

# Methods of communicative games to restore the psycho-physical state of young people

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**Abstract.** The article discusses the possibilities of using communicative games, the basis of which is the Kyrgyz language. Holding such games not only has a beneficial effect on the condition of young people, but also develops universal competencies. As a result of the study, several types of communicative games have been developed, which include lexical, role-playing and interactive games. The methodology of their implementation was tested in the course of a pedagogical experiment. One of the main achievements established as a result of the experiment is the development of language skills, the formation of social, cultural, professional and other competencies. The developed methods can be used in educational activities, for example, for the adaptation of foreign students when exporting Kyrgyz education.

**Keywords:** communicative games, interactive games, lexical games, role-playing games.

## 1 Introduction

The modern concept of education is focused on developing individual capable of effective self-realization in their future professional activities [1, 2]. In this regard, the question of developing universal competencies in students during the process of learning Kyrgyz language is particular importance. The level of universal competency of a person determines their success in communicating with their partners and self-realization in society.

Currently, in modern living conditions, personal qualities such as adaptation to rapidly changing conditions, orientation towards the application of human values, and an active life position are the major importance. It is also important to be able to defend your point of view correctly and reasonably, to have communication and management skills in the implementation of professional activities. The modern development of software and hardware has had a significant impact on the communication process [3]. Everyone in a professional or household environment uses software products to communicate (sends e-mails, maintains pages in a social network, uses mobile applications of commercial organizations selling goods and services) [4, 5].

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Therefore, universal competencies are understood as the possession of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, and etiquette in the sphere of communication, observance of etiquette, education, and orientation towards communication media [6].

In the modern world, due to the active growth of information volume, the established one-sided form of communication based on the transfer of experience from teacher to student in the process of learning becomes ineffective. The introduction of multi-sided communication is necessary when the student becomes an active participant in the educational process [7].

## 2 Methods

In the article by E.S. Shelestova, we support the fact that a modern approach to education should include innovation and interactivity, paying special attention to the student's personality and providing them with creative freedom [8, 9], as it is in these communicative games and tasks that communicative skills necessary for abstract and creative free thinking are formed.

One of the tools that helps develop communicative skills is communicative games [10]. A communicative game is an educational activity that involves communication and the functions of students [11, 12].

Communicative activities during have an educational character and therefore should correspond to the goals and objectives of learning. The aim of communicative games and tasks is to use knowledge, skills, and abilities that need to be developed, activated, reinforced, or controlled.

## 3 Result

When compiling a collection of communicative exercises for first-year students to develop universal competencies, we relied on the works of V. Musaeva, A. Muratov, A. A. Khokhlov, E. M. Pankratov, L. N. Omelyanchuk, and others.

The collection contains about 75 different tasks for developing communicative skills: discussions, roundtables, lexical, didactic, creative, rhetorical, phraseological, role-playing games. Recommendations for using the presented games are also provided.

Communicative games can be used sequentially as communicative training or as separate game elements in the learning process. The main goal of these games and tasks is to awaken students' desire to independently familiarize themselves with the material, give them a stimulus for developing their creative abilities, and motivate them towards self-improvement and self-development.

Here are the main tasks of the presented games:

- increase students' interest in the learning process;
- help students fully experience a particular situation, visually imagine and experience certain episodes;
- involve students in the life of the collective, make them more capable of communication, compassion, responsibility, and develop communication skills;
- teach students leadership qualities, the ability to listen, participate in debates, and accept criticism correctly.

The methodology for implementing communicative games aimed at developing students' universal competencies in learning the Kyrgyz language will allow students to

have the opportunity to apply acquired knowledge in their future profession and improve their personal qualities.

Therefore, the curriculum for Kyrgyz language should include communicative tasks that develop communication skills, effective thinking, self-control skills, competencies that contribute to the development of teamwork and leadership qualities, and self-confidence. For example, choosing vocabulary units in a game within a theme or preparing for a discussion. And using a game created by the students themselves in class leads to an even more effective result.

Among the conditions for organizing a lesson is dialogue (discussion, debate, round table). Dialogue requires the student to think independently. There is no doubt that dialogue between a student and a teacher is only possible if the teacher recognizes the student as an equal. Only with equality between the subjects of the educational process can their interest in each other be realized through dialogue.

