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THE USE OF ELEMENTS OF KAZAKH NATIONAL GAMES IN TEACHING ENGLISH

Abstract. At present, the importance of learning English not only in Kazakhstan, but also around the world is increasing more and more. In teaching English as a second language, teachers face challenges since it is not the mother tongue of language learners. Therefore, teachers should attempt to apply the most effective techniques and methods to get learners interested and motivated to learn English. There are lots of ways of teaching English effectively and achieving success in the development of learners' communicative competence. As known from the world language teaching practice, a gaming technology is regarded as one of the effective methods in the achievement of the purpose. Interestingly, most language teachers in Kazakhstan make a great use of games such as *Role play*, *Hot chair* and etc that are frequently applied. In the present article, we will consider the useful sides of using elements of the Kazakh national games in the development of communicative competence of language learners.

Keywords: language learning, communicative competence, gaming technology, meaningful use of national games, cognitive significance, educational significance.

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Ағылшын тілін оқытуда қазақ ұлттық ойындарының элементтерін пайдалану

Аңдатпа. Қазіргі уақытта ағылшын тілін үйренудің маңыздылығы тек Қазақстанда ғана емес, бүкіл әлемде артып келеді. Ағылшын тілін екінші тіл ретінде оқытуда қиындықтар туындайды, өйткені ол тіл үйренушілердің Ана тілі емес. Сондықтан ағылшын тілінің

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мұғалімдері оқушыларды қызықтырып, оларды ағылшын тілін үйренуге ынталандыру үшін ең тиімді әдістер мен тәсілдерді қолдануға тырысуы керек. Ағылшын тілін тиімді оқытудың және оқушылардың коммуникативтік құзыреттілігін дамытуда табысқа жетудің көптеген жолдары бар. Тілдерді оқытудың әлемдік тәжірибесінен белгілі болғандай, ойын технологиясы мақсатқа жетудің тиімді әдістерінің бірі ретінде қарастырылады. Ойын оқыту әдісі ретінде, аға ұрпақтың тәжірибесін кішіге беру ретінде, адамдар оны ежелден бері қолданып келеді. Ойын әрқашан эмоционалды және интеллектуалдық күштердің белгілі бір кернеуін, сондай-ақ шешім қабылдау қабілетін қамтиды. Ойынның құндылығы таусылмайды және ол ойын-сауық мүмкіндіктерімен бағаланбайды. Сонымен, оның құбылысы ойын-сауық, демалыс бола отырып, ол оқуға, шығармашылыққа, адами қатынастар мен жұмыстағы көріністерге ұқсас модельге айнала алады. Бір қызығы, Қазақстанда шетел тілі оқытушыларының көпшілігі өз сабақтарында рөлдік ойындар, ыстық орындық және т.б. сияқты ойындарды кеңінен пайдаланады. Осы мақалада тіл үйренушілердің коммуникативтік құзыреттілігін дамытуда қазақтың ұлттық ойындарының элементтерін пайдаланудың пайдалы жақтарын қарастырамыз.

Кілт сөздер: тіл үйрену, коммуникативті құзыреттілік, ойын технологиясы, ұлттық ойындарды мағыналы қолдану, танымдық мәні, тәрбиелік мәні.

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Использование элементов казахских национальных игр в обучении английскому языку

Аннотация. В настоящее время важность изучения английского языка не только в Казахстане, но и во всем мире возрастает все больше и больше. При преподавании английского языка как второго языка возникают трудности, поскольку он не является родным языком изучающих язык. Поэтому учителя английского языка должны стараться применять наиболее эффективные методы и приемы, чтобы заинтересовать учащихся и мотивировать их к изучению английского языка. Существует множество способов эффективного преподавания английского языка и достижения успеха в развитии коммуникативной компетентности учащихся. Как известно из мировой практики преподавания языков, игровая технология рассматривается как один из эффективных методов в достижении цели. Игру как метод обучения, как передачу опыта старших поколений младшим люди использовали с глубокой древности. Игра всегда предполагает определенное напряжение эмоциональных и интеллектуальных сил, а также способность принятия решений. Ценность игры не может быть исчерпана и оценена развлекательными возможностями. Так что его феномен и состоит в том, что, будучи развлечением, отдыхом, он способен перерасти в обучение, в творчество, в модель, подобную человеческим отношениям и проявлениям в работе. Интересно, что большинство преподавателей иностранных языков в Казахстане широко используют такие игры, как Ролевые игры, Горячий стул и т.д., которые часто применяются. В настоящей статье мы рассмотрим полезные стороны использования элементов казахских национальных игр в развитии коммуникативной компетенции изучающих язык.

Ключевые слова: изучение языка, коммуникативная компетенция, игровые технологии, содержательное использование национальных игр, познавательная значимость, обучающая значимость.

