

**Роль игры в формировании иноязычных речевых навыков школьников
младших классов**

**Арсанова Ангелина Руслановна¹, Байтурсынова Аина Талгатовна²,
Калинина Мария Вячеславовна³, Ткачева Марина Викторовна⁴**

^{1,2,3,4}Уральский федеральный университет имени первого Президента России

Б. Н. Ельцина, Екатеринбург, Россия

¹Angelina.Arsanova@at.urfu.ru

²Aina.Baitursynova@urfu.me

³M.V.Kalinina@urfu.me

⁴m.v.tkacheva@urfu.ru

Аннотация. В этой статье описывается роль игр в формировании иноязычных речевых навыков у школьников младших классов. Целью проекта является изучение влияния использования игры как эффективного средства формирования иноязычных речевых навыков у школьников младших классов. Для достижения цели были изучены научные статьи. Выявлено, что игры положительно влияют на развитие словарного запаса, фонетических и грамматических навыков школьников младших классов.

Ключевые слова: иностранный язык, игры в обучении, ученики начальной школы, речевые навыки, психология

**The Role of a Game in the Formation of Foreign Language Speaking Skills
of Primary School Students**

**Arsanova Angelina R.¹, Kalinina Maria V.², Baitursinova Aina T.³ Tkacheva
Marina V.⁴**

^{1,2,3,4}Ural Federal University named after the first President of Russia B.N. Yeltsin,
Yekaterinburg, Russia

¹Angelina.Arsanova@at.urfu.ru

²M.V.Kalinina@urfu.me

³Aina.Baitursynova@urfu.me

⁴m.v.tkacheva@urfu.ru

Abstract. This article describes the role of games in the formation of foreign language speaking skills of primary school students. The purpose of the project is to study the impact of using a game as an effective means of forming foreign language speaking skills of primary school students. To achieve this purpose, scientific articles were studied. It was revealed that games had a positive effect on the development of vocabulary, phonetic and grammatical skills of primary school students.

Keywords: foreign language, games in teaching, primary school students, speaking skills, psychology

Introduction. Teaching primary school students spoken English is one of the current requirements. The game is the leading activity at a preschool age, so its usage in the process of teaching English is the basis for a successful assimilation of the material by students.

The problem of the project is to define the role of a game in teaching primary school students.

The rationale of this work is that at the initial stage of learning, game technologies allow students to improve the quality of learning and form a strong motivation to learn a foreign language. Any student, regardless of his talents and abilities, can express and realise himself in the game, increase his self-esteem, survive a situation of success.

The formation and development of personality take place in the process of a gaming activity. Technologies of games increase the level of motivation, initiative, readiness for empathy and imagination activities. The game brings students together for a group collaboration, voice and thematic interaction aimed at solving common problems. This method creates a favorable psychological environment, allows students

to study the material. It makes them think, helps to look for non-standard solutions and offers new ideas. It is easier to memorise a new material in a relaxed atmosphere.

Thus, the technology of the game allows students to create a favorable psychological context in English lessons. Games help to expand the capabilities of students, eliminate the language barriers, learn a foreign language and improve the quality of students' knowledge.

According to many researchers, a primary school age period is the most sensitive for young learners to master the basics of a foreign speech. The analysis of scientific works testifies to the relevance of studying the process of preparing students for foreign language communication.

The purpose of this paper is to explore the use of games as an effective means of formation of primary students' foreign language speaking skills.

To achieve this purpose, the following research questions were defined:

1. To study the literature on the chosen theme;
2. To analyse various types of the games to find appropriate ones for primary school students;
3. To identify games that have a greater effect on formation speaking skills in primary schools;
4. To analyse the advantages of using games for formation of foreign language speaking skills.

Research methods are: theoretical (study and analysis of literature, classification, generalization) and practical (experiment, observation, description).

The history of the game methods. Learning to play is a form of educational process in conditional situations aimed at recreating and assimilating social experience in all of its aspects: knowledge, skills, emotional and evaluative activities.

Learning by the game has deep historical roots. Historically, one of the first tasks of game is teaching.

Jan Amos Komensky (1592-1670) proposed to turn all "hard labour schools", "workshop schools" into playgrounds. Each school, in his opinion, could become a

universal game in which everything would be realised in games and competitions, depending on the age of students.

