
CHALLENGES OF USING GAMES AS A TEACHING METHOD IN ELEMENTARY SCHOOL

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Abstract.

This article explains why it's crucial for elementary school English classes to incorporate gaming technologies. Because games encourage kids to learn a new language and have a profound impact on their growth in every way (cognition, emotion, will, and action).

Keywords.

foreign languages, games, teaching methods, primary school

ТРУДНОСТИ ИСПОЛЬЗОВАНИЯ РАЗЛИЧНЫХ ИГР КАК МЕТОДА ОБУЧЕНИЯ В НАЧАЛЬНОМ ОБРАЗОВАНИИ

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Аннотация.

В данной статье описывается важность использования игровых технологий на уроках английского языка в начальной школе. Ведь игры мотивируют учащихся к изучению иностранного языка и влияют на все стороны их развития: чувства, сознание, волю и поведение.

Ключевые слова:

иностраннные языки, игры, методика обучения, начальная школа.

Let's start by learning the rules of the game. I don't understand the rules of this game. A game is an organised activity that can be both fun and instructive for participants. Unlike employment, which is typically performed for financial

compensation, and art, which is more concerned with the expression of ideas, gaming is in a category all its own.

Games rely heavily on their objectives, rules, difficulties, and player interaction. Most games are designed to challenge the player intellectually or physically, or both. In addition to its entertainment value, many video games also have important instructional, simulated, or psychological functions.

Once the target language has been introduced and explained, games can be incorporated into the course at any point. They offer a chance to utilise language creatively and pragmatically, and they are useful for learning and memorization. They can also be used by teachers as a diagnostic tool to identify problem areas and guide instruction.

Children enjoy playing games because they are entertaining. That alone is a compelling reason to use them in your English as a Foreign Language class. Games are an integral aspect of childhood development and education. Children learn to take risks, explore, and engage with the world around them via play.

Games, according to many seasoned authors of textbooks and technique manuals, are good for much more than just passing the time. W. R. Lee argues that students who play language games are more likely to focus on speaking and listening than on memorising grammar rules. He also argues that games are an integral part of any successful foreign language curriculum, rather than an afterthought. Richard - Amato has a similar view, arguing that while it's important to have fun, we shouldn't ignore the pedagogical usefulness of games, especially when it comes to teaching a second language. The use of the games has several benefits. The anxiety-reducing effects of gaming can facilitate learning. (Richard - Amato). Motivating and fun, they also provide an outlet for sometimes reserved pupils to share their thoughts and feelings. In addition, they provide students with opportunities to expand their language skills outside of the classroom. In addition, they are utilised to "introduce new ideas" and "break the ice" in the classroom, as stated by Richard - Amato. Students learn and retain more information when they are in a more casual, game-like setting. Scholars agree that games are beneficial for language practise since they simulate how future learners will actually put the language to use in their everyday lives. Language acquisition can be facilitated by play. If for no other reason than that they assist pupils appreciate the positive aspects of learning a foreign language, then they should be employed.

Games are frequently used for quick warm-ups or to fill in any remaining time at the end of a lesson. A game, however, "should not be regarded as a marginal

activity filling in odd moments when the teacher and class have nothing better to do," as Lee points out. Learning a new language should be built around games. Rixon recommends incorporating games into every part of the class, but only the right ones. The goals of a game used by instructors can change depending on where in the lesson they are used:

1. Presentation. Give an excellent example to illustrate its significance;
2. Engage in supervised practise. elicit suitable replies and competent imitation of new language;
3. engage in communicative practise. Make room for students to practise the language.

The fun and engaging nature of games makes them ideal for use as memory aids during review sessions. The most effective games for the primary school classroom are those that appear fun and rewarding but actually serve to reinforce previously learned material. Once a teacher determines which game is most successful, they can use it as a tool to refocus the attention of their students.

As the most effective means of obtaining solid knowledge, skills, and abilities, teachers often utilise amusing and didactic games on their classes to increase pupil activity.

