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ВИКОРИСТАННЯ ЛІНГВІСТИЧНИХ ІГОР НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ У ПОЧАТКОВІЙ ШКОЛІ

Анотація. Серед багатьох актуальних проблем сучасної початкової школи однією із найбільш важливих є проблема формування й удосконалення комунікативних навичок здобувачів освіти, а також підтримування інтересу школярів до навчання, і до вивчення іноземної мови зокрема.

Ця стаття присвячена одному із аспектів методики навчання іноземній мові в початковій школі використанню лінгвістичних ігор як ефективного засобу підвищення комунікативної компетенції учнів.

Мета статті розглянути можливості використання ігрових технологій на уроках англійської мови в початковій школі.

Актуальність теми статті зумовлена потребою у пошуках таких методів і прийомів в організації уроків англійської мови, які б якнайкраще сприяли засвоєнню молодшими школярами навчального матеріалу, розвивали мовленнєві вміння і навички, формували творчу комунікабельну особистість.

Аналізуючи методики навчання іноземним мовам у початковій школі і виходячи з досвіду викладання англійської мови молодшим школярам, з'ясували, що чи не найкращими для сприйняття учнями є саме ігрові технології навчання. Через ігри діти самовиражаються, пізнають світ, вибудовують моделі міжособистісних стосунків та контактів з навколишнім світом. Ігри у легкій, невимушеній формі допомагають учням подолати труднощі, з якими вони стикаються, вивчаючи іноземну мову.

У статті проаналізовано і узагальнено поняття «лінгвістична гра» як різновид дидактичної гри, розглянуто класифікацію цього методу навчання, обґрунтовано необхідність застосування мовних ігор у навчальному процесі, описано функції і форми лінгвістичних навчальних ігор. Подано також огляд деяких лінгвістичних ігор, які ми успішно використовували у процесі навчання англійській мові й переконалися у їх ефективності як для удосконалення мовлення школярів, так і для створення сприятливої дружньої атмосфери в учнівському колективі.

Ключові слова: лінгвістична гра, дидактична гра, початкова школа, англійська мова.

USE OF LINGUISTIC GAMES IN ENGLISH LANGUAGE LESSONS IN PRIMARY SCHOOL

Abstract. In modern primary schools, there is a problem of forming and improving the communicative skills of students, as well as maintaining students' interest in learning, and in learning a foreign language in particular.

This article is devoted to one of the aspects of the methodology of teaching a foreign language in primary school - the use of linguistic games as an effective means of improving the communicative competence of students.

The purpose of the article is to consider the possibilities of using game technologies in English lessons in primary school.

The relevance of the topic of the article is due to the need to find such methods and techniques in organizing English lessons that would best contribute to the assimilation of educational material by younger schoolchildren, develop speech skills and abilities, and form a creative communicative personality.

Analyzing the methods of teaching foreign languages in primary school and based on the experience of teaching English to younger schoolchildren, we found that perhaps the best for students to perceive are game learning technologies. Through games, children express themselves, learn about the world, build models of interpersonal relationships and contacts with the world around them. Games in an easy, relaxed form help students overcome the difficulties they encounter when learning a foreign language.

The article analyzes and summarizes the concept of «linguistic game» as a type of didactic game. We also considered the classification of this teaching method, justified the need to use language games in the educational process, described the functions and forms of linguistic educational games. We also provide an overview of some linguistic games that we have successfully used in the process of teaching English and were convinced of their effectiveness both for improving the speech of schoolchildren and for creating a favorable friendly atmosphere in the student community.

Keywords: linguistic game, didactic game, primary school, English language.

INTRODUCTION

The problem formulation. Modern society puts new and new demands on people's intellectual level and education. An important feature of a cultured and successful person in the modern world is the ability to communicate well in native and foreign languages. Under any circumstances and social changes, «one of the leading conditions for the social progress of society is speech activity» (Pentylyuk M. 2014. p. 291). According to M. Pentylyuk «man exists in language, reveals himself in language, builds a bridge for understanding with other people through language, through communication. Therefore, we can say with confidence that the history of mankind is carried out in communication, by means of language, and one of the leading conditions for the social progress of society is speech activity» (Pentylyuk M. 2014. p. 291).

