



THE ROLE OF INTERACTIVE GAMES IN DEVELOPING
STUDENTS' LANGUAGE COMPETENCE

*Mambetlepesova G.O., master's students, Tashkent State University of
Oriental Studies*

*Rahmonberdiyeva K.S., p.f.f.d (PhD), dotsent, Tashkent State University of
Oriental Studies*

Annotatsiya: Ushbu tezisdagi interaktiv o'yinlarning o'quvchilar til kompetensiyasini shakllantirishdagi o'rni lingvodidaktik yondashuv asosida tahlil qilinadi. Tadqiqotda kommunikativ vaziyatni modellashtirish, hamkorlikda o'qitish va refleksiya mexanizmlari o'yin texnologiyalari orqali yoritiladi. Ilmiy yangilik sifatida o'yinlarning motivatsiya, nutqiy harakat va baholash integratsiyasiga ta'siri asoslanadi.

Kalit so'zlar: interaktiv o'yin, til kompetensiyasi, kommunikativ yondashuv, motivatsiya, hamkorlik, refleksiya, baholash.

Аннотация: В тезисе анализируется роль интерактивных игр в формировании языковой компетенции обучающихся на основе лингводидактического подхода. Рассматриваются механизмы моделирования коммуникативных ситуаций, сотрудничества и рефлексии в игровой технологии. Научная новизна состоит в обосновании интеграции мотивации, речевого действия и оценивания при использовании игр в обучении.

Ключевые слова: интерактивная игра, языковая компетенция, коммуникативный подход, мотивация, сотрудничество, рефлексия, оценивание.

Abstract: This thesis examines the role of interactive games in developing learners' language competence within a linguodidactic framework. It explores how games model communicative situations, support collaborative learning, and foster reflection. The scientific novelty lies in substantiating how games



integrate motivation, speech action, and assessment, improving the quality of language learning outcomes.

Keywords: *interactive game, language competence, communicative approach, motivation, collaboration, reflection, assessment.*

INTRODUCTION

Competency approach in the methodology of language teaching interprets the learning result not only as a sum of grammatical knowledge, but as the ability to communicate appropriately, logically and socially appropriate in real speech situations. From this perspective, language competence is not limited to phonetic, lexical, and grammatical components, but also includes pragmatic choices, discourse management, strategic adaptation, and adherence to sociocultural norms. The student can partially acquire these skills through routine reproductive exercises, but to stabilize them, a didactic environment is required in which the need for communication, situational pressure, and the need to agree with a partner appear.

Interactive games provide just such an environment: they guide the learner to choose strategies for delivering content, listening to the audience, and achieving results rather than an artificial "correct answer." The term interactive game here means not only an entertainment activity, but also an educational activity that has a clear goal, defined rules, evaluated results, and requires interaction between participants. The didactic value of the game process lies in its ability to model a communicative situation: such mechanisms as role-playing, negotiation, problem solving, filling information gaps activate the natural components of speech activity. In methodological literature, the communicative approach emphasizes the need to bring the student closer to the "language practice" than the "language system"; and the game psychologically relieves this approach, because the risk of making a mistake is relatively softened against the background of the "rule of the game", and the student tries his speech more freely. At the same time, the demand for interactivity makes the student not only a responder, but also a subject who initiates, asks questions, clarifies and defends his opinion.



The issue of motivation in the formation of language competence is of special methodological importance. In traditional exercises, motivation is often dependent on external factors, such as grades or teacher supervision. And in a game situation, internal motivation increases: the goal is not to "complete the task", but to succeed in the game, to show one's position in front of the team, or to convince a partner. This psychological mechanism encourages the learner to engage in speaking more quickly, as a result of which the process of choosing language units is accelerated and closer to automation. From a methodological point of view, the effectiveness of the games is that they focus the student's attention on the content, not on the form, but the language norms are not left out: at the end of the game, the teacher summarizes the mistakes through reflexive analysis, processes the problematic points and defines the target micro-skills for the next lesson. Therefore, the analysis of the game process and the result of the game are interdependent and jointly develop the conscious and automatic layers of language competence. The lingua-didactic model of interactive games requires, first of all, to define a specific language task as an input condition: for example, speech functions such as argumentation, comparison, compromise, explanation or rejection. The second condition is the closeness of the game scenario to real life and the presence of the need for information, because if the student does not receive new information from the partner or does not share the existing information in a meaningful way, the communication will be artificial and only memorized constructions will be checked, not competence. The third condition is the transparency of the assessment: if the assessment is based not only on the final "victory", but on criteria such as the achievement of the communicative goal, fluency of speech, appropriate register selection, cooperative culture and strategic compensation, the game gives methodical signals to the student and paves the way for the next stages of learning. Thus, game technology requires the teacher not to direct, but to provide methodological design competence, that is, to ensure a balance between language material, situation, cooperation and assessment.



In terms of the components of language competence, interactive games are distinguished by the fact that they activate several components at the same time. Lexical competence is developed by making choices in the context: the student finds the "appropriate word" rather than finding the "correct word", chooses the variant according to the situation from the synonymous lines, tries to use collocations naturally. Grammatical competence is also activated during the game not in the form of "remembering the rule", but through the need to express the intention; this situation serves to form grammatical automatism with increasing speech speed. Phonetic and prosodic skills are especially noticeable in speaking in a role, speaking in front of an audience or in a situation of dialogic confrontation, because intonation becomes a means of meaning differentiation and pragmatic signaling. It is from the point of view of pragmatic competence that games have the strongest effect: the student learns to choose speech acts such as request, offer, objection, compromise in accordance with social distance and register, which increases the naturalness of communication.

Along with the advantages of interactive games, it is necessary to consider their limits methodically. First, if the game is used without a purpose, it activates the activity, but does not deepen the competence; therefore, a short preparation of the language material before the game and a reflexive generalization at the end of the game are mandatory. Second, not all students may be equally ready for open communication; For students who are introverted or have high speech anxiety, small groups, clear roles, and safe "language support" should be provided. Third, when using digital interactive games, there is a risk of technological distraction, superficial competition, and distraction from the language goal; therefore, the digital tool should be subordinated to the methodical goal and the game mechanics should be selected at the level of serving the communicative task. These limitations do not diminish the value of games, but rather show the need to manage them through scientifically based didactic design.



In the logic of research, interactive games show a three-level mechanism of influence on the formation of language competence. The first level is the motivational-emotional layer, which encourages the student to engage in speech and reduces the "fear of making mistakes". The second level is the cognitive-operational layer, in which the student chooses language units according to the situation, uses strategic compensation, that is, covers the missing word with a synonym, explanation, paraphrase or gesture, thereby maintaining communicative continuity. The third level is the reflexive-evaluative layer: at the end of the game, the teacher and students together distinguish success strategies, analyze the cause of mistakes and set individual goals for further communication. It is the third level that turns the game experience into a didactic result, because without reflection, the game remains as an "experience" and the conscious trajectory of competence formation does not emerge. Thus, interactive games should be interpreted not as a methodical tool in language teaching, but as an integral mechanism of competence formation.

CONCLUSION

In short, interactive games combine communicative situation modeling, motivational enhancement, collaborative speech act organization, and reflexive evaluation into one system in the process of language competence formation. Their efficiency is manifested not in the entertainment of the game elements, but in the goal-oriented methodical design, that is, in the harmony of speech functions, information needs, social roles and transparent evaluation criteria. Didactically correctly constructed games take the student from "knowing" the language to "doing" it through the language, as a result, lexical-grammatical resources develop along with pragmatic adaptation and discursive consistency, turning into stable competence.

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