Different viewpoints can be discussed in dialogue, and sometimes they may differ from each other. In dialogue, the student can learn to defend their opinion, think critically, make informed decisions, participate in discussions, persuade their interlocutor, find arguments for and against, and listen.

The proposed communicative games and tasks are part of the interactive activities in Kyrgyz language classes, which are just an example of possible use in working with university students. When choosing a particular type of game, the teacher should take into account the individual characteristics of the group and individual students (considering their level of proficiency in the Kyrgyz language, level of creative activity, etc.). The use of gaming techniques in classes contributes to effective and high-quality assimilation of material and develops a cognitive interest in learning the Kyrgyz language.

We offer a number of methodological techniques for effective work with communicative games and tasks.

Currently, new methods and forms of education are emerging, which in turn represent not only various technologies of information exchange and transmission used in the learning process, but also a large system of teaching methods aimed at developing students' communicative knowledge and improving their speech skills.

The use of modern educational technologies in Kyrgyz language classes helps to complement traditional teaching methods, promotes the formation of basic communicative skills in the Kyrgyz language, increases students' desire and interest in learning, thereby revealing their creative and intellectual potential, talents, and fostering a new perspective on the subjects being studied.

It is recommended to start with a simple presentation game of a small size, in which the communicative task will be interesting to the students. Its goal should be directed towards developing the ability to work in a team through joint discussion of a business situation (work) and decision-making. The relevant topic of the task allows each participant to express their opinion and focus on collective work, as active discussion of the problem leads to optimal solutions and develops students' interest in group work.

The teacher is the organizer of communication among students during the learning process. When organizing discussions, roundtables, it is important to encourage and balance the participants (not allowing one group to dominate over others), to be able to manage this process so as not to move from the discussed problem to another problem, and to create a favorable friendly atmosphere. Therefore, to ensure that the code of conduct is observed for organizing a friendly atmosphere in the group, the first thing to do is to address all students by name.

Secondly, students should not be allowed to compete with each other, not to highlight the successes of some students and failures of others.

Thirdly, it is recommended to emphasize the successes of some students or groups, even if they are insignificant.

The role of the teacher in organizing communicative games:

- director - provides instructions for conducting games;
- observer - controls the direction of questions, answers, and discussions;
- moderator/prompter - suggests further steps in working on the task.

When monitoring joint work of students, the curriculum should adhere to the principles of normativity, systematicity, objectivity, complexity, and individuality.

Below we present the options that have been tested during the pedagogical experiment (Table 1-3).

**Table 1.** Asyl Oi

<b>Goal</b>	The objective is to develop collaboration, create partnerships within the group, promote critical thinking, and be able to articulate one's point of view to others.
<b>Time</b>	30 minutes
<b>Number of participant</b>	All students. Working in groups
<b>Game conditions</b>	support all ideas, including unusual (creative) ones. arguing and dividing words is prohibited. Each group will be assigned a theme: "The most difficult thing for a person is to be human every day. If you don't have a goal, you'll have to work for people who have a goal!" (Chingiz Aitmatov) "Whoever respects water will be great, and whoever neglects it will be poor" (Zhenizhok) "If I read thoughtlessly, I think I know everything, but if I read attentively, I notice that I know nothing" (Voltaire) "Those who want to be friends with everyone cannot be friends with anyone" (Omar Khayyam) "There are three qualities of a person: warmth, a bright mind, and a kind heart" (Abay Kunanbayev) "The most valuable quality of a person is not intelligence. The qualities he can control with his mind are character, heart, kindness, and pure thought" (Fyodor Dostoevsky)
<b>Game ending</b>	Were there any opportunities for collaboration within the group? Were you able to articulate your point of view to others? Why did you choose this quote? Write a witty word in accordance with the circumstances of today. The motto of my life is...

