

## Implementation of the Communicative Competence among Students with the use of Gaming Activities in Biology

Nadezhda M. Egorova

Kazan Federal University, Kazan, Kremlovskaya Street, 18

Received: 15th December 2017, Accepted: 20th December 2017, Published: 31st December 2017

### Abstract

The Russian education system has always been noted for its competent. In general, educational institutions, the ideas of a competent approach are realized, first of all, through its educational content. Federal government educational standards of primary general education, basic general education and secondary general education of the generation are based on the ideas of competent approaches. An important task of the schools is the formation of key competencies of students, which determine modern education quality. Communicative competences are one of the key competencies that a trainee must possess. Games are considered to be the most important pedagogical means of forming communicative skills. The use of games in the educational process is widely used in the educational process of biological courses in general education institutions. Such games could extremely diverse in content, nature of cognitive activity and organization. The article presents the results of studies conducted with students of a general educational institution

**Keywords:** Competence, Game, Students, Biology

### Introduction

One of the most important conceptual provisions for updating the content of Russian education is the competence approach.

The leadership of Russia and The Republic of Tatarstan constantly pay special attention to the quality of education. Government orders such as: the New Law "On Education in the Russian Federation"; Federal target program "Development of education of 2011-2015"; "The Concept of the Federal Targeted Program for the Development of Education of 2016-2020"; "Strategy for the development of education in the Republic of Tatarstan of 2010-2015" Kilachek "-" Future "; "Development of Education and Science of the Republic of Tatarstan of 2014-2020", etc. have been developed and are being implemented.

Within the context of the Russian educational system modernization, the priority national project "Education" (2005) and the National educational initiative "Our New School" (2010) have been put into force.

### Competency Approach In General Educational Institutions

At present, the Federal government educational standards for the present generation are being

implemented in general education institutions based on a competence approach.

Curricula, textbooks and teaching methods have been updated using elements of the competence approach, which imbibes set of competences in students.

Competences are important results of education, therefore, it should be formed in all students, pervade in all subjects, pass through all levels of education and be developed up to a high level.

The concept of "competence" for domestic pedagogical practice and teaching methods is not however, new.

Nevertheless, in modern scientific research it is possible to find various interpretations of the concept of "competence".

Competence can be defined as the range of issues in which a person has knowledge and experience in [6].

Competence is a set of interrelated qualities of an individual (knowledge, skills, methods of activity), assigned to a certain range of subjects and processes necessary, qualitatively, productively act in relation to them [7].

A number of authors believe that competence is nothing more than skills and habits. Thus, V.M. Krol writes: "A person with competence should not only have the knowledge, but also be able to apply this knowledge in practice." He views the concept of "competence" and "skills" as synonyms.

One of the most important competencies for an individual is effective communication.

The problem of the formation of communicative skills has been the subject of numerous psychological and pedagogical studies (A.A. Leontiev, A.V. Mudrik, V.N. Myatyshev, L.A. Petrovskaya, S.L. Rubinshtein, I.A. Zimnyaya, M.S. Kagan, A.V. Khutorskoy, I. Y. Naidenysheva and others).

A.V. Mudrik gives the definition of skills as the transfer knowledge, skills, solutions, communication techniques into conditions of a new communicative situation, transforming them in accordance with its specific conditions; To find a new solution for the communicative situation from the combinations of ideas, knowledge, skills, techniques already known to the student; Create new ways and design new techniques to solve a particular communicative situation [4].

I.Y. Naidenysheva identifies four groups of

communicative skills in school children (informative communicative skills, verbal communicative skills, non-verbal communicative skills, perceptive-communicative skills [5].

Communicative skills are formed in students while communicating with others and in other life activities.

Games play an important role in the formation of communicative competence.

The main factor of learning which is the learner's activity, as well as the attendant factor, which is communication exist in games forms of education. "The use of game forms of lessons lead to an increase in the creative potential of students, and, thus, to a deeper meaningful and rapid mastery of the discipline under study [1].

Game activate the thinking activity of students, making it possible to make the learning process attractive and interesting, as well as making them worry and strive thus, forming a powerful stimulus for mastering knowledge of biology.

The games trigger initiative, perseverance, goodwill, purposefulness, tolerance, reflexivity and the ability to find solutions in a difficult situation.

Games are often collective in nature, and often acts as a regulator in the development of group and individual relationships, allowing the ratification of norms of relationships.

The actual game relations and attitudes about the game arising during the game, exert a unique influence on the personality of the student, in particular, on the development of speech and communication skills.