Accordingly, taking into account the challenges of the modern world, the expansion of contacts, integration processes, the forced migration of Ukrainians abroad, modern Ukrainian education, and the school teaching method in particular, is forced to respond to it and update itself.

The introduction of new teaching methods, methods and techniques leads to the activation of the educational process, makes students interested in learning, develops motivation and, as a result, contributes to the improvement of the quality of education.

Analyzing the methods of teaching foreign languages in elementary school from the point of view of their effectiveness, it was found that game technologies are perhaps the best for perception by younger schoolchildren. After all, as you know, games are the main activity of elementary school students. Through games, children express themselves, learn about the world, build models of interpersonal relationships and contacts with the surrounding world. Games in an easy, casual way help students overcome the difficulties they face while learning a foreign language.

Analysis of recent research and publications. Many modern textbooks, both domestic and foreign, widely use game methods in teaching children foreign languages. Many researchers, including M.A.Aryan, K.M.Valueva, O.V.Stanishevskaya and others, emphasize the importance of game methods, especially linguistic games. They point out that these methods help create an atmosphere in the classroom that is as close as possible to real communication, which contributes to effective language acquisition. As Johan Huizing noted, "game is a voluntary activity" that occurs according to certain rules and brings pleasure. It is these features that make the game an effective tool for teaching foreign languages" (Heizinha Y.1994, p.15).

Although the famous teacher Konstantin Ushinsky believed that "game is a free activity of the child. All aspects of the human soul, its mind, its heart, its will are formed in it" (by Pedagogical system...). So teachers should provide the material for the game, take care that this material contributes to the fulfillment of the set educational tasks.

AIM AND TASKS RESEARCH

In this article, we aim to consider the possibilities of using game technologies in English lessons in primary school.

RESEARCH METHODS. To achieve this goal, methods of analysis and synthesis, abstraction, generalization, questionnaires were used, which allowed to analyze the pedagogical conditions for the formation of historical memory in primary school students in Ukrainian language lessons and identify the main directions of this process.

RESULTS OF THE RESEARCH

The educational functions of games have been known for a long time. Many teachers, especially foreign language teachers, attach great importance to this means of learning, which has many applications and functions. After all, playing at school is one of the effective means of mental development of students and their upbringing. It allows you to implement all the leading functions of learning: educational, educational and developmental.

Games in foreign language lessons in primary school not only contribute to increasing the vocabulary of younger students, consolidating the studied material, improving speech, but also help to overcome shyness, believe in yourself, emotionally relax, show initiative, develop creative imagination, intelligence, speed of thinking, increase interest in learning, avoid overload.

The purpose of using game technologies in English lessons in primary school is
· formation of speech skills for foreign language communication;
· development of students' speech creativity and their ability to verbally respond;
· formation of skills in using speech patterns that contain certain grammatical difficulties;
· creation of natural contexts based on speech patterns;
· teaching students to use vocabulary in situations that are close to real conditions;

· launching speech and cognitive activity of children of primary school age (Concept...).

Modern didactics increasingly introduces linguistic (verbal or speech) games into the main tool of language learning.

A language game is a type of didactic game, it performs educational (cognitive) and game (activity) functions. The purpose of a linguistic game is to form students' speech competence in a relaxed, playful, interesting form in the process of communication. Such games are based on various actions with words, letters, sentences, text and are aimed at the development of oral and written speech, clarification and consolidation of vocabulary, the ability to conduct a dialogue, etc. These games train memory, language sense and vigilance.

According to the task that the game solves in the educational process, linguistic games are divided into the following groups:

1. Graphic games. The purpose of these games is to master the writing of letters and their correct use in writing.

2. Dictionary games. Their purpose is to enrich students' vocabulary, improve their speech.

3. Spelling games. The goal is to consolidate spelling skills.

4. Orthoepic games. The goal is to improve the pronunciation of sounds and sound combinations.

5. Grammar games. Games in this group help improve the application of grammar rules (morphology, syntax).

6. Games for the development of students' coherent speech. The goal of these games is to form and improve coherent speech, use the rules of speech etiquette, etc.