**Table 2.** Music

<b>Goal</b>	The exercises help to emphasize the importance of intonation in the process of communication. Forming in the student a proper, expressive, clear, and articulate speech.
<b>Time</b>	5 minutes
<b>Number of participants</b>	All students
Teacher: intonation plays a significant role in our speech. The same sentence can be pronounced with different intonation, changing its meaning. The following types of intonation are distinguished: <b>Slow intonation.</b> In our speech, when we pronounce a sentence with intonation, we speak with a lowering of the voice on the last syllable and a slight rise in the voice on one of the previous syllables. For example: "Tomorrow we're resting."	

<p><b>Question intonation.</b> When you speak with this intonation, it is pronounced with an accent on the word containing the question. For example: "Did you go to the museum <b>today</b>?" "Did you go <b>to the museum</b> today?" "Did <b>you</b> go to the museum today?"</p> <p><b>Imperative intonation.</b> When pronounced with strong emotion, the sound increases, and in a command, this intonation is characterized by a lowering of the tone, similar to slow intonation. For example: "Sit quietly!" - strong intonation. "Sit quietly." - command intonation.</p> <p>In our speech, the meaning of a sentence also changes when we pronounce an important word with emphasis. For example: "<b>Tomorrow</b> he will read a report." "Tomorrow <b>he</b> will read a statement." "Tomorrow he will read a <b>report</b>."</p>	
<b>Game Conditions</b>	<p>The student goes to the board and, with the assigned intonation, expressively reads the given poem:</p> <p><b>MUSIC</b> Soft, wide, Sweet, deep, Cheerful, sad, Cool, warm, Deaf, artistic, Tasteless, grown, Clean, clean, Always polite. Righteous, distant, Traditions, Strong, fighter, Flaming. Beware of words, Get access to the song. There is one hero, If you ask. (A.O.) 21/I 1945 Koysary</p>
<b>Game completion</b>	<p>Whose reading did you like? Who could use intonation correctly? Who is the author of the poem? What philosophical thought do you think was given? Applaud and support each student!</p>
<b>Task</b>	<p>Write 4 lines of poetry on a free theme. For example: "Mother," "Time," "Spring," etc.</p>

**Table 3.** Mime

<b>Goal</b>	To develop collaboration, create partnership relationships within the group, and inspire creativity.
<b>Time</b>	30 minutes.
<b>Number of participants</b>	All students are divided into groups. The condition of division is determined using various methods, such as birth month, through a list, etc. Then, directors, actors are determined. From the remaining students, critics and analysts are chosen.
<b>Game rules</b>	<p>support all ideas, including unusual (creative) ideas; arguing and splitting words are prohibited. Scene - Competitive lesson. The names of the writer's works are given on the cards. For example: "Face to Face," "Jamila," etc. The students are divided into several groups and try to depict the main characters of the work presented on the card, playing without words. Students from another group must find the title of the work, the author, and which main character they are playing.</p>

<b>CARDS:</b>		
"Jamila" (play the roles of the main characters without words)	"Early Cranes" (play the roles of the main characters without words)	"The White Ship" (play the roles of the main characters without words)
"A Long Way" (play the roles of the main characters without words)	"Live Not Causing Pain to the Heart" (play the roles of the main characters without words)	"Ajar" (play the roles of the main characters without words)
<b>End of the game</b>	Which work is the excerpt from? Who are the main characters? Which student played their role flawlessly? What ending would you write for the work? Listen to the analysis and evaluation of critics regarding the stage competition. Applaud and support each participating student! Together with the students, those who played their role best are recognized and the game ends with a festive award ceremony of the "Oscar" (pen, notebook, etc.).	

## 4 Discussion

Experience shows that in a friendly atmosphere, even for a simple prize, students make every effort to participate in the game and try to win it. If the work is done in a group, it is necessary to unite passive students with active students. At the end of the game, it is essential to congratulate each winner and all team members, as this promotes a friendly atmosphere among the group of students.

## 5 Conclusion

This methodology and accompanying tools ensure not only the effective work of students in Kyrgyz language classes but also the correctness of their actions in the process of independent work and lesson preparation.

Thus, compared to traditional teaching methods, the inclusion of gaming technologies inevitably changes the role of the teacher. Their main role is to increase students' self-dedication and support personal development. Such teaching allows to increase students' motivation to learn, significantly increase interest in learning, and also gives better results in forming students' universal competencies compared to traditional methods.

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