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## **EDUCATIONAL GAMES FOR TEACHING FOREIGN LANGUAGE AT ELEMENTARY SCHOOL**

***Анотація.** У статті досліджено активні форми роботи на уроках англійської мови та аналіз шляхів їх використання у початкових класах, зокрема психолого-педагогічні умови навчання англійської мови молодших школярів. Доведено, що активні форми навчання є могутнім фактором психологічної адаптації дитини в новому мовному просторі, а також розкрита проблема організації процесу навчання англійської мови дітей молодшого шкільного віку за допомогою ігор, умови їхнього використання при формуванні навичок читання.*

***Ключові слова:** навчальні ігри, активні форми, пріоритетні технології, творчі здібності, парна робота, групова робота.*

***Аннотация.** В статье исследованы активные формы работы на уроках английского языка и анализируются пути их применения в начальных классах, в частности психолого-педагогические условия обучения английскому языку младших школьников. Доказано, что активные формы обучения являются мощным фактором психологической адаптации ребенка в новом языковом пространстве, а также раскрыта проблема организации процесса обучения английскому языку детей младшего школьного возраста с помощью игр, условия их использования при формировании навыков чтения.*

***Ключевые слова:** обучающие игры, активные формы, приоритетные технологии, творческие способности, групповая работа, парная работа.*

***Annotation.** In the article the active forms of teaching English are investigated and the ways of using them in the primary classes are analyzed, particularly psychological-pedagogical circumstances in teaching English of the primary school children are considered. It is proved that the active forms of teaching are the strong factor of psychological adaptation for a pupil in a new language area, disclosed the problem of organizing the process of teaching English to elementary school children through games, the conditions of their use in formation of reading.*

***Key words:** educational games, active forms, priority technologies, creative abilities, group work, pair work.*

**Educational and learning games** have deep historical roots. You know how the game is multifaceted, it teaches, develops, educates, socializes, entertains and gives rest. But historically one of the first of its tasks is learning. There is no doubt that the game almost from the first moments of its appearance acts as a form of education, as primary school reproduction of real practical situations for the purpose of their development. With a view to developing the necessary human traits, qualities, skills and habits, development of ability Even in ancient Athens (VI-IV century BC) children, adolescents, young men constantly competed in gymnastics, dance, music, verbal disputes, establishing itself showed their best qualities.

Therefore, the research of educational games for teaching foreign language at elementary school is effective and timely.

**The effectiveness of educational games** in learning foreign language of younger pupils is studied in the works of John Locke, F. Froebel, A. Savchenko, G. Zuckerman, F. Gra, G. Graham, G. Dupuis, G. Duke, G. Prudom, N. Cinao and other scientists.

**The aim of the article** to explore the effectiveness of educational games as a pedagogical phenomenon and to offer ways of their using in educational process.

**The game is the way to knowledge** of a foreign language. Using game developing interest in foreign language and it is the first encounter with the world language of another country. In the methodology of teaching English there are different ways of optimization of educational activity, including games. Games periodically described in the methodological literature, are of interest as language teachers to their entertaining approach, learning effect, the possibility of using as a means of emotional release, motivation of educational activity, with the aim of training, for the control of knowledge and skills of students. The game provides an opportunity to make the process of reading, repetition of vocabulary and grammatical structures fascinating [1, p. 39].

One of the most difficult stages of learning a foreign language is the mastering of the lexical material. In order words well remembered, must be repeated many times. And that basic repetition is not tired of the students in the learning process use learning games.

Learning about the function of the game has been known. Using it as a means of learning, pedagogues have argued that it contains great potential. The game forms work in class and stimulates the activity of students, provide an opportunity to identify mental and creative abilities of children. Outstanding figures of the Renaissance (François Rabelais, Erasmus, and others) paid great attention to the games it was during the study of foreign languages. But, despite the obvious desirability, they are not used in school practice [1, p. 78].

In class we deal with educational games, unlike entertainment, have a specific methodological purpose, which the teacher should always be clear. He should laugh and rejoice together with the students, thus emphasizing that he is interested in game sense drills, not training. If the teacher will reveal to the disciples his purpose, then the game will turn into a normal exercise. For teachers of any educational game is first and foremost an exercise. The game is a unique phenomenon of human culture. In any activity people do not demonstrate the same exposure of their psycho-physiological and intellectual abilities in the game. Game – is the regulator of all vital positions of the child.

