THE METHODOLOGY OF USING GAME ACTIVITIES TEACHING A FOREIGN LANGUAGE IN THE 6th GRADE

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Abstract

In the following article is highlighted lthe study of gaming technology in the classroom in the 6 grade. In the sake of the main tasks of a teacher at an early and everage stage of teaching children a foreign language is to make this subject more interesting and beloved. Special attention is paid to the use of foreign language lessons the strange language of game technologies, in particular role-playing games, which is an important method for stimulating the motivation of educational and cognitive activity of schoolchildren. The characteristic features of the methodological structure of the role-playing game are described.

Keywords: method, tasks, role-playing game, game, entertainment, educational activity, pupils' mood.

Introduction

At an early stage of teaching children a foreign language, one of the main tasks of a teacher is to make this subject interesting and beloved. In the younger at school age, children are very emotional and mobile, their attention is involuntary and unstable, It is important to take into account the psychological characteristics of children of this age in the learning process. As a rule, younger schoolchildren pay attention to what is of their immediate interest. And the game, as it is known, is the main activity of a child of pre-school and primary school age. It serves as a kind of "common language" for all the guys. The use of the game as one of the means of teaching a foreign language is much easier improves the learning process, makes it closer and accessible to children. Game technologies are one of the unique forms of learning, which makes it possible to make interesting and exciting not only the work of students at the creative search level, but also everyday steps to learn English. The entertainment of the conditional world of the game makes the monotonous activity of memorizing, repeating, consolidating or assimilating information positively emotionally colored, and the emotionality of the game action activates all the psychological processes and functions of the child. Other by the positive side of the game is that it promotes the use of knowledge in a new situation, that is, the material assimilated by students goes through a kind of practice, brings variety and interest to the learning process. For a child in the game, it is possible to imagine himself as an adult, copy the actions he has ever seen and thereby acquire certain skills that may be useful to him in the future. Children analyze certain situations in games, draw conclusions, predetermining their actions in similar situations in the future. The potential of the game as a type of teaching activity in the process of learning a foreign language

Method Game as a type of educational activity

The entire organization of the pedagogical process should fully contribute to improving the effectiveness of teaching, the formation and development of the cognitive process (interest) among students, stimulating It is very important that the child develops both intellectually and emotionally, so that he creatively approaches the performance of a particular task or exercise. How to competently organize the pedagogical learning process in order to fulfill all the listed tasks? How to ensure that the children of junior and middle classes were interesting and exciting in the classroom, so that the program material was absorbed easily and naturally? How to make it so that the lesson flew by unnoticed for both

students and teachers a calf? How to ensure that students are not just skills, types of various activities, effective in teaching children. The structure of the game as an individual activity includes the following stages:

✓ goal;

✓ planning;

✓ implementation of the goal;

✓ analysis of the results in which a person fully realizes himself as a subject[1].

The motivation of gaming activity is provided by its voluntary nature, the possibilities of choice and elements of competition, satisfaction of needs mechanically memorized words for the teacher, and then immediately forgot at home, and consciously memorized words or those other phenomena and were able to analyze them later? The role of play in all lessons is very important. If the children are interested, if they remember one or these roles while playing; self-affirmation, self-realization. The structure of the game as a process includes: the roles assumed by the players; game actions as means of realization of other material, if they are involved in game activity-real relationships between the players; and at the same time, interest in the subject increases, then the plot (content) is the area of reality- the teacher's goal can be considered achieved. Benefits conditionally reproduced in the game giving games increases quality and efficiency A game is a type of activity in the conditions of situational learning, the strength and ease of assimilation of the educational process aimed at recreating and assimilating the educational material. Naturally, it is necessary to take into account experience, in which the students' age-related capabilities, their skills are formed and self-management of behavior is achieved. Skills, differentiated approach to each Most games are distinguished by the following features:

➢ The student is able to take into account his psychological abilities free developing activity and features.

➢ undertaken only at the request of the child, for the sake of the teacher should be not only sensitive, I know pleasure from the very process of activity, but a teacher who does his job, endowed with artistry not only from the result (procedural with sufficient data. Children in the lower grades are verystrict) direct.