John Locke recommended using reproducible forms of learning. Jean-Jacques Rousseau, who was responsible for the civic education of a person, proposed a programme of educational activities: socially useful work, joint games, festive events.

As a pedagogical phenomenon, Friedrich Froebel was one of the first to classify games. A game theory became the basis of his pedagogical theory. Having defined the didactic aspects of the game activity, he proved that the game helped to teach students. For example, when mastering ideas about the shape, colour, size of objects, students could understand how things worked together. [1]

A game is also important for personal development because during the game, a lesson situation is created in which a student participating in a competition really wants to help his team, tries to find the right answer, and is active. As an experience shows, such situations allow students of different levels of knowledge to prove themselves. Oftentimes, the learners who are not distinguished by good academic performance can prove themselves here from a completely different side and become active participants in the game, contribute to the victory of their team. From this point of view, the use of games can become an important success factor for low-performing students, arouse their interest in the subject and become the basis for their subsequent success in learning English. [2]

But the unique feature of the game, as M.N. Skatkin notes, is that “educational tasks appear to the student not explicitly, but disguised. While playing, the student does not set himself an educational task, but as a result of the game he learns something.” There is no need or reason to set a goal – to relax, to switch over: the nature of the game as such will do its job. The experience of the teachers and theorists shows that a game is one of the most effective teaching methods, the use of which makes a foreign language a favourite subject of primary school students. [3]

Classification of educational games in a foreign language

In addition to defining the role of games in the learning process, it is important to know their variety. S.V. Kulnevich and T.P. Lakotsenina offer the following classification of the games:

Games-exercises. They usually take 10-15 minutes and are aimed at improving the cognitive abilities of students. They are good for the development of cognitive interests, understanding and consolidating educational material in new situations. This is a variety of quizzes, crosswords, the explanation of proverbs and sayings, riddles.

Travel Games. They can be carried out both directly in a classroom and in the process of extracurricular activities. They serve mainly the purposes of deepening, understanding and consolidating educational material. Encouraging students to take part in travel games is expressed in speaking, questions, answers, in their personal experiences and judgments.

The storyline (role-playing) of a game differs in exercise and travel games. The situations are simulated, and the students play certain roles. [4 c. 56-64]

Advantages of using the game method in English lessons in primary school

V.A. Sukhomlinsky said, "A game is a huge bright window through which a life-giving stream of ideas and concepts about the surrounding world flows into the spiritual world of a student. The game is a spark. It ignites a spark of inquisitiveness and curiosity." [5, c. 33]

Gaming technologies represent various steps from a game for fun to a game for the brain. And the highest step is from a game to creativity.

Learning a foreign language vocabulary is a process that covers several stages. At the first stage, a new word is introduced. At the next stage, students are trained in creating lexical speech connections in the same type of speech situations. The result of training is the ability of students to create dynamic lexical speech communication, that is, to use new words in communication freely.

It is possible to note the "advantages" of using game methods for the development of a conversational speech:

- games help to use new knowledge in a real situation;

- they are very motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.;
- games are a good way to practice language because they provide a model of students' behavior in a real life;
- games encourage, entertain, educate and promote fluency of speech;
- game exercises are a great opportunity to change the type of activity and activate the attention of students;
- games also help to practice new lexical and grammatical structures;
- in a playful way, students can not only study and consolidate new material, but also check what they have learned;
- game techniques allow the teacher to get away from monotonous work in a classroom

As Confucius said, "A teacher and students grow together." So let gaming technologies allow both students and teachers to grow. [6]

Conclusion

The main conclusion is that the most important thing in using games for formation of foreign language speaking skills is the right choice of games. Teachers need to take into account the age characteristics of students and, if possible, consider the interests of students. With the help of a game, a teacher can present available information easily not only in primary school. This is an absolutely universal teaching method that suits everyone. Games develop not only speech, but also imagination, grammar, phonetics, which are interconnected with speech.

Therefore, the use of games in English lessons contributes to the effective consolidation of foreign language vocabulary, phonetic and grammatical skills of primary school students.

Список источников

1. Демьяненко М.Я. - Основы общей методики преподавания иностранных языков. М. Bustard, 2005.

2. Сухомлинский В.А. Игра как средство умственного развития: Методическое пособие. – М.: 2003 – 128s.

