



THE ROLE OF GAME METHODS IN TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS

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Abstract

Today, there is increasing attention to learning and teaching English. In order to master this subject from the primary school level, a number of technologies, textbooks, and methods have been introduced into practice. This, in turn, requires making foreign language lessons, in particular English, interesting, that is, using various innovative methods, technical means, and interactive games that attract students. For younger students, the use of such games increases their potential for learning the subject. This article discusses the methods of teaching English to primary school students through games, provides examples, and analyzes them.

Keywords: primary school, method, game, vocabulary, white poplar, colors, interactive, traditional method, motivation, word memorization, potential.

INTRODUCTION

The electronic textbooks provided for primary school students are rich in information and have an automatic system for determining the level of mastery of communicative competence in a foreign language, a variety of exercises in the form of animation and graphic games on phonetics, spelling, lexicon and grammar, the ability to virtually demonstrate authentic speech situations to students, and a wealth of additional sociolinguistic materials in video and audio format, which provide effective results in the development of educational and cognitive competence of primary school students. If traditional methods are avoided in the lesson process and made interesting, this will not only ensure the quality of the lesson, but also prevent boredom and encourage passive students to participate in the lesson. When using games, we can modify them according to the knowledge and age of the children, that is, make them easier or more complex. The purpose of the game methods recommended for primary school students is to strengthen students' memory,



increase their mental capacity, speed, intelligence, easy memorization of new words, and most importantly, to organize the lesson meaningfully.

LITERATURE ANALYSIS AND METHODOLOGY

A number of technologies, textbooks, and methods have been introduced into practice in order to master this subject from the primary grades. This, in turn, requires making foreign language lessons, in particular English, interesting, that is, using various innovative methods, technical means, and interactive games that attract various students. During the writing of the article, experiments and several game methods were used.

DISCUSSION AND RESULTS

The intended result is achieved when classes for students in grades I-II are organized on a game basis, with the main focus on the acquisition of skills and competencies in listening comprehension and speaking. The situations in which students of primary school age use language are fundamentally different from the speech situations encountered by adults. For example, a primary school student talks to his family about the school supplies he has lost the most, what grade he got at school, what assignment his teacher gave him, and talks to his classmates about completing homework, family members, events that happened to them, new clothes he bought, food he prepared, and cartoons he watched. In class, they ask each other for a pen, pencil, or eraser, someone talks about leaving their book at home, someone informs the teacher about a student chewing gum in class, or they complain to each other. In such a lesson, many game methods can be used to attract the child's attention and concentration. Below we will consider some of them.

1. Teach the fruit vocabulary

If possible, the teacher brings plastic fruits to the lesson and puts them in a basket (or box) before starting the lesson. After greeting the students and reviewing the exercise, the teacher shakes the box. The sound coming from the box attracts the students' attention. The teacher opens the box, takes out a fruit and shows signs as if biting and chewing it: Yummy! Delicious! The teacher goes to the students and encourages them to bite and chew it, and then say "Yummy! Delicious!". After all



the students have completed the imitation exercise with the fruit, the teacher says the English name of the fruit: This is an apple. This is a red apple. This is a delicious apple. This is a delicious red apple. The teacher introduces the English name of all the fruits in this way.

2. White poplar, blue poplar

The students are divided into two groups and ask the students to answer the questions "White poplar, blue poplar?" They line up in two lines on opposite sides, holding each other's hands, as in the game. Those on one side (fruits) ask those on the other side (vegetables):

Gr1: Are you hungry?

Gr2: Yes we are.

Gr1: What would you like(to eat)?

Gr2: (We would like to eat an) apple?

The student on the first side of the apple says "I am a green, green apple. I am delicious. I am rich in vitamins." and runs towards the live wall on the other side. If the student crosses the live wall, he brings a vegetable student with him to his team, otherwise he remains in the second team.

SHOW THE COLORS! This game is an interesting and effective game for students who are just starting to learn a foreign language. For this, we need colored pencils. For example, raising a red pencil, it is said "RED", raising a yellow pencil, it is said "YELLOW". In this way, all the colors are mentioned together with the children. The students repeat after the teacher. Thus, the colors are repeated several times, that is, 2-3 times until they are at a level that can be remembered. Now the children have almost memorized the colors, and the teacher shows the colored pencils and asks the students. Only they have to answer, that is, without the help of the teacher. If they cannot find them, the teacher himself says it. At the end of the lesson, memorizing the colors is given as a homework assignment. Next time, working with colored pencils will be accelerated. The teacher often shows colored pencils, and the students are not given time to think. In this way, the speed of students' memorization and the efficiency of word memorization increase.



CONCLUSION

In conclusion, we must say that teaching English to primary school students through various games is one of the new modern methods that is currently widely used, and it is a method that is desirable and acceptable for both sides. In the process of such games, which are aimed at making language learning effective, students feel that they are participating in a game, not a lesson, and use all their knowledge and skills. In addition, they help their comrades to win. In this process, the teacher ensures the participation of all students in the audience in the lesson, can equally involve them in the lesson, and check and evaluate the students' knowledge. The game methods used in teaching English to primary school students protect the child from boredom and develop their mental abilities and intelligence.

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