Children's moral and intellectual development can be greatly aided by playing educational games. The most common kind of educational "entertainment" is games, which help maintain students' interest in learning while also relieving stress. They develop cognitive skills that are vital to learning, such as concentration, memory, and reasoning. Educational job skills are also shaped by these experiences. You can categorise any sport's curriculum into: 2. games for fun, characterised by puzzles, logical games, and games for speed of wit; 1. educational games that rely on instructional material.

First and foremost, the psychological and pedagogical quirks of younger children account for the game-based nature of the primary school curriculum. The importance of games lies in the fact that they may be used to help kids get used to the idea of learning. For this reason, it must replace reading and writing as the cornerstones of the elementary school curriculum. The cognitive character development playing field is utilised to hone one's reasoning, creative thinking, and wittiness. Puzzles, crosswords, enigmas, riddles, games involving geometric figures, and other games are fun to play. Not speed but the correct answer is the most important factor in these games. Playing these games can help you think more constructively, hone your creative abilities, and improve your spatial awareness.

Teachers can immediately improve their efficacy in the classroom by

structuring the learning process around games that emphasise the development of students' cognitive character traits. There is a wide variety of fun games that may be used in the primary school classroom; teachers just need to select the handful that their children really respond to. Playing games may seem to elementary school kids like a welcome diversion from the tedium of basic education, but this is an illusion. In fact, many popular games are based on real academic principles. This is one advantage of incorporating games into the elementary school curriculum.

In order for kids to have fun while "hiddenly" practising important skills, educators should only employ upbeat games. And it's a secret because when kids engage in these kinds of activities, they tend to forget they're learning and instead focus on playing and/or winning.

Using gaming devices and scenarios to train pupils in the classroom can motivate and stimulate students to engage in academic work. The primary domains that have seen the introduction of gaming mechanics:

First, students are given a problem to solve that serves as a didactic goal; second, training activities are subject to the rules of the game; third, training material is used as its tools in learning activities introduced as a competitive element that transfers the didactic task during the game; and fourth, the successful implementation of the didactic tasks is associated with the result of gaming.

One of the best ways to train students of younger ages in class is through the use of game technologies, which allow teachers to make students' work fascinating and exciting not just at the level of creativity and exploration but also in the context of day-to-day learning. Understanding the instructor roles and categorization of pedagogical games is crucial to pinpointing the placement and role of gaming technology in the educational process, a mix of aspects of the game and learning.

G. K. Selevko categorised educational games based on factors such their intended audience, how they are used in the classroom, the mechanics of the game, the content covered, and the setting in which it is played.

The following game categories are possible:

First, there's teaching, instructing, observing, and summarising; second, informing, teaching, and socialising; third, producing and innovating; fourth, communicating and diagnosing psychological issues and so on.

Therefore, it is important to recognise that gaming technology encompasses a sizable set of approaches and techniques for organising the pedagogical process in the form of a wide range of educational games, which may be used to inject some

much-needed joy and excitement into the classroom. Much of it is critical for the maturation of junior-level students' imaginative capacities.

The solution to educational issues should be delivered via the proper development of children's creative capacities. Important characteristics are shaped by this process, including a desire to learn and a willingness to participate in group training activities; the ability to listen to others; a desire to voluntarily increase their abilities; the disclosure of their own creative abilities; and a sense of agency.

These traits pique the attention of elementary school kids, inspire them to keep learning, and aid in the growth of imaginative skills. Children's attitudes towards learning English can be influenced positively through the use of games in the classroom. Students learn to cooperate and compete without being confrontational by playing games in the classroom.

Most importantly, games can simplify preparation for class. All English classes must incorporate games, with setup being better shown rather than explained. If you want to build a better person or a better society, play some games.

As a result, it is through play that youngsters learn about the world. In order to effectively address specific issues in the classroom, games and the desire to play must be harnessed and channelled in the proper ways. If included into the entire educational process, the game becomes the tool of raising and instruction. When a teacher takes charge of a game and organises the player's in-game life, she exerts a profound impact on the player's growth in all areas of their being, including their intuition, awareness, will, and actions.

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