominion, peace;

Answer: Where there is harmony, there will always be peace.

3. Work, to the country, because, khashar, unfinished, fit, work, will not remain.

Answer: Work hard, because the khashar is suitable for the wind.

"Continue" game. In this game, the teacher begins the story. Students will continue it. It develops students' creativity, develops oral communication, develops creative writing skills such as essays or essays, and increases vocabulary. In addition, they develop a sense of independence, self-confidence. The "Keep Going" game can be used in Grade 3 Reading as follows. This is especially useful when asking about a previous topic or reinforcing a new topic. For example, let's take "Honesty" (Uzbek folk tale) in the "Folklore" section of the textbook. Here's how to put one together for use with your game.

1. In the past tense a...

2. A farmer is one of the land

3. The man who took the land...

4. The poor farmer said, "Before this..."

5. When you open it...

6. Lifting the gold in the jar...

7. Chasing the land I took from you...

8. So, there...

9. If I take it, thief...

10. Finally a wise man...

11. Orphans in the village...

12. So the gold...

13. And the poor farmer...

When students are given a series of tasks such as, the story is retold, and the students learn to relate the story to each other.

"Hook" game. This game can be used to ask additional questions in all lessons or in various fairy tales. Questions are written on the paper in the shape of fish, and metal clips are attached to one end. A rod is attached to the end of the rod, and a magnetic strip is attached to the end of the rod. Students will have to catch one of the "fish" using these "hooks" and answer the question in it. This game can be applied to the 3rd grade "Reading" textbook, "The Tale of the River Water" (Zokhir Alam) in the "Emerald Spring Breath" section:

1. Who wrote the fairy tale?

2. Who came to the foot of the mountain with his child?

3. What does a mountain fire look like?

4. How many acres of land did the farmer cultivate?

5. How was the house built?

6. When did he find out that there was no water in the stream?

7. What did he ask Soy?

8. What did Soy answer?

9. Why did the farmer go to the snow?

10. How did Snow respond?

11. What crime did the farmer commit?

12. What did the guilty farmer do?

13. Why does the river flow all year round?

14. What did you understand through the story?

As a result of students answering questions one by one, speech develops, verbal communication grows, vocabulary increases, the scope of thinking expands, and of course, Mother Nature needs to be preserved, everything in nature is an integral part of each other. realizes that.

In conclusion, it is important to note that play plays an important role in a child's life in the early stages of school after kindergarten. Psychologically, they love the game when they

are mentally active, and the fun of the exercise develops their motivation. Children improve their knowledge through play and master it deeply. Didactic games increase the effectiveness of the educational process, increase student activity and oral communication. Didactic games also contribute to the effectiveness of education in the primary grades and the successful management of students learning activities, that is, through didactic games, theoretical knowledge is easily acquired, students' interest increases. Such games are especially effective in increasing the cognitive abilities of difficult learners. They have no difficulty in acquiring knowledge through play. The use of didactic games in the primary grades requires special pedagogical technology. The organization of the lesson on the basis of a technological approach requires the teacher to clearly define the educational goals in advance, to design it and to ensure the guaranteed organization of the process

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