Introduction

Game is a multifaceted phenomenon and it can be regarded as a special form of existence of all life aspects. Therefore, a huge role in developing and upbringing a child belongs to game. It is an effective tool of forming the personality of a preschooler, his moral and volitional qualities and the need to influence the world is realized in the game. Soviet teacher V.A. Sukhomlinsky emphasizes game to be a huge bright window via which a life-giving stream of ideas and concepts about the surrounding world flows into the spiritual world of the child. He states that game is a spark that ignites a spark of inquisitiveness and curiosity [1]. First of all, game is a meaningful activity, i.e. a set of meaningful actions united by the unity of motive. A game is an activity and an expression of a certain attitude of a person to the surrounding reality. A person's game is the product of an activity through which a person transforms reality and changes the world. The essence of the human game is the ability to transform reality by displaying it [2].

Gaming technology is a thought-provoking process. It is also considered as one of the most effective pedagogical methods, which has a great potential for the formation of endurance, perseverance, ingenuity, accuracy, inquisitiveness, the scope of the field of worldview, knowledge, as well as other growing qualities. The educational value of game-based language learning has aroused attention in the English language teaching field [3] since they can be highly influential in learning [4]. Emphasizing the significance of text-based computer games, Andrea Madotto et al. consider that these games are of interest as they can be seen as a testbed for language understanding, problem-solving, and language generation by artificial agents [5]. The use of games in teaching English increases student's interest and motivation in a foreign language and helps better understand a new topic. Through playing a game, students can communicate easily in English. Children who are immersed in certain set conditions show more interest in the learning process and a specific topic [6]. During playing the game, students get impressed, interested and learn English quickly, without feeling tired. Games open the door to life, awaken creative abilities, improve logic and connect them to the real life. Didactic games help to develop learner's linguistic abilities and communicative competence. The educational significance of the gaming technology is that it attracts the learner to intelligence and ingenuity.

Research methods

We have chosen such methods as questionnaires, testing, interviewing, self-diagnosis, task completion, analysis of student activity products, interviews with teachers.

Methodological basis of the study. Many experienced authors of methodological manuals not only evaluate the great educational value of games in teaching a foreign language, but also emphasize their time-filling function. American scholar Richard-Amato claims that games can lower anxiety in the language acquisition process [7], while M. Hansen find them to be highly motivating and entertaining and estimates their opportunity to provide shy students the overcome their shyness in expressing their thoughts in English [8]. Other scholars explain language teachers' enthusiasm of using games as «a teaching device» by the fact that games are perceived to be a break monotony from drilling activities. B. Wierus and A. Wierus explain faster and better foreign language acquisition with the relaxed atmosphere created by the meaningful use of gaming technology [9].

English gaming lessons play an important role in raising awareness of the child's ability to timely recognize and enhance his or her ability to master the language. There are a number of language games that English teachers use to form learners' communicative competence at English

lessons. However, they mostly make use of different language games, but not Kazakh national games. The use of elements of national Kazakh games in teaching English in Kazakh classrooms is of paramount importance since they are close to their nature. Moreover, it promotes fast, rapid learning of lesson themes. On the other hand, outstanding Kazakh scholars as Abai Kunanbaev, Shokhan Ualikhanov and Ybrai Altynsarin underlined the contribution of playing national games to the development of future generation preserving precious treasures of our ancestors and formation of their high morality in understanding and respecting other people's opinions [10].

Results and discussion

There are many Kazakh national games that can be used during English lessons and out of class. For instance, «Baige», «Kokpar», «Altyn saka», «Khan talapai», «Kyz-kuu», «Togyzkumalak» and others enhance skillfulness and eagerness of learners to studying. Only through the meaningful use of national games, the cognitive and educational significance of a lesson increases. It is not difficult to make sure that students are easily involved in such national games as «Syikyrlı taiak», «Kokpar» and «Asyk».

In the classroom, any gaming element is aimed at two different purposes. First of all, it is the interest of a teacher to motivate the student, to develop his / her language; the second is to encourage students to ingenuity and to develop their thinking skills. For example, to develop students' thinking skills such games as «Khantalapai», «Leaving a shawl», «Chasing a girl», «Bes Asyk», «Ringing» and «Wonderful Pouch» can be applied. Now we will consider the ways of using the national Kazakh games separately.

One of the most beloved youth games is «Oramal tastau» (Leaving a shawl). This is a type of game in which players are divided into two groups, standing in two rows oppositely. The more the players, the more interesting the game is. The condition of the game is that a person who conducts the game throws the shawl on the side of the first team. The first player getting the shawl says any word, expression or phrase and throws it to the player of the second team, standing opposite him. The player of the opposite team translates the expression or gives its antonyms and synonyms or other words associated with this expression or phrase. For example, the first player throws the shawl to one of his opponents and says «Clutter». The opponent player says «rubbish». Then the shawl is thrown to the next player and he says «stuff». In this way, the game is continued.