The fact that the game awakens the interest of children, giving them the opportunity to express themselves in a fun activity for them, contributes to a more rapid and reliable memorization of foreign words and sentences, especially if the knowledge of this material is a prerequisite for the active participation, and in each cases the mandatory condition of winning. The game is a certain situation that is repeated several times, and each time the new version. During the game there is a competition. Speech communication, which includes not only speech, but also gestures, facial expressions and so on, should be clearly motivated. For the language of the game, despite some of them programmed, are also characteristic of the spontaneity, because victory depends on accurate and fast response, the correct and witty answers [1, p. 67; 2, p. 11]. Thus, we consider the game as the variable-situational speech exercise, in which students gain experience. So the game needs to be an integral part of each lesson and in any case not opposable to the "main" part of the lesson.

Games can be used at all stages of teaching a foreign language in school, however, the content of linguistic material and the nature of the job, must be chosen in accordance with the students age and level of training of a particular class. At the initial stage of training deserve special attention of the game on a simple perception and reproduction, and on the following – on developing students' abilities to identify, to map and to compare phenomena and facts; to analyze and summarize them; so do the right conclusions. The game picks up the master, for only he can solve that it is better to offer students. Carefully designed and well-conducted game facilitates learning and consolidation of language material (phonetics, vocabulary, grammar) and contributes to the formation of relevant skills. The game is an effective learning tool, which covers different types of speech activity (listening, speaking, reading, writing), it helps in learning foreign language, and students also experience emotional satisfaction in both the game and in achieving results. Games created in accordance with the requirements of school curricula taking into account psychological characteristics and cognitive abilities of students and its content is aimed at the development of speech and independent work [4, p. 6-12].

Games are not a substitute for other forms and types of work in foreign language, and complement it. Games can be used at various stages of learning

English at school as in the classroom and in extracurricular youth work: the classes of the club, at competitions, quizzes and more.

Psychological and pedagogical researches show that in the period from 4<sup>th</sup> to 10<sup>th</sup>, when learning foreign language, the development of students goes through several developmental stages. Also noticed that the main changes in psychological characteristics of the personality at this stage of its development due to the leading activity, which is characteristic for this stage. In the junior school age, when just beginning the study of foreign language, characteristic of an early form of leading activity. This form is a game. The transition from one leading activity to another is in the form of interaction between old and new ways in behavior. The earlier features persist in the period when appear and actively formed a new personality.

An important task of the teacher is to achieve variance and independence of utterances of students in game situations. To this end they have developed the ability independently to extend the sentence with additional constructions, attributive and adverbial groups, to change the logical sequence of phrases and responses to use in his statements to independently found facts and information. As a result of this work, the players are gradually moving away from the text-paradigm, i.e. the sample from which they began to learn the way to communicate in offered situations. For managing their language activities used language support, take into account individual characteristics of students. Depending on the success of learning foreign language's communication was reproductive, semi imaginative and creative in nature [5, p. 8; 6, p. 8-24]. Reproductive method of verbal communication used by students with low level of success in a foreign language. Their task is that to play in the game situations the texts-sample. Students with the front level of success is included in the text-paradigm extra elements, change the sequence of replicas, and make other changes. Verbal communication of students with sufficient and high academic achievement in foreign language is more creative, it manifests the initiative of the participants of the game, their ability to be independent in foreign language activity.

**Summarizing the results** of the study it can be concluded that learning English can seem quite boring and uninteresting occupation, if this process proceeds monotonically. One of the principal incentives to learning is the game, because, in combination with discussions and debates of the game, in particular, learning the lessons of English are the most informative and effective teaching methods from the point of view of perception. The use of various games in English helps to master it in an entertaining way, to develop memory, attention, intelligence, to maintain interest in its study.

By engaging in the role play at English lessons, pupils imagine themselves in the role of someone else in a particular situation, behave properly according to the rules of this game. This helps to ensure that they learn to communicate and

discuss issues, to understand and appreciate the feelings of others, to solve problems. The ultimate goal of any educational game at English lessons is to obtain new knowledge and practicing their skills.

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