

## THE ROLE OF DIDACTIC GAMES, TEACHING DIALOGICAL SPEECH

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**Annotation:** *This article will teach language learners about didactic games and their benefits, effectiveness of such games. An additional approach reveals the use of dialogues in the process of reading, their types and their true nature. The article examines different views on the use of didactic games in the learning process of students and the formation of skills and interesting organization of lessons.*

**Key words:** *Didactic game, types of games, interesting games, types of dialogues, use of dialogues.*

In this article, we have chosen the topic of the the role of didactic games, teaching dialogical speech because significant role of it in teaching process.

Today's education aims towards creativity, autonomy, cooperation, and communication. Using didactic games in the educational process can be a great way to achieve it. Didactic games not only motivate and activate students they also develop relationships, teach students to follow the rules and respect others. Furthermore, games support students' self-confidence and influence their attitude toward learning. The value of didactic games in the development of children. The didactic game contains great opportunities in the education and upbringing of preschoolers. It can be successfully used both as a form of education and as a means for educating various aspects of a child's personality. Naturally, with the introduction of education in kindergarten, the role and place of didactic play in the pedagogical process has changed. It has become one of the means of consolidating, clarifying and expanding the knowledge that children receive in the classroom. The characteristic features of didactic games are that they are created by adults for the purpose of teaching and educating children. However, created for didactic purposes, they remain games. The child in these games is attracted, first of all, by the game situation, and while playing, he imperceptibly solves the didactic task. Didactic teaching is an educational method where the teacher or lecturer gives lessons to students, usually in the format of a lecture. The word didactic refers specifically to the teaching process, relying on a knowledgeable and prepared instructor to provide information to students. Because it encourages organized lesson plans and a focus on lecture-based classes, teachers can easily accommodate provincial curriculums using this method.

A didactic game is the main activity of a child at preschool age, and, playing, he learns the world of people and develops. The plan of work with the children of the group includes various didactic games for the development of thinking: desk-printed, verbal and different didactic toys. This is the most important part of the game. The forms and methods of conducting the game are quite different from other types of education. Didactic game methods are unlimited, it is possible to repeat and change, to introduce various innovations. Didactic games differ in form from creative games conducted in kindergarten, which the teacher himself explains by telling a story and



asks students one by one, and thus strengthens as a result. It is completely different from the games. Didactic games, first of all, serve the purpose of teaching and are required to be conducted at a level that is interesting, enjoyable and, in turn, understandable for students. In order to win the game, children do the exercises with all their heart, they get used to doing every given task perfectly, and as a result, their interest in doing didactic tasks increases. Didactic games help to better understand the purpose of each lesson, the essence and tasks of each exercise. Through didactic games, the visually of education increases. This, in turn, causes the children to easily understand what the teacher says, that is, to consciously follow the rules of the didactic game on their own. The peculiarities of the structure of didactic games in this way make it possible to easily analyze the activities of students.

That's why all the children of primary school age work with great interest during the game. The use of game forms is primarily intended to develop cognitive processes. Didactic games, as one of the components of intellectual methods, lead the child to activate his inner potential, to think, to think freely, to communicate, and to be creative. In particular, interest in the environment and life increases, how to overcome difficulties and obstacles, and forms critical thinking skills. Didactic games, in particular, help students to develop their ability to think independently, ingenuity, inquisitiveness, resourcefulness, logical reasoning, self-study, comparison of known and unknown aspects, observation based on existing knowledge. Didactic games differ in form from creative games conducted in kindergarten, which the teacher himself explains by telling a story and asks students one by one, and thus strengthens as a result. It is completely different from the games. Didactic games, first of all, serve the purpose of teaching and are required to be conducted at a level that is interesting, enjoyable and, in turn, understandable for students. In order to win the game, children do the exercises with all their heart, they get used to doing every given task perfectly, and as a result, their interest in doing didactic tasks increases. Didactic games help to better understand the purpose of each lesson, the essence and tasks of each exercise. Through didactic games, the visually of education increases. This, in turn, causes the children to easily understand what the teacher says, that is, to consciously follow the rules of the didactic game on their own. The peculiarities of the structure of didactic games in this way make it possible to easily analyze the activities of students. That's why all the children of primary school age work with great interest during the game. at a level that is interesting, enjoyable and, in turn, understandable for students. In order to win the game, children do the exercises with all their heart, they get used to doing every given task perfectly, and as a result, their interest in doing didactic tasks increases. Didactic games help to better understand the purpose of each lesson, the essence and tasks of each exercise. The lessons are short and therefore, there is not much time for students to think about tasks or questions for a long time or to solve problems on their own. Students remember things they solved or experienced on their own better than those they were told.