Another way of playing this game is that one of the players says the first part of the word combination and the student getting the shawl should find the second part of it. For example, Madina says «free» which is the first part of the word combination «freecycle», and Nurai should give the second half of the word «cycle». As a result, the word «freecycle» appears. To play the game «Throwing a shawl» in this way, word combinations should consist made up of two syllables at least or they should be phrasal verbs, for example, «tidy away», «tidy up», «put away», «give away», «clean up», «get rid of» and etc. In case one player cannot quickly and accurately convey the second part of the word combination consisting of two parts or give its synonyms and antonyms, he should go to the blackboard and sing an English song or dance. Now, then the shawl is thrown to one of the opponents. Thus, the players of the two teams continue to play, throwing the shawl to one another. On the other hand, they entertain each other with their astonishing talents. This game teaches learners to play, to master the target language, to teach them ingenuity and enhance their communicative competence.

There is another way of using the game «Throwing a shawl». The didactic purpose is to teach children the ability to fully comprehend the combination of words and form their communicative competence and writing skills. Required tools: Each group is distributed a shawl. And cards on which there are words like **tidy**, **give** and **put**. The task of the game is that the class should be divided into three teams according to the row of desks. Each row is considered as one team. The leader of each team takes the shawl on his one hand and a card on his another hand. He raises his hand up saying a word combination or a phrasal verb by the word written on the card. After that, he

gives the shawl to another boy in his team. The second player gives another word combination or phrasal verb and the game is continued in this way. The rest two teams just sit and observe their game. For example, the first team students should give all possible phrasal verbs with the verb «to give»

give up	give out
give away	give off
give back	give over and etc.

When the first team finishes, the second team and the third team should continue in the same way. If the teams do not make any mistakes during the game, they get an excellent mark. The result of the game is determined according to the number of marks.

The fourth version of the game «Throwing a shawl» is the easiest way devoted to the low language level of learners. For playing this game, the group is divided into two teams and stand opposite to each other. The distance between them should be 5–6 meters. The teacher gives the shawl to the student standing first. This student should puzzle a word or shows the word by mimic and gestures to the student standing opposite to him. The player should find the word and take the shawl. If he fails to give the correct answer, he shows off his talent. Then he takes his seat and observes the game. If he finds the correct answer, he is able to continue the game. Further, he may show the word by his mimic and name the person who should find the hidden word. The game can be complicated according to the task prepared by the teacher.

Another Kazakh national game that we made use is called «**Kokpar**». The game is played between two teams. The players set up a circle, stand on a circle and answer the questions of the teacher. Whips are distributed to both teams. Only the person who knows the answer should raise his hand with the whip and answer the question. The team which gives more correct answer than the other team is the winner of the game.

One of the most widespread, old-fashioned, favorite types of Kazakh folk games among young people is «**syikyrlı taiak**» (**Magic Stick**). There is no limit to the number of players. The players gather making a circle and assign one of them as a game conductor. The game conductor keeps the magic stick in the middle of the circle and explains the way of playing the game. He names the number of players from one end to the other. Then he sticks the stick in his hand to the ground and marks the number of players and sticks. For example, if the number four, five, ten or twenty is the number that the game conductor calls, then the player whose the number is called should come and answer the question of his number. If he does not know the answer, he should stay in the middle and entertain the class. He sings, dances and plays dombra, but he has to do whatever the class asks him to do. For example, if student named Erbol can not handle the task perfectly and he should stay and raise the mood of the group by singing an English song. After performing, he calls another number to answer the question. In this way, he is replaced by the players. This game suits best to consolidate the previous material.








«**Kyz kuu**» (**Chasing a girl**) is one of the oldest traditional Kazakh games that is advantageous and entertaining. It is one of the most popular national horse games among the peoples of our republic. This competition has remained the same as it was played before. According to the condition of the game, the competition is held between a girl and a guy racing by riding a horse. If the guy fails in the race, he is not allowed marrying to a girl because he cannot justify her claim. In Kazakhs, there is one more tradition from ancient legends. According to this tradition, two girls and boys from different clans should take part in the competition. The failure of a guy was a serious defect on his clan. If the girl is failed, she should get married to a young man who reaches her by riding a horse. As we evidence, this type of Kazakh national game has been forgotten. This game is great of importance by its idealogical content. In our turn, we can make use of this game to create a relaxed atmosphere and to do the exercises with expressions that have been introduced and explained beforehand. To play this game, we can divide the students into two groups: a group of girls and a group of boys. The condition of the game is a boy and a girl should come up to the

blackboard and take two cards on which a sentence is written. In short, they compete to translate the sentences as quickly as possible. Firstly, the girl reads her sentence trying to translate. Then the boys attempt to do the same. The failed group should accomplish the task set by the winning group. The game does not only entertain the students, but also enhances their cognitive understanding and communicative competence. Through the game, learners can quickly communicate with each other, understand each other well and learn the ingenuity from each other.

Another advantageous national game that we often use is «Khantalapai» (Khantalapai). The condition of the game: colorfully numbered asyks from 1 to 10 are placed in the «korzhyn», which is translated as «a basket». Students should take the asyks and answer the question. This game is great for consolidating the newly taken text. National game «khantalapai» game can be used for a group competition. In our case, we color 10 asyks in red, yellow, blue, green, white, black, pink, gray, orange and purple. Further, we number them up to 10. By choosing the asyks, students should answer questions according to the number on the asyk. Teacher should prepare questions from the previously read text. This game is similar to the game «Five Asyks» in which players should take asyks from the basket and accomplish the task. This game allows us to consolidate the home assignment.





