In the process of the game self-development and self-education of the student takes place.

Games are communicative. During games, the child learns the norms and behaviors of people as well as understanding the general meaning of their relationship [3].

Such scientists as P. P Blonskii, V. A Sukhomlinsky, M. V. Klarin, G.K Seleukko, P.I Pikadasysty and others brought about a significant contribution to the development of game theory and the technological approach

Elements of playing activity are used practically for all biological courses at different stages of the lesson. The game can be used also in extracurricular and extracurricular activities [2].

A questionnaire was conducted among pupils of 6th and 9th grades No. 165 General Secondary school of Novo-Savinovsky district of Kazan.

53% and 62% of respondents (the first figure for grade 6, the second figure for grade 9) noted that lessons with games are more interesting.

Students noted that in the lessons of biology, the following games were played: Botanical Lotto, Tic-Tac-Toe, Magic Bio-Chain, Sea Battle, Third Extra, Guess-ka, Find My Family, For five seals ", " In a

fairy-tale country ", " Journey through the globe with the Red Book ", " The most important organ ", the game" Pros and Cons "puzzle," Add the letter "puzzles, crossword puzzles, puzzles, riddles, cryptograms and Etc. (6th grade); Games-contests, games-trainings, games-assumptions, games-exercises, games-quizzes, game "Field of miracles", etc. (Grade 9).

60% of students in grade 6 and 66% of students in grade 9 prefer group games.

During extracurricular work, the teacher conducts games like "Botany", "Plant connoisseurs of the Republic of Tatarstan", "Medicinal plants of the native land", "Trial over weeds", etc. (grade 6); KVN, "I want to know everything", "Ecological problems of the city", "Genetics in human life", "Experts in cytology", etc. (9th grade).

Students note that games contribute to the better learning of the educational material, reveal the individual capabilities of students, enhance personal self-esteem, develop interest in the subject, independence, creativity, ability to work in a team, to be responsible, organized.

The following communicative competences are formed during game activity of students:

- logically describe the material;
- group work;
- speech mastering as a means of communication;
- actively participate in the communication process;
- illustration of response with concrete examples, facts;
- communication initiative skills;
- formulate and argumentatively insist on view point;
- discuss the problem, conduct a constructive dialogue;
- Have skills in public speaking, etc.

The success of the educational process in general education institutions largely depends on the level of communicative activities among students, the activation of which is one of the main tasks of the teacher.

The use of games at lessons, in extracurricular and extracurricular work in biology, allows students to form and develop communicative skills

### **Findings**

Gaming activities of students in the classroom, in after-hours and extra-curricular activities in general educational institutions contribute to the formation and development of communicative competencies.

### **Conclusions**

Based on the conducted research, it can be concluded that the leadership of Russia and the Republic of Tatarstan pay serious attention to the

quality of education.

One of the main directions of modernization of Russian education is the active introduction of a competent approach. In accordance with the requirements of the federal government educational standards of the new generation, the trainee must possess a certain set of competencies. One of the most important competencies is communicative. Gaming activities of students contribute to the formation and development of communicative competencies.

#### **Conflict Of Interest**

The author claims that the presented data do not contain a conflict of interest.

#### **Acknowledgments**

The work was prepared within the framework of the implementation of the "Action Plan for the implementation of the Competitiveness Enhancement Program of the FSAEI HVE "K(P)FU" among the world's leading research and education centers for 2013-2020."

#### **References**

1. Game-learning, training, leisure / editor V.V. Petrusinskii. - M.:
2. Novaj shkola, 1994. -368 p.
3. Egorova N. M. Gaming technology in the course "Biology": guidelines II/ N.M. Egorova, I. V. Krasnova. - Kazan: KFU, 2016. -52 p.
4. Leontiev A. N. Selected psychological works: Vol. 1. / A. N. Leontiev. --M.: Pedagogika, 1983. -391 p.%
5. Mudrik A.V. Communication as a factor in the education of students /V. Mudrik. -M.: Pedagogika, 1984. -112 p.
6. Naidenysheva I. Formation of communicative skills of students in the process of environmental education: The dissertation on competition of a scientific degree of candidate of pedagogical Sciences /I. Naidenysheva. -Maikop, 2005. -22 p.
7. The newest encyclopedic dictionary. – M.: AST: Astrel: Tranzitkniga, 2004. – 1424 p.
8. Hutorskoi A Key competences as a component of personality-oriented education paradigm / A. Hutorskoi // Narodnoe obrazovanie. – 2003. - № 2. – P. 58 – 64.