3. <https://scienceforum.ru/2019/article/2018010594> Намазова А.А. Досьян Г.А. Современные методы использования игр в обучении английскому языку – Студенческий научный форум (дата обращения 14.12.2022)

4. Учебное пособие. М.: Народное образование, 1998

5. Сухомлинский В.А. «Сердце отдаю детям» Киев. 1974.

6. https://vogazeta.ru/articles/2021/10/5/teacher/18199uchimsya_uchitsya_u_konfutsiya Gez N. I. Development of communicative Development of communicative competence in role-based learning situations //Abstracts of the report at the All-Union scientific conference "Communicative units of language". Moscow: MGPIIA named after M.Torez, 2004, p. 124. (Дата обращения 15.12.2022)

References

1. Demyanenko M.Ya. Fundamentals of general methods of teaching foreign languages.M. Bustard, 2005.

2. Sukhomlinsky V.A. Game as a means of mental development: A methodological guide. – М.: 2003 – 128s.

3. <https://scienceforum.ru/2019/article/2018010594> Modern methods of using games in teaching English – Student scientific forum. Namazova A.A. Dosjan G.A. (accessed 14.12.2022)

4. Uchebnoe posobie. М.: Narodnoe obrazovanie, 1998, s. 56-64

5. Sukhomlinsky V.A. I give my heart to children. Kyiv. 1974. P. 33

6. [Vogazeta.ru/articles/2021/10/5/teacher/18199-uchimsya_uchitsya_u_konfutsiya](https://vogazeta.ru/articles/2021/10/5/teacher/18199-uchimsya_uchitsya_u_konfutsiya) Gez N. I. Development of communicative competence in role-based learning situations //Abstracts of the report at the All-Union scientific conference "Communicative units of language". Moscow: MGPIIA named after M.Torez, 2004, p. 124. (accessed 15.12.2022)

Информация об авторах

Арсанова Ангелина Руслановна – студентка, кафедра иностранных языков и перевода, Уральский гуманитарный институт, Уральский федеральный университет (Екатеринбург, Россия). E-mail: Angelina.Arsanova@at.urfu.ru ORCID: <https://orcid.org/my-orcid?orcid=0009-0004-6755-3408>

Байтурсынова Аина Талгатовна – студентка, кафедра иностранных языков и перевода, Уральский гуманитарный институт, Уральский федеральный университет (Екатеринбург, Россия). E-mail: Aina.Baitursynova@urfu.me ORCID: <https://orcid.org/0009-0004-8981-1244>

Калинина Мария Вячеславовна – студентка, кафедра иностранных языков и перевода, Уральский гуманитарный институт, Уральский федеральный университет (Екатеринбург, Россия). E-mail: M.V.Kalinina@urfu.me ORCID: <https://orcid.org/0009-0000-0058-1210>

Ткачева Марина Викторовна – преподаватель, кафедра иностранных языков и перевода, Уральский гуманитарный институт, Уральский федеральный университет (Екатеринбург, Россия). E-mail: m.v.tkacheva@urfu.ru ORCID: <https://orcid.org/0000-0002-0781-6075>

Information about the authors

Arsanova Angelina R. - student, Department of Foreign Languages and Translation, Ural Humanitarian Institute, Ural Federal University (Yekaterinburg, Russia). E-mail: Angelina.Arsanova@at.urfu.ru ORCID: <https://orcid.org/my-orcid?orcid=0009-0004-6755-3408>

Kalinina Maria V. - student, Department of Foreign Languages and Translation, Ural Humanitarian Institute, Ural Federal University (Yekaterinburg, Russia). E-mail: M.V.Kalinina@urfu.me ORCID: <https://orcid.org/0009-0000-0058-1210>

Baitursinova Aina T. - student, Department of Foreign Languages and Translation, Ural Humanitarian Institute, Ural Federal University (Yekaterinburg, Russia). E-mail: Aina.Baitursynova@urfu.me ORCID: <https://orcid.org/0009-0004-8981-1244>

Tkacheva Marina V. – senior lecturer, Department of Foreign Languages and Translation, Ural Humanitarian Institute, Ural Federal University (Yekaterinburg, Russia). E-mail: m.v.tkacheva@urfu.ru ORCID: <https://orcid.org/0000-0002-0781-6075>

