



## Student's Information Perception Using Didactic Games In The Process Of Communication

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### ABSTRACT

This article highlights the information about didactic games, especially their significance during primary classes and their contribution in achieving information perception in the process of communication. Even, thorough descriptions about didactic games are also included in discussion. Besides, it is also analyzed how to implement didactic plays into language lessons, particularly, French classes.

### KEYWORDS

Didactic games, upbringing, cognitive activity, communication skills, rules, speech development, information perception, game content, well-thought-out game.

### INTRODUCTION

People are getting educated and brought up every day to contribute to political and economic changes in the society. But scientists' observations show that not all people can communicate properly. This is one of the problems that makes scientists worry. In pedagogy, communication is distinguished

as one of human activities. Therefore, special attention should be paid to teachers in order to organize the communication of school students, to apply different methods of work. Further learning and the fate of the child in life will depend on how well and correctly he builds his speech and builds relationships with

other people. Along with the aforementioned ones, qualities such as discipline, organization, cooperation with others are also vital. One of the important factors in the impact, development and growth of cognitive activity in a person is communication. The young pupil becomes active and curious in communicating with peers and adults. To do this, it is necessary to develop communication skills in primary school pupils. In our view, communication is a complex process of interaction between people, consisting of the exchange of information, as well as the perception and understanding of each other by partners. Communication is primarily a communicative effect of people. The ability to communicate involves communication skills. Communication skills are the skills that allow a person to receive and transmit information. The following didactic stages of the formation of communicative skills can be distinguished:

- Explains the value of communication skills to pupils;
- Introduces the structure and content of skills to pupils;
- Introduces the obligatory skill tasks to pupils for learning communicative skills;
- Improves communication skills acquired in the creative activities of primary school pupil.

To do this, the teacher must know the content of each stage and follow their logical sequence. Didactic game allows to solve many pedagogical problems in the form of games that are most convenient and attractive for children. But at the same time, it solves all the problems of education and upbringing and acquires the character of upbringing, simultaneously bringing the usual activities of the child closer to the work of education. Didactic game is a type of training organized in the form of educational games that implement a number of game principles, characterized by the presence of active

learning and rules, a rigid structure of game activities and assessment system, one of the methods of active learning. One of the forms of education that contributes to the development of mental and communication skills is a game. One of the educational tasks of didactic play is the learning task. So, this game has two functions: the first is by adults — educational; the second is by children-play, hence this is called a didactic game.

Didactic game is a complex phenomenon, but it clearly shows the structure, i.e. the components, that characterize the game as a form of learning. The learning task is a key element of the didactic game to which others are subject. The learning task for children is shaped as a play task. Play activities are performed through ways of showing children's activities for play purposes. For primary school age children, complex play actions consisting of several game elements are provided. Rules ensure the execution of game content. They democratize the game: all participants in the game obey them. The learning task defines the game actions and the rules help to perform the game actions and solve the problem. But the question arises about that the main condition for development in primary school age is to organize didactic games correctly as the student interacts with other students. The main task of the teacher is to create conditions for the student to use and participate in educational games in the classroom, to choose didactic material, to place them correctly, to choose a place for the game, to arouse the student's interest in the game. During the game, the pupil learns to communicate with peers and adults, builds their communication, learns how to resolve conflicts.

A didactic game also develops memory, thinking and attention. A communication between a young student and his peers takes place in the process of playing together. By playing together, students begin to consider each other's interests, defend their point of views, and argue. Therefore, a game has a great impact on the development of communication during this period. The effectiveness of a didactic game for the development of communication skills in young students can be tested during pedagogical testing. Experimental-pedagogical research is a method of knowing, which means looking for a new, more effective way to solve pedagogical problems by studying a pedagogical phenomenon in a naturally or artificially controlled environment. The experiment allows you to get an answer to the question if all the necessary requirements and conditions are met. The pedagogical experiment consists of the identifying stage, the formative stage and the control stage.

The detection phase of the experiment is aimed at establishing the initial state of the problem.

Teaching French as a foreign language to primary school pupils is aimed at providing them with language skills tailored to their development. "Therefore, the teacher should adapt these actions to the needs of his or her students. The education system he chooses must define the expectations and motives of his or her students. For the student, French represents the integrity of any classroom activity, it is not only a tool, but also an object presented as a classroom practice with unique features and achievable issues, preparing young students for adult life. The most common topic today is: how should we inspire and motivate students? To do this, the teacher needs to create a very good environment in

the classroom to develop students' high level of motivation, as well as think of interesting and useful tools to attract students' attention and learn French as a foreign language with less boredom and should know how to integrate the game in their lessons. The game is an infinite world apart for the learner and a real world for him or her like a work of art.

The game is a tool that the student should always be involved in, because the game is a tool that motivates students and allows them to overcome all language barriers and communicate with each other and with their teacher. We cannot talk about teaching without talking about school motivation, which is one of the most important concepts of teaching, and its absence deprives it of all opportunities.

"Adolescence begins in children's game; It is very important to take care of his childhood and his games. It is a crime to ignore his intellectual development."

The structure of didactic games was one of the first, created by the German scientist Friedrich Froebel. His exercises were simple, rather boring, but later, they became the basis for the structure of didactic games with students. Today, there is a great interest in didactic games for the comprehensive intellectual development of students. In shaping the modern structure of a didactic game in education, you can refer to the work of the following scientists: E. Mikheeva developed a system of games to introduce students to the world around us, as well as speech development courses. [12] A. Sorokina created a system of development of preschool children. [13] Didactic games are designed to teach students and memorize the acquired knowledge. In this case, the games perform difficult educational tasks for students. During

the game, the student requires maximum mental work, aspiration to compete, knowledge, logic, attention and agility. In didactic games, there will be a lot of different situations so that students can easily understand such activities, they will be interesting. Such early games were created by famous educators. As mentioned above, didactic games are a complex pedagogical process. The student will develop emotional and speech development, logical thinking, environmental awareness, communication skills, the ability to work as a team, listen, solve problems and implement them.

The use of didactic games is carried out in the following stages:

- Direction: the teacher introduces the topic, gives a description of the game and general information about its development and rules;
- Provide procedures for preparation for the event: familiarization with the script, distribution of roles, preparation for their performance and game management;
- Conducting the game: the teacher monitors the progress of the game, monitors the sequence of actions, provides the necessary assistance and records the results;
- Discussion of the game: describes the performance of actions, their perception by the participants, analyzes the pros and cons of the game, the difficulties encountered, discusses possible ways to improve the game, including changes to its rules.

Thus, a didactic game as well as other types of games has a significant impact on the development of a young learner's personality. In a well-organized and well-thought-out game, the student participates with great desire and interest. Initially, they were only

included in the sports lessons system. Pedagogical literature and lessons describe the possibility of using only certain types of didactic games. The use of didactic games in lessons is very necessary and useful for primary school students. Didactic action involves educational pedagogy that uses the learner as a means of play to benefit from the inevitable desire to play.

Games in a foreign language class are a tool that encourages students to learn more. Didactic games are a very important activity for a student, it is a necessary part for his balance and psychological, cognitive, emotional and social development. Didactic games for students are miniature life, which is a preparatory stage for adult life. It means not only rest and relaxation time, but more than that. Games help him or her to acquire skills, if the student engages in didactic games, he or she is completely a force that encourages thinking and reasoning, thinking, drawing conclusions. Games encourage the reader to communicate with others and therefore succeed in overcoming his or her language problems.

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