«A white bone» (Ak suiek) is one of the national games played among young people. The didactic aim of the game is to find the hidden word and give an example and to learn the word by heart. Necessary visual aid is a table with sentences in which one part of the sentence is missing. The content of the game is that the whole group takes part in the game. A missing part of the sentence is hidden under the white bone as can be seen in Table 1. Each white bone is an excellent mark.

Table 1 – Game «A white bone»

Find the hidden word and get your real mark								
I	can't	remember	what	he	looked			
But	I	can	remember	that	he was		a rugby	shirt
I've	have	forgotten	a lot	of	what			
That	reminds		He	had	a	baseball	cap	on
I	noticed	someone					the	street
Looking		on it,	it	is	a	bit	worrying	really
Did	you	recognize	him?			I've	only just	moved there

The student who finds the words hidden under the bones gets an excellent mark. As can be observed, this game is best to enhance learners' grammar skills. Grammar games in this methodology develop the language, mindset, motivation, resourcefulness, self-esteem and interest in the subject, while phonetic games enhance students' literacy, helping them master the sounds. In the game, the learners are enthusiastically motivated to learn, master a variety of skills and enhance their language skills. Thus, they develop, deepen their knowledge, improve and develop creativity. We use this game to develop children's literacy. We also apply this game for revising the tongue twisters and proverbs asking learners to «Say the tongue twister without hesitating» and «Continue the proverb». The game «A white bone» can also be successfully used in the game «Polyglot» as in Table 2 in which the task is to translate the given English proverbs into Kazakh and Russian.

Table 2 – Game «A white bone» on the basis of «Polyglot»

№	English	Kazakh	Russian
1	All that glitters is not gold		
2	An apple a day keeps the doctor away		
3	Appearances can be deceptive		
4	As you sow, so you shall reap		
5	Better late than never		
6	Don't bite the hand that feeds you		
7	Early bird catches the worm		
8	Easy come, easy go		
9	Honesty is the best policy		
10	Keep your mouth shut and eyes open		

The game can be continued by questioning students to give examples with the help of phrases and word combinations from the previously taken text. In this way, the text can be consolidated by which the communicative competences of learners are much more enhanced.

The game «**Baige**» has a didactic significance in forming communicative competence of learners. Teacher should prepare little passengers for each group, number for learners in the game, cards with additional examples and posters. The condition of the game is to answer the question on the way to the destination first. The class is divided into several teams and writes the examples given in the textbook on the cards or on the game board. The players of each team come to the blackboard one by one and answer the question on the way to their destination. They go further only

through answering all questions. The team that answers all questions and reaches the destination first is the winner of the game.

The last Kazakh national game we recommend to use is «**Giving a ring**» (Сақина салмақ). The didactic purpose of the game is to do exercises verbally to improve their communicative competence and to train to compete quickly. Required tools are 2 or 3 rings depending on the number of people or a worm, candy, button can be used instead of rings, etc (the game finishes fast if there is on ring for each row). The content of the game is that the players in the class are divided into 2 or 3 groups. The more the row, the more the groups there are. Each group has one ring. Several examples are written in the column on the blackboard depending on the number of groups. Each column divides examples to groups. According to the teacher's command, the players of the groups having a ring in their hand start to translate the first example and continue the game. The game continues silently. The group that finishes the game first and performs correctly wins and is evaluated with excellent marks. The game starts and ends at the same time in each group. Teacher should take into account the correctness of the translated examples.

Whether language learning based on national Kazakh games is effective, students can best tell themselves. Owing to the great assistance of the staff of the Philology Faculty of Khoja Akhmet Yassawi International Kazakh-Turkish University, we carried out a study was conducted with the second-year-full-time students (100 people). At the first stage of the study, a survey was conducted, a survey of students to identify the criteria by which to judge the effectiveness of using Kazakh national games. The data showing the students' attitudes towards the application of Kazakh national games are displayed in Table 1.

Table 1 – Students' attitudes to the use of national games in the second language acquisition process

No.	Criteria	Positive attitude in %	Negative attitude in %
1	Knowledge acquisition possibility	100	0
2	Convenience of acquiring knowledge via the application of Kazakh national games	72	28
3	Constant communication with the teacher	42	58
4	Opportunities for education on a material basis	6	94
5	Creation of comfortable conditions for the creativity of learners	13	87
6	Absence of teacher's dictatorship	17	83
7	Simplification of the material explanation in the learning process	65	35
8	Personal development stimulation	14	86
9	Learners' communicative competence motivation	57	43
10	The standard for the oral speech development	92	8
11	The involvement of the whole learners in the learning process	16	84
12	The motivation of learners to the language acquisition	25	75
13	Achievement of their goals by students	83	17
14	Students' independence in obtaining the study material	92	8
15	Low level students' attraction	100	0
16	Ease of obtaining new knowledge	86	14

The attitude of students to the use of national games in the process of mastering a second language is shown in Figure 1.