➢ First you will be exposed, and you will be emotionally uplifted actively you will never be able to become that friend, teacher, sti, rivalry, competitiveness, competition that is so valued in our time. Creation on ("emotional stress"); the lesson is positive, emotional, relaxed the presence of direct or indirect rules, from the environment, mutual understanding between the students of the content of the game, logical and temporal, the creation of an easy game creative sequence of its development[2]..

The mood in the classroom in junior and middle grades to determine the main function of the game is a sufficient guarantee of successful language acquisition, it is difficult for sure, According to most researchers On the other hand, this does not mean that the entire lesson of teley, games perform a training function in should obey the game. But game moments, ontogenesis (just like a safe way, even five minutes should always take place. mastering any action through the game the game in the lesson must meet certain requirements among animals).

Requirements:

Childhood researchers M.Daad and L. Braun said that " Must be combined with the program that the games of children of primitive cultures, as a material; rule, imitation of professional actions solve at least one of the three tasks: adult education, educational, education developing[3]", A. N. Leontiev also adheres to this " Do not distract from the educational process in general. He notes that in the course of the activities of the; benka there is a contradiction between the stormy times not to be long-term in time (otherwise, by the development of his need for action with the teacher, the teacher ceases to own the

educational process[4]), on the one hand, and the development of operations that carry out this action, on the other. The child wants to drive a car by himself, row a boat, but cannot carry out this action because, Be accessible to students (taking into account their psychological characteristics, age.opportunities and their interests) Not to be burdensome for the teacher, not that he does not own and cannot master those operas require special equipment; Activate the learning process;.To please students and teachers. The game, whether it is role-playing, plot-based role-playing or.some other, with proper and competent use, strengthens the motivation to study AIl arouses students' interest in the language and the country of the studied language, improves the quality of language acquisition. It can be said that the game as a technique is based on a combination of certain knowledge, skills, skills that are required by the real subject conditions of this action, and this contradiction. can be resolved in a child only in one single type of activity in the game. However, there are other points of view on the function of the game in people's lives. Thus, V. N. Druzhinin believes that the main function of intelligence is the creation of predictive models, the possible futures[5]. Then the game (the creation of probable worlds and actions with them) is one of the manifestations of intelligence, its inherent property. This property does not depend on age, just the "generation of models of the world" by adults is called differently - art, philosophy. And what is the intel function of a child's self-realization in the game "polygon of human practice"; the communicative function of the game vividly illustrates the fact that the game is a communicative activity that allows the child to enter the real context of the most complex human the more punctual a person is, the more he must be a communicator; L. S. Vygotsky, back in the twenties of the last century, drew attention to the change in the

- ✓ diagnostic;

- ✓ therapeutic;

- ✓ correction function;

- ✓ entertaining [6].

- ✓ holding and dynamics of children's play.

He emphasized that the game is reasonable and expedient, the game by its nature is very close to real, socially coordinated, real life situations, and sometimes a system of behavior subject to known rules is inseparable from them. Thanks to the dichotomy - a fictional pro-research or energy expenditure. By doing this, she discovers a problem and real efforts to resolve it her full analogy with the labor cost of energy- the game allows you to model the sociocultural gii of an adult, the signs of which are all context, to play various behaviors that coincide with the signs of the game, with exceptions, correct and then play again. we accept only the results. Thus, despite the fact that in life it is difficult or absolutely impossible to rule the objective difference that exists between the game (intercultural conflict or intercool and the work that even allowed them to be considered a tour shock), in the game you can lose again and again completely opposite to each other, psychologists again, developing strategies necessary for their nature to completely coincide. This is a way of avoiding this conflict [7] It indicates that the game is a natural form the game is focused on group activity, my child's work, its inherent form that fully meets the needs of modern meto activity, preparation for a future life. It is also easily transformed into a different. The child is always playing, he is a being playing, there are forms of individual activity, giving who but his game makes a lot of sense. It is precisely the opportunity for each student to try himself in accordance with his age and interests and includes in one role or another and to show individual abilities such elements that lead to the development of his own. The necessary skills and abilities [8]. Due to the iconic nature of the game, the Polish researcher Stefan Schuman notes an almost unlimited opportunity it seems that the game is a characteristic and peculiar form for creating fictional situations, problems, activity of the child, thanks to which he learns and incidents, conflicts of everything that requires verbal experience. Schuman pointed out the fact that there is noi and nonverbal activity and that it is absolutely necessary for the development of intercultural communication skills. The game encourages the highest emotional experiences in the child and activates him in the deepest way. According to Schumann, the game can be perceived as a process of development aimed in a

