The Effective Use Of Game Methods And Techniques In Teaching English To Young Learners

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ABSTRACT

The article presents the effective use of game methods and techniques in the process of teaching English at schools. Game is one of the most important means of physical, mental and moral education of a child, helps to activate in learning, develops cognitive activity, observation, attention, memory, thinking, and creative imagination, maintains interest in what is being studied, relieves fatigue, and makes the learning process entertaining for children.

KEYWORDS

Game methods, teaching, educational means, learning process.

INTRODUCTION

We know that using games at any school not only does not lose its psychological significance as a desired activity, but also continues to develop the child's mental functions, primarily imagination, communication skills in games with rules, in intellectual games. In addition, game as a free activity has a relaxing effect on the child. In educational activities, playful moments can be used, which helps the child not only to take a break, relieve the feeling of oppressive tension, but also to learn to distinguish the features, the difference between play and learning activity.

The topic of using games in the classroom is relevant in modern pedagogical reality, since play is one of the most important means of physical, mental and moral education of a child. The use of games in the educational process helps to activate the child's activity, develops cognitive activity, observation, attention, memory, thinking, maintains interest in what is being studied, develops creative imagination, figurative thinking, relieves fatigue in children, since play makes the learning process entertaining for the child. Our goal is to demonstrate the use of gaming technologies in the lesson system in grades 5-7, to prove that their use is important for pupils, contributes to the development of memory, imagination, creative thinking of children, expands their vocabulary, instills interest in the English language and the culture of English-speaking countries.

Since in a general education school the classes are mixed, and, as a result, language abilities can be very different, when using standard programs, many pupils have difficulties in mastering the educational material.

MATERIALS AND METHODS

Game is defined as a form of activity in conditional situations aimed at recreating and assimilating social experience, fixed in socially fixed ways of implementing objective actions, in the subjects of science and culture. Game is a specific activity that includes all components of the activity, and the result is emotional saturation.

These are just some definitions of the concept of a game, but we want to note that they are all similar in essence. Despite some differences, researchers of the problem are united by the fact that game is a way of personality development.

Currently, there are many types of games, but among them the following groups can be distinguished:

➢ Phonetic;
➢ Lexical;
➢ Games with phrases;
➢ Grammar games;
➢ Games for teaching reading;
➢ Games for teaching listening;
➢ Games for teaching speaking;
➢ Mixed games;
➢ Communication games [1. p. 118-119].

In language games, the main material is the language. In different games, different linguistic skills are developed: Listening - listening, Reading - reading, speaking - speaking, writing - writing. However, we can modify the game to fit learners' needs. Here are some examples of games related to each of the above groups.

Among phonetic games, we can use puzzle games, imitation games, competition games, games with objects, games for attention.

When teaching vocabulary, it is advisable to use games on cards, riddles, crosswords, tea words, games such as "Find a word", "Find a proverb".

Among the grammar games, we can use the following: "Know who is speaking" (Guess, who is speaking), "Where were you?" (Where have you been? - practicing The Past Simple Tense), "Hide-and-Seek in a Picture", "Lazy-bones" (I'll ask you to do smth. Say that you did it yesterday - I will ask you to do something. Tell me that you already did it yesterday) [2. p. 121].

When teaching reading, we can use games that simulate real life situations, for example, "At an appointment with an eye doctor", "TV announcer competition", "Playing the computer (Computer game)" [3. p. 125]

In teaching speaking, games like "Snowball" are very common, when cards with the words and expressions being studied are laid out in the center of the table. One pupil takes a card, shows it to everyone, and uses the word or expression. Another variation of the Snowball game is when the whole group participates in describing a photograph, drawing, event, or in composing a story. Each phrase consists of a certain number of words: the first of one, the second of two, and so on. The facilitator writes down all the sentences on the board. Whoever composes the last phrase wins. Among communication games, games with a lack of information are the most successful in the classroom (the winner is the one who is the first to combine all the information received from other participants), guessing games (the winner is the one who guesses correctly, for example, the game "Who am I?" where participants have to guess who the driver is by asking him questions), group games (popular games such as "crosswords", "dominoes", "bingo"), attention games (the winner is the one who completes the task most carefully), games on memory development (the winner is the one who memorized the information best, such games for grades 5-7 are especially interesting). Role-playing games can also be cited as examples of communication games. In such games, a specific task is given that pupils can complete by following certain rules. The method of dramatization plays an important role in this - this is the creative use of written and oral speech based on literary works (in fact, a school theater). This method makes it possible to form a positive attitude towards learning a foreign language. Among the methods of dramatization, dialogue and improvisation are also distinguished.