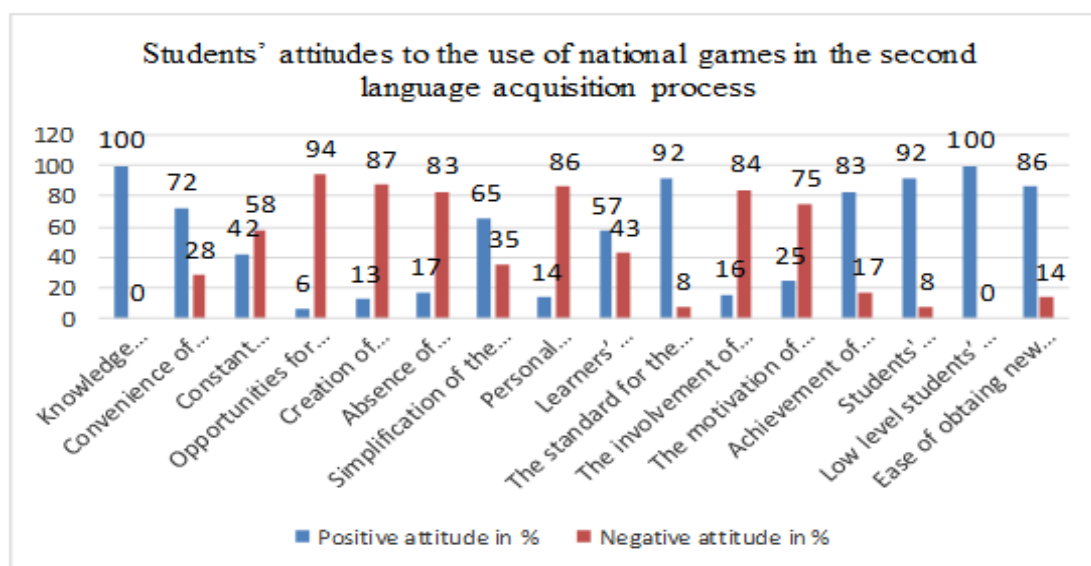


Figure 1 – Students’ attitudes towards the use of national games in the second language acquisition process

Thus, students expressed a positive attitude towards language learning with the help of national games. And when choosing the form of training (anonymous questionnaire) by national games or common language games, 69% of respondents preferred the first type of training, taking as a basis the possibility of enhancing communicative competence. For an illustrative example, the diagram (Figure 2):

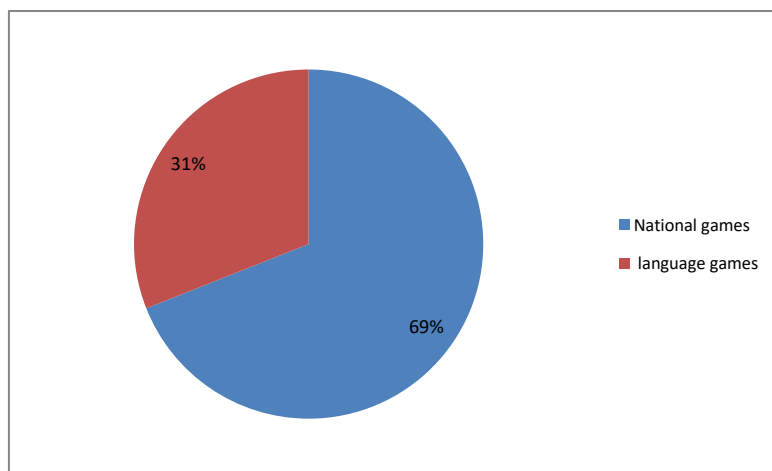


Figure 2 – National games priority over other language games

As it is known, all groups of the English Philology department consist of students from foreign countries as Turkmenistan, Uzbekstan, Kurguzstan and China. Though these students have been studying in Kazakhstan at least for three years and know English at a certain level, they have no idea about the culture and tradition of the Kazakh nation. Moreover, these students have no personal interest to master English for their own purposes and low-probability of their successful activity is present and makes 10,8%. Taking it into account, we came to a conclusion about the need of strengthened use and attentive selection of national games in the course of teaching English for forming their motivation prior to the development of the learners’ communicative competences on the one hand and spiritual value knowledge on the other hand.

Therefore, we selected the methods as questioning, testing, interviewing, self-diagnostics,

performance of tasks, analysis of products of pupils’ activity, interview of the teachers. In order to define an initial condition of *components* of developing learners’ communicative competences, their motivation and cultural value knowledge in the process of teaching English we relied on the situation where interest to mastering English predetermines further continuous system education and self-education of the identity, development of necessary significant qualities. Hence, we carried out questionnaire and interview which are designed to reveal the levels of learners’ communicative competences and cultural spirituality knowledge.

The obtained study data and thorough analysis showed that the main motive of studying English practically all students questioned want to have possibility to improve their communicative competences, to be motivated and to improve their spiritual spirituality value knowledge.