peculiar way at the formation of the mind-creativity, imagination, concepts and skills. The communicative nature of the game also provides opportunities for the development of communication skills. The need to comment on your own and others' actions, to interact within The game is so multifunctional, origional groups, to object, to agree, to express one's own, is unique, its boundaries are so extensive, the opinion serves as a basis for the development of speech skills and is transparent, that it should be given any clear, laconic and communication strategies that are necessary for the initiation and maintenance of intercultural dialogue [9] a clear definition is probably simply impossible. Many explanations of the game that science has at its disposal are inaccurate, incomplete, and sometimes simply non use of the game contributes to communication Play as a function of culture, along with work and learning, is one of the main types of human activity. G. K. Selevko defines play as "a type of activity in situations aimed at recreating and assimilating social experience in which self-management of behavior develops and improves" [10]. Here are just some opinions scientists on this problem. All points of view are different and contradictory. However, most researchers agree that in people's lives, the game performs the following important functions, the classification of which was given by A.S.Shmakov:

- ✓ the function of socialization;
- ✓ communication function;
- ✓ according to the active nature of teaching.

Results. The psychological orientation of lessons on the development of the intellectual activity of students of the medium of the studied language, the optimization of the intellectual activity of students in the educational process, the complexity of learning, its intensification and the development of group forms of work. it can be seen that the formation of speech skills and minds should take place in conditions as close as possible to those that can occur in natural communication, and the learning process itself should be based on solving a system of communicative tasks through language material. The means of pedagogical management of educational activities are communicative tasks, with the help of which the teacher announces and engages students in creative interethnic activity [11].

The superiority of the game over other means of learning is revealed in the fact that it is able to provide not only individual, but also a pair, group and collective form of work at the games.of the lesson, which allows each student to use the study time as efficiently as possible. The game gives the ability to navigate in real life situations, losing them in different ways; multiple in his fictional world. Gives psychological stability. Relieves the level.of anxiety. Develops an active attitude to life and purposefulness in achieving the set goal. Obligations to partners [12]. Communication should also be considered as the main energy source of the game. In joint communication, there is an active increase in vital energy as a result of game interaction, empathy, competition. Many of the children's games are, first of all, collective- they carry a charge of communicative activity, communication, which transmit from generation to generation collective social experience, traditions, values and ideals. In children's play activities, there are absolutely real social the relationship that develops between the players [9, Based on this, we can say that the technology of game teaching methods is aimed at teaching students to be aware of the motives of their teaching, their behavior in the world and in life, that is , to form goals and programs of their own self- to be the first to achieve the goal; to anticipate its immediate results [21, p.63]. A communicative approach to teaching foreign languages implies the necessary differentiation of knowledge of various language rules and the ability to effectively apply these rules pitchfork in the process of communication [13]. The basic concepts of this approach are presented by the following paradigm: the main focus is on the communicative neck of competence; the curriculum takes into account the interests of teaching the remaining. There are 2 main types of games:

1. competitive - games in which players or teams compete, compete for something,
2. cooperative - games in which players and teams go together to a common goal.