Linguistic games are presented in various forms, such as: riddle, crossword, charade, chainword, metagram, anagram, encryption games, and the like.

Linguistic games can be used at every stage of the formation and correction of speech competence and, as practice shows, are quite effective.

Below are some examples of linguistic games that we use in English lessons with younger schoolchildren.

1. «Restore the order.» Task: arrange the letters in order to form a word.

N-d: slhooc (школа), romo (кімната), fdienr (друг).

1. «Catch the sound.» This game is for developing phonemic hearing in schoolchildren. The teacher says a word, the children clap their hands when they hear a certain sound. For example:

For example, if you're teaching basic greetings, you could use audio clips like:

«Hello!»

«How are you?»

«Nice to meet you.»

Play the audio and instruct the students to clap their hands every time they hear the word «Hello.»

Repeat this with the other phrases.

1. «Make a pair.» Students pair cards with the names of 1) colors and 2) fruits or vegetables or cards with phrases that have the corresponding names.

For example:

Show a card with the name of a fruit or vegetable (e.g., «apple»).

Ask students to find and hold up the card with the matching color (e.g., «red»).

Repeat with other pairs: «pear» with «green», «plum» with «purple», «corn» with «yellow»,

«beet» with «purple», «pea» with «green».

Encourage students to say the words aloud as they match them with the colors.

1. «Word search grid»: a field is drawn on the board in the form of a grid of cells, each cell has a letter written in it. The student's task: to independently find the given word in the grid of letters.

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S E V E N Y D E K B L U E Q F
H A P P Y A R C R A R O W N O
P I N K B C A T U P P L A N T
O R A N G E R L O C K I A V E
R B O O K S L I R S I O Y E L
E G R E E N P E N U O H T O M
N A R E D L C U A R L A D R I
O P U R P L E A T R E E A C I
W S C I E N C E R E N H P P E
M Y E L L O W C H I A I L R G
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Words to search for: Blue, Green, Red, Yellow, Orange, Purple, Pink, Brown, Black, White.

2. «Memory game». This game is designed to develop memory. 10 cards on the topic studied are fixed on the board, students read the words in chorus. Then the students close their eyes, the teacher removes one of the cards. Students must guess which card is missing and name the entire row of 10 words. The game continues until there is no picture left on the board, and students name them all from memory.

Application cards for the game «Memory Game»:

Set 1: Dog, Cat, Bird, Fish, Rabbit, Turtle, Horse, Cow

Set 2: Apple, Orange, Banana, Strawberry, Grapes, Watermelon, Pineapple, Peach

Set 3: Car, Bus, Train, Bicycle, Motorcycle, Truck, Airplane, Boat

This game helps develop students' memory, attention, and concentration.

3. Game «Guess: What is it?» To practice various interrogative sentences and structures. The teacher hides a certain object or its image in a box. Students guess what is there by asking questions: Is there a ...in the box? Do you have a ...?

4. «Pantomimic dialogue». The goal is to study and learn to use grammatical structures in speech in the form of a dialogue.

Rules: students are divided into pairs; each pair receives a card with a written dialogue, which they must reproduce by pantomime without using words; the dialogue may contain grammatical structures, for example, interrogative sentences, verbs in Present Simple or Past Simple, adverbs, and others.

<div align="center">

Example: Card 1: (for a couple)

A: (asks with gestures) Are you hungry?

B: (answers with gestures) Yes, I am. Let's eat.

</div>

Preparing for these and similar games can take a lot of time and effort from the teacher, but the result obtained from the use of language games is much higher.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, in the process of purposeful work on the introduction of linguistic games in teaching English, we came to the conclusion that the level of success and mastery of communicative skills increased for most students, students became more active in lessons, they partially overcame language barriers, became interested in learning, became more confident, creative. Their emotional state significantly improved.

Linguistic games are a special category of activities that combine simultaneously language, game and educational functions. Experience proves that the game, as a teaching method, increases the efficiency and interest of students. Our experience in introducing language games into the process of learning English has shown the unconditional feasibility of using these games as a means of activating cognitive activity and improving the educational results of primary school students.

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