After analyzing the condition of forming these components, we came to a conclusion that these components are formed at low and average level. The study result of forming components of developing communicative competence, forming their motivation towards the language acquisition and spiritual value knowledge in the process of teaching English is presented in the following table.

Table 2 – Initial levels of students’ communicative competence, motivations and spiritual value knowledge in the conditions of other language activities

Levels of students	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	71,1	70,3	71,3
Average	29,9	29,7	28,7
Required	-	-	-
High	-	-	-

To show a total level of communicative competence, formation of motivation and spiritual value knowledge in teaching English we gave four criteria characterizing a condition of communicative competence and cultural spirituality knowledge which corresponded to formation level, i.e. to their qualitative description: low, average, required and high.

The experiment results carried out among Turkmen, Uzbekian, Mongolian and Chinese students shown in the following table and the graphic representation is given below in the table.

Table 3 – Levels of forming learners’ communicative competence, motivations and spiritual value knowledge in the conditions of national games

In percentage

Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	68,76	58,75	75,1
Average	31,24	41,25	24,9
Required	0	0	0
High	0	0	0

These tables representation indicated the low level of communicative competence of foreign

students is 68, 76%, while their average level is 31,24%, the low level of motivations of foreign students is 58,75% and on the other hand students' average level is 41,25%. The lowest level 75,1% belonged to the spiritual value knowledge of the foreign students, while their average level is 24,9%. Students' low and average levels do not promote to fast adaptation, and, therefore, successful functioning in learning activity.

Thus, the experiment results indicated that mainly low level of developing communicative competences in the process of teaching English as a key motivation in their activity that makes essential the organization and carrying out of experimental work on the development of cultural spirituality knowledge in the course of teaching English for checking of efficiency offered in the research of system and a technique, and approbation of the pedagogical conditions revealed in complete pedagogical process.

Upon completion of the first stage of developing communicative competences in the process of teaching English the discussions, survey, expert evaluation on revelation of level of developing language and cultural assimilation knowledge of experimental and control groups together are given below in table 1.

Table 4 – Results of the first stage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the conditions of national games

In percentage

Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	61,46	52,24	64,1
Average	38,54	47,76	35,9
Required	0	0	0
High	0	0	0

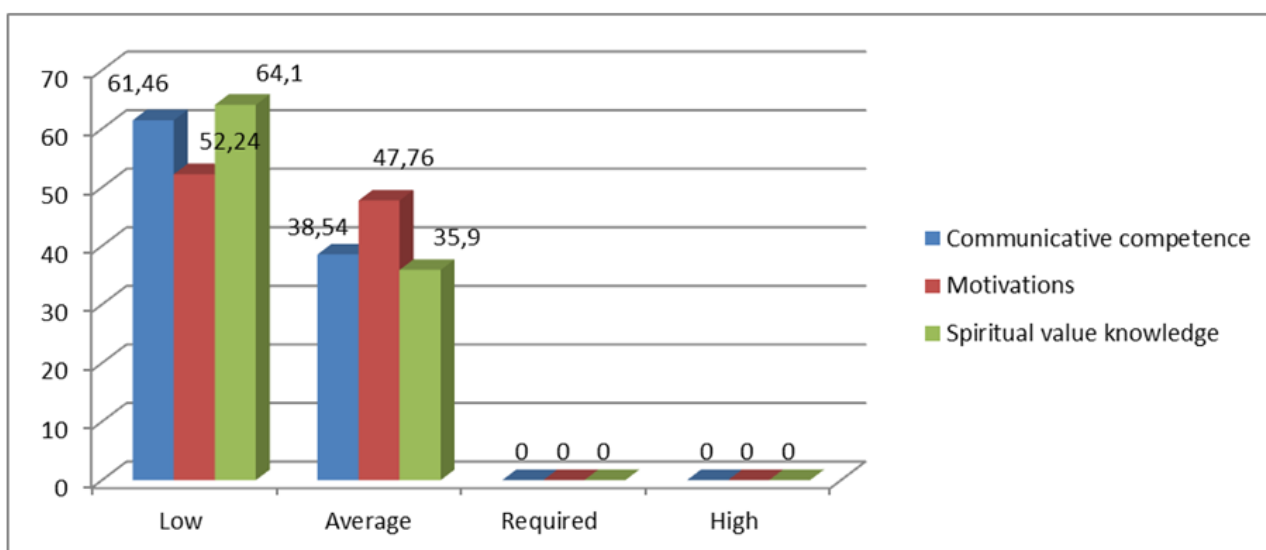


Figure 3 – Results of the first stage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the conditions of national games

The numbers in the table indicate that the number of students with the average level of communicative competence, motivations and spiritual value knowledge considerably increased up to 52,24% and the number of students with low level decreased up to (47,76%). However, there are still no students with required and high levels of communicative competence, motivations and spiritual value knowledge that, in our opinion, is explained by the fact that students learned English activity not profoundly. Meanwhile, the analysis of questionnaires, results of conversations and expert evaluations showed students' interest based not only on desire to master a foreign language and culture, but also on acquisition of English in their practical activity in all its complexity and multi-aspects at necessary and high level. Students can imagine well enough the main features and importance of learning English for the development of their communicative competence in the target language.