A fairy tale can also act as a role play in English lessons. With the help of a fairy tale, children can get acquainted with new vocabulary, with the environment their world, while it will be interesting for them to conduct a lesson in the form of a role-playing game. At the same time, the task for grades 5-7 will be to learn how to reproduce the text without a sample, that is, without the text of the fairy tale itself (compose a story in several sentences, briefly retell the text, find and correct errors, etc.).

Games can be regulated (participants are responsible for the accuracy of the use of English expressions), partially regulated (participants can add something of their own to the statements, but not deviate much from the original), free (participants are responsible for maintaining the content, but not for the prescribed language), low-volume (last lesson or even less) and expanded (last more than one lesson or even a whole quarter) [2. p. 121-122].

During the lesson, we can also use the so-called physical education minutes, when children are given tasks that allow them to relax and at the same time work out vocabulary. In this case, the pupils either repeat after the teacher, or a leader is chosen from among the pupils themselves. It is also worth paying attention to the use of special phrases and expressions, that is, to the so-called game dictionary, which not only helps to explain the essence of the game to children, but also introduces them to English vocabulary, makes it easier to memorize.

RESULTS AND DISCUSSIONS

It is known that the principle of a child's activity in the learning process has been and remains one of the basic principles in didactics. This concept means such a quality of activity, which is characterized by a high level of motivation, a conscious need for the assimilation of knowledge and skills, performance and compliance with social norms. This kind of activity in itself does not arise often, it is a consequence of the applied pedagogical technology. Any technology has means that activate and intensify the activity of pupils, in some technologies these means constitute the main idea and the basis for the effectiveness of results. These technologies include gaming technologies [3. p. 23].

As we have mentioned above that the game is the main activity of a child. It is a kind of common language for all the pupils. The game is a teaching toolkit that activates the mental activity of pupils, makes the educational process attractive and interesting, and has an emotional impact on pupils. This is a powerful incentive to master the language. According to psychologists (A.A.Leontiev and others), the motivation created by the game should be presented along with communicative, cognitive and aesthetic motivation. The most powerful motivating factor is teaching methods that satisfy the need of schoolchildren for the novelty of the material being studied, for a variety of exercises performed. The use of a variety of teaching methods contributes to the consolidation of linguistic phenomena in memory, the creation of more stable visual and auditory images, the maintenance of the interest and activity of pupils.

Games are an active way to achieve many educational goals.

For example:

- To consolidate the material just passed;
- The game is a very good decision to repeat the past;
- Game is an excellent way to spur pupils up, to get them to actively work in the lesson when they have to do less pleasant things;
- Game is a technique for changing activities after a difficult oral exercise or other tedious activity;
- Game is an ideal opportunity to relax;
- Games help to relieve stiffness, especially if you eliminate the element of competition from them or minimize it. A shy and weak pupil will feel more confident and participate in the game more actively if the goal of the game is simply to have fun, not to count points and win. Although the element of competition often adds excitement and increases activity, it is this element that creates a lot of psychological pressure on pupils, they are afraid of not coping with the task, which takes shy and laggards out of the game;

- Fast, spontaneous play increases attention, revives, improves perception;
- The game allows the teacher to correct the mistakes of the pupils quickly, along the way, preventing them from deeply rooted in the memory;
- Games help to memorize deeply and for a long time. Pupils usually remember what they enjoyed doing;

- Games make the learning process, sometimes difficult and tedious, fun, and this enhances the motivation for learning;
- Pupils are very active during the game, because no one wants the pleasant pastime to end quickly because of him, therefore, the games make them struggle [3. p. 34].

CONCLUSION

Games can be used at the beginning or at the end of the lesson in order to divide the lesson into two parts, relieve tension, which is decided at the discretion of the teacher. It is important that the work brings positive emotions and benefits, and, moreover, serves as an effective stimulus in a situation when the interest and motivation of children to learn a foreign language begins to weaken.

And various games can be modified and adapted to the conditions of a particular lesson, a particular group. Reasonable use of games in the classroom and their combination with other methodological techniques contribute to the high-quality assimilation of the material and make the process of learning joyful, which becomes a need for the pupil. And we can conclude that games contribute to the expansion of knowledge, abilities and skills, the general outlook of pupils, develop attention, memory, thinking, imagination and other mental processes of the child, increasing his motivation to learn.

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