Therefore, it should be considered whether devoting more time to activities which let them think on their own is not more beneficial than passive teaching. Even parents often do things for their children easier, do not let them solve their problems or do



things on their own which often causes children's passivity. Our learning design model emphasize the interrelationship between instructional categories and it represents a model for planning and carrying out teaching with games in classrooms. Having said that, it can also be a useful model for analyzing how games work as part of complex learning ecologies. Several studies of game-based learning in classrooms show that the role of dialogue is crucial in order to ensure valuable learning outcomes. This both pertains to dialogue between students and the game, dialogues between students playing games, as well as dialogues between teachers and students in game-based learning contexts. Moreover, the dialogic aspects of learning are both important during gameplay and around digital game activities. In spite of a growing interest in the dialogic aspects of games and learning, there exists no systematic overviews or focused theoretical discussions on the why, how and what when enacting and studying dialogue around digital gameplay within educational contexts. In this paper, we will outline and discuss key theoretical approaches to conceptualizing games, dialogue and learning and discuss the possibilities as well as limitations of different approaches as exemplified by selected case studies within the context of primary and secondary education. From this perspective digital games are tools with flexible meanings, purposes, and functions, which can make them into tailorable and useful tools for teaching and learning.

This does not mean that we believe it is easy to implement digital games into educational practices. A range of practical and pedagogical issues makes it challenging to use digital games for learning. Some of these issues are related to the relevance of particular games to learning goals, the amount of time it takes to play games, access to relevant hardware and software in schools, and teachers' digital competence. Many authors underline that didactic games are an efficient method of developing persistence. Gabriela Kapica claims that they develop willpower, willingness to overcome difficulties and persistence. They bear successes, which evoke optimism and self-faith. Maria Noga adds that "they develop such character traits as regularity, persistence, self-discipline and feeling of justice. Didactic games, in particular, help students to develop their ability to think independently, ingenuity, inquisitiveness, resourcefulness, logical reasoning, self-study, comparison of known and unknown aspects, observation based on existing knowledge. Didactic games, in particular, help students to develop their ability to think independently, ingenuity, inquisitiveness, resourcefulness, logical reasoning, self-study, comparison of known and unknown aspects, observation based on existing knowledge. Using games in the classroom is an effective way to assess students before, during, or after a lesson. Didactic method provides students with the required theoretical knowledge. It is an effective method used to teach students who are unable to organize their work and depend on the teachers for instructions. It is also used to teach basic skills of reading and writing. Dialogic communication is an approach to communication that focuses on promoting a dialogue between a speaker and their audience. Dialogic communication encourages

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speakers to be assertive (calm, respectful, and open) in presenting their ideas to an audience. Speech and language are different in terms of structure as well. The structure of the language shows itself in its largest unit, the sentence. The structure of speech includes sentences, paragraphs, and text. Although the differences exist, speech and language are interrelated. "Language is essential for speech to be clear and to show its full effect; speech, in turn, is essential for the establishment of language; historically, the presence of speech always precedes language. «The participation of the speaker and the listener in the speech process is not always the same.

Learning English through games offers children a great opportunity to develop speech, language and listening skills. Children talk and listen during playtime, which helps them become autonomous users of the language. Using games allow children to learn a range of new skills, including experience, exploration and tradition, which help them complete the developmental tasks of their lifetime. Early-age play and learning help children discover themselves and the world better. It is noteworthy that textbooks designers include some games in books to serve as a guide for not only novice teachers but also for experienced one to use in there. The research, based on using didactic games in the English lessons proved that didactic games have an important position in the English lessons and teachers have considerable experience in incorporating them into their teaching.

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