Since the purpose of the second substage was the formation of communicative skills on the basis of comprehensive opportunities of 5 national games in the course of learning English, integration of the spiritual value knowledge was used. The use of national games in teaching English, integration of spiritual value knowledge give pupils the chance to form theoretical and practical bases, significant and specific aspects of communicative activity. Moreover, we drew special importance to teaching English during which we focused to the development of spiritual value knowledge on the base of national games in the process of teaching English, recognitions, correct understanding and adequate reaction to language, cultural distinctions in communication of multilingual partners.

After completing the second substage, we conducted an identification analysis of developing communicative competence, motivations and spiritual value knowledge in the process of teaching English (Table 9 and Figure 7).

Table 5 – The results of the second substage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the process of teaching English

Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	52,7	34,2	59,3
Average	47,3	50,3	40,7
Required	0	15,5	0
High	0	0	0

The above-stated experiment results witness about efficiency of national games, in developing linguistic communicative competence in the process of teaching English that was reflected in dynamics of levels of formation of this integrative quality in experimental group. However, we can see few foreign students at required level with the small percent of 15,5%. In our point of view, this is due to the fact that the students' language level that they obtained during the teaching process doesn't allow them to develop their practical and communicative skills.

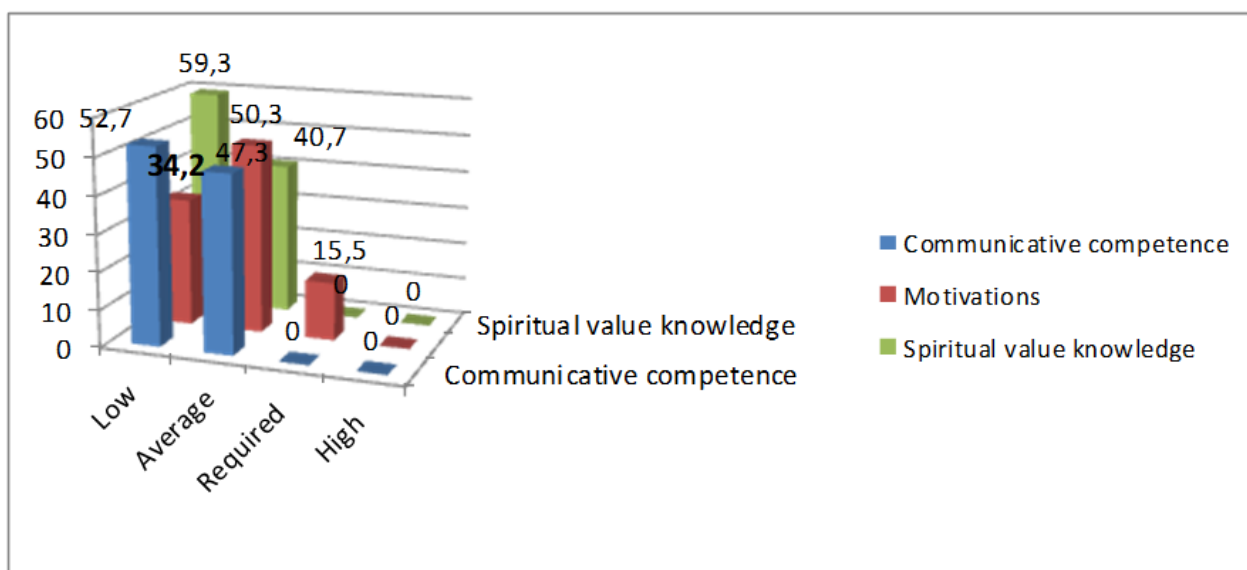


Figure 4 – Results of the second substage of experimental work on developing communicative competence, motivations and spiritual value knowledge in the process of teaching English

With a view to develop the students’ communicative competences at the required level, during the third and final stage, we made use of another 5 different national games. The importance of this step in developing of communicative skills, forming their motivations towards the language acquisition and their spiritual value knowledge is noted that here students not only form their communicative skills, but also gain deeper knowledge on studying language through playing national Kazakh games.

After a skillful usage of national games to enhance their communicative competences in the English language, the students highly emphasized the relevance of playing national Kazakh games as they allowed them to develop their speaking skills, motivated them to learn the foreign language in the easiest way and improved their spiritual value knowledge.

At the third and final substage of the experiment we taught the students English for their practical activity on the basis of using national Kazakh games, tutorials, electronic textbooks that were worked out etc. When all performances came to the end, we discussed the results of the experiment and even students made reports on various actual problems of teaching the language where they encountered with difficulties of improving their speaking skills, namely their oral performance. The received results witnessed the efficiency of the offered system and technique of developing communicative competence in the process of teaching English (Table 10 and Figure 8).

