MODERN TENDENCIES OF FORMATION OF LEXICAL COMPETENCE

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Abstract: This article examines modern trends in the formation of lexical competence of elementary school students through didactic games in English classes.

Key words: didactic game, lexical competence, students, formation.

The global process of globalization, which is unfolding in various fields, is imposing several important demands on the teaching of foreign languages. One of these demands is the early teaching of foreign languages to young learners. This necessity and demand create an important environment for the development of the lexical competence of primary school students through the use of didactic games in the process of teaching English. To achieve this, the application, introduction, and effective use of innovative pedagogical technologies in foreign language teaching are crucial.

Didactic games are an effective tool for developing the lexical competence of primary school students. They help enhance students' language skills, as well as their social and emotional abilities. Modern trends in shaping the lexical competence of primary school students through didactic games in English language lessons focus on several important directions:

Integration of Technologies: Modern lessons are supported by computers, tablets, interactive textbooks, online games, and applications. These technologies help increase student motivation, promote interactivity in the classroom, and create opportunities for successful assessments.

Multifaceted Activities: A range of activities is important for primary school students, such as physical activities (role-playing games, card games), creative activities (group presentations, dramatic performances), and interactive learning through discussions with other students.

Practical Approaches and Simulations: Games and programs aimed at enhancing lexical competence, such as creating simulations of a restaurant, store, or city, provide practical language learning experiences and opportunities for students to exchange information.

Connected Language Learning: One important method for primary school students is to focus on learning one language, where they strive to remember English words, terms, and key expressions.

The tendency in Uzbek lexicon is to indicate development, interest, inclination, and striving. Difficulties in mastering language units lead to their categorization. Thus, the term classification is inevitably linked with the phenomenon of difficulty. Therefore, organizing the educational process through games guarantees the understanding, learning, and mastering of content.

Didactic games are important tools in the educational process. Many scholars and researchers have expressed their views on the modern trends of using didactic games to develop the lexical competence of primary school students in English language lessons. Below are some quotes:

Stephen Krashen: "Didactic games play an essential role in language learning because they provide students with the opportunity to use the language in a natural and engaging context. Through these games, the process of developing communicative competence becomes more effective."

James Paul Gee: "Didactic games enhance motivation and develop language skills. Through games, students naturally improve their communicative abilities because they have the chance to use the language in practice."

These quotes emphasize the importance of didactic games in developing lexical competence in primary school English language lessons. Games make learning more engaging and effective, increase student motivation, and allow them to apply language skills in practice. In didactic games, the student's desire for success and victory encourages attentiveness, memorization, comparison, classification, and improvement of their knowledge. These types of games help students learn something in an easy and comfortable environment. Through didactic games, students also learn to compare, group objects, and solve problems based on external signs and goals, as well as develop balance, attention, persistence, knowledge, skills, and communication abilities.

It is well known that didactic games have been a tool for learning in various fields such as philosophy, sociology, cybernetics, psychology, and pedagogy for a long time. The uniqueness, diversity, and complexity of didactic games also explains their significance. It should be noted that games as a type of activity have a long history, and today they are important due to the variety of concepts, approaches, and methods they incorporate. According to Plato, in ancient Egypt, artists and scholars were engaged in creating various special educational games.

The characteristics of didactic games, in this interpretation, enhance the teacher's activity in the formation of the child's personality and pose several pedagogical challenges. According to renowned scholars, games help develop social activities, self-moral development, and management. Games teach students to think, be resourceful, observant, and logical.

The primary school period is a crucial time for shaping mental characteristics and qualities in a child's life, and this is when targeted education and training begins. The main activity of students is focused on acquiring knowledge. In this context, didactic games, which serve as an easy and close method of understanding the surrounding reality, are the most natural and comfortable way to acquire knowledge, skills, and competencies. The rational use, organization, and application of didactic games in the educational process requires further study.

It is important to gradually develop the components of learning and cognitive activities in primary school students. Therefore, every lesson should be designed by the teacher with clear components. It is essential that the teacher creates a conducive environment for interaction and cooperation with each student and establishes a dialogue.

The classification of didactic games is a significant issue in pedagogical theory and practice. It is important to note that there is no universal classification of didactic games in pedagogy, and nearly every researcher provides their own system. Currently, there are several classifications based on different criteria.

Using didactic games to shape the lexical competence of primary school students in English language lessons plays an important role in modern educational processes. Below, we present modern trends in this field and the ideas that emerge from them:

Modern Trends:

1. Use of Technologies:

Digital Games: Digital games and interactive applications are widely used in modern English language lessons. For example, through mobile apps and online platforms, students learn English words, phrases, and grammar rules. These games provide interactive experiences and strengthen language skills.

Virtual Reality (VR) and Augmented Reality (AR): Using VR and AR technologies, students can embark on virtual journeys or simulate real-life situations in English, making language learning more interesting and effective.

2. Individualization and Differentiated Teaching:

- **Personalized Games:** Didactic games employ personalized and differentiated approaches to meet individual learning needs. For example, games and exercises tailored to students' levels respond to their unique needs.

- **Adaptive Games:** Through games based on previously acquired knowledge, the learning process is managed individually, catering to students' learning speeds and abilities.

3. Social Interaction and Collaboration:

- Group Games: Didactic games support group activities, helping students develop communication, teamwork, and social skills. For example, solving problems in a group or participating in role-playing games.

- Online Collaboration: Students have the opportunity to communicate and collaborate in English on online platforms. This method helps develop their lexical competence and prepares them for communication in various cultural contexts.

4. Creative Approaches:

- Creative Games: Creative games and activities, such as story creation, dramatization, or arts and crafts, promote language learning in English. These activities allow students to express themselves freely in English.

- Interactive Stories: Students develop their language skills by creating interactive stories in English, which makes the learning process more engaging.

In conclusion, the use of didactic games in English language lessons has become an integral part of modern education. Current trends enhance the effectiveness of these games in shaping lexical competence through the use of technologies, individualization, social interaction, and creative approaches. Digital technologies and personalized games make language learning more effective by meeting students' individual needs, while group and online collaboration games develop social communication and teamwork skills. Creative approaches enhance students' interest in language and strengthen their language skills. Thus, didactic games serve as an effective and enjoyable tool in language learning.

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