Discussion. The communicative game should be used on the language material worked out in advance and brought to automatism. At an early stage of learning a foreign language, this condition is an

obligation otherwise, the communicative game will be unbearable, and as a result, meaningless. Proceeding from this, the three part form of performing communication-oriented tasks (work) is currently becoming more widespread [16, C.45]. Almost any task can be performed in three stages: the responsibility for the learning process lies on both the teacher and the students;. real world problems;. eye contact during communication;. training;. authenticity of materials and solved preparatory pre-executive, while and final. Games should be attributed to the essential part language program, and not to the entertainment activity- independence and cooperation in the activity used in the last week of classes or at the end of the quarter. setting for success. The game is a diagnostic tool As a result of the implementation of this approach, it grows for the teacher to determine the most motivation of students and their self-confidence. difficult moments, the degree of assimilation of the material, and, Activity tasks for communication , therefore, take all measures for their liquidation oriented teaching of foreign languages. they are built on the basis of game, simulation and its Communication games are based on various types of communication. personal technologies such as, for example, filling out tasks of the following types:

➢ omission, guess, search, selection of the same;

➢ communication games (communication pairs, exchange, accumulation or collection, combinations and card games, problems and riddles, role-playing games);

➢ communicative imitations (communication and reproduction) in communicative games, free communication (socialization) is provided bots in pairs, groups large and small.

The game is a communicative activity, although it is possible to move freely around the room. purely game rules and specific. She introduces the role of the teacher in the game: monitoring, resource the child in the real context of the most complex human center, the teacher must move from group to group relations. Children absolutely need a group, to listen, to provide the necessary information a common dream, a common desire to be together, an experience of formation, (that is, to provide language assistance) of collective experiences. Any game community to notice mistakes, but not to interrupt and not to correct is a collective acting in relation. Make notes on paper. each player, as an organizing and communicative game, is promoted by an intentional beginning, which has a huge amount of communicative language practice, creates contact based on communicative connections.

Conclusion. Children converge quickly in the game, after which the language is assimilated more meaningfully, and any participant integrates the experience gained from other players. Entering into the game collection. Features of teaching a foreign language at the primary school age. The child assumes a number of moral obligations. At a younger age, the formation of the ability of the authors of training courses as a means of communicating in a foreign language is connected not only with the attachment of lexical and grammatical units, but also with the development of grammatical, lexical and background structures. With the practice of such an approach, younger children quickly begin their actions and emotions with the expression of emo-tic structures, which are accompanied by adequate statements in English statements in English. The main characteristics of age groups are that students' interest in classes is one of the conditions for the formation of language ability, which is one of the conditions for good academic performance. Therefore, it is very important: it is important that the lesson of a foreign language be inte- awareness at a level accessible to children of what is appropriate. An interesting lesson, of course, is the selection of in that there are people who speak another language. there is a lot of interesting material with entertaining content. And this means that their life is arranged somehow according to another and the teacher's skill, which manifests itself, is more important than the life that children see around them. first of all, in the methods of conducting classes; this and they say other words and do not understand those that are the problem of the correlation of theory and practice; and the pace we say, they read other books, they live in conducting classes. Undoubtedly, there are many other cities, in other houses, watching other factors that increase the interest of learning films, children playing other games. This is another approach to learning a foreign language, among which it is interesting that it turns out that it is possible to live freely, gaming technologies play an important role. In the process of teaching foreign languages, this stage is characterized in assimilation especially at the younger stage of

learning. Language by the fact that the primary ability is formed. At the initial stage of language learning, students work with great interest. This is explained by distinguishing the language, distinguishing it from the native and other foreign, if it is in the environment of the child, the fact that, starting to learn the language, students it is important to realize that other people imagine that they will also be different from us in some way. Although they live and cook together. But the oral forms of work and stressful are different, but the laws of their life and communication in the pace for 45 minutes tires the students, they somehow coincide with the usual ones: they also lose their attention, and by the end of the (lesson especially, they greet each other when they meet, take care of each other if this is the last lesson) they stop working, ask how are you; what leads to poor memorization of the studied formation of the ability to "see" the situ- in the lesson of language material. In this case, the use of communication (this also happens in the native language), games and various rhymes go to the aid highlight the actors and what they said, whether they understood each other or not, how they reacted. The games have wide educational opportunities interlocutors, formation of the ability to understand, "read" the situation not only by words, but alsoby gestures, facial expressions, posture, if it is a book or a movie, then also by illustrations. At this and the previous stages, what is usually called a language guess that is considered to exist initially in children, opportunities. Many outstanding teachers have rightly paid attention to the effectiveness of the use of games in the learning process, since the game manifests especially fully and sometimes unexpectedly the abilities of a person and a child in particular.

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