Table 6 – The results of the third substage of the research work on developing communicative competence, motivations and spiritual value knowledge in the process of teaching English

Level of communicative competence	Numbers of students (%)		
	Communicative competence	Motivations	Spiritual value knowledge
Low	24,1	12,2	30,2
Average	50,6	52,3	49,1
Required	25,3	35,5	20,7
High	0	0	0

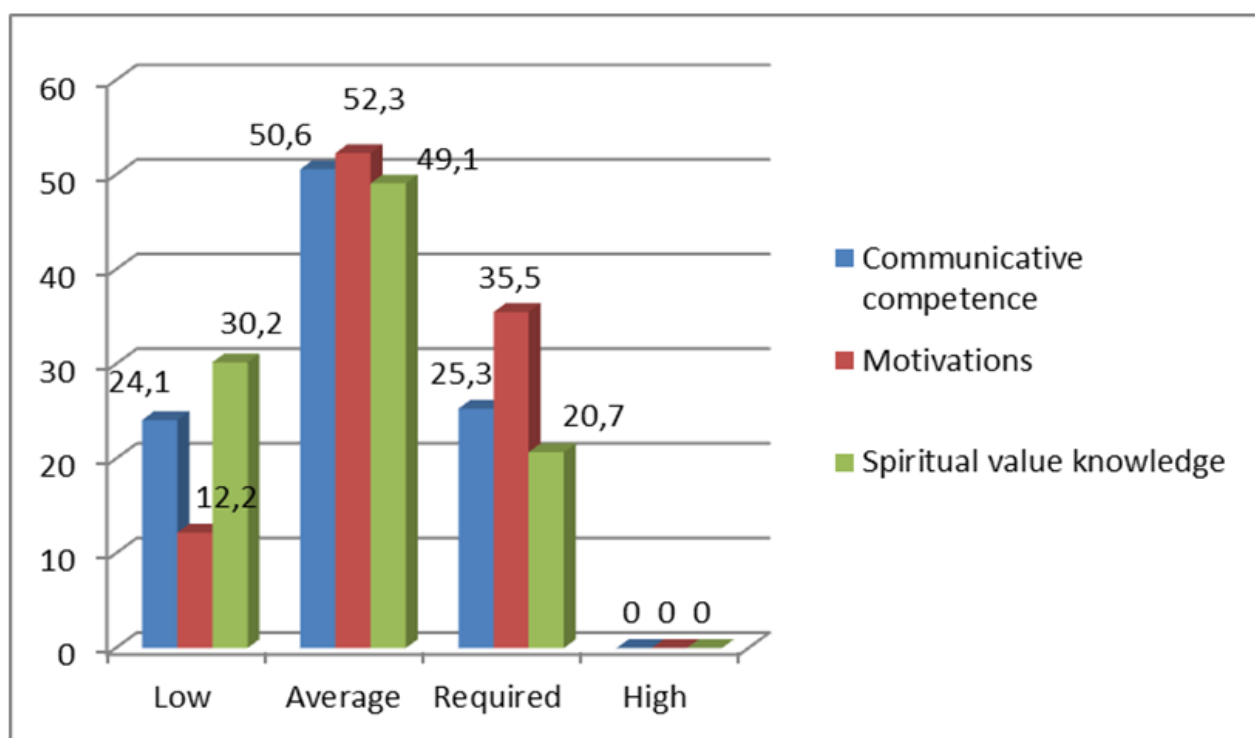


Figure 5 – The results of the third stage of research work on developing communicative competence, motivations and spiritual value knowledge in the process of teaching English

The analysis of the final stage indicates rather noticeable growth on an average (52,3%) and required levels (35,5%) and reduction of number of pupils with low level (12,2%) that implies about the efficiency of using national Kazakh games. The heated discussions that took place after the completion of the whole experiment stages pointed out the significance of using national games not only to develop the communicative skills of learners, but also to form learners’ motivations towards the second language acquisition and spiritual value knowledge that means the acquaintance with the culture and tradition and language of the Kazakh language in the process of learning the English language.

The system of using national games in developing communicative competences represents approaches to create interest in studying English, positive attitude towards partners of communication, to develop and systematize the knowledge of English gained in their activity, to fulfill communicative abilities on levels, i.e. in general, to universalize communicative qualities, knowledge, abilities, skills of communication in English. The study results allow us to emphasize the effectiveness of using national games not only developing learners’ communicative competence, but also in forming their motivations to the second language acquisition and forming their spiritual value knowledge. In addition, their application contributed to the students’ growth level of communicative competences since the national games that were used by us motivated our learners towards the acquisition of the English language.

Conclusion

As can be observed, games create a fun-filled and relaxing learning atmosphere where students have the opportunity to use language in a non-stressful way. While playing games, the learners focus their attention not to the language, but on the message. They don’t pay attention to the correctness of linguistic forms, but they do their best to win. Certainly, a game-oriented lesson eases learners’ fear of being negatively judged in public, reduces their anxiety and generates their speech fluency. Thus, communicative competence is achieved. In conclusion, we believe that using

such didactic Kazakh national games in teaching English will not only have a great impact on enhancing communicative competence of learners, but also on upbringing the younger generation on the other.

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