

Didactic game as means of formation of positive motivation of younger school children to studying foreign language

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Abstract: the article is devoted to the problem of motivation of younger school children when studying English. The article considers the types of games and their influence on psycho-physiological state of schoolchildren. Brief methodical recommendations on the organization of didactic playing activities are also provided.

Аннотация: данная статья посвящена проблеме мотивации у обучающихся младшего школьного возраста при обучении английскому языку. Рассматривается типология видов игр, их влияние на психофизиологическое состояние обучающихся. Приведены краткие методические рекомендации по организации дидактической игровой деятельности.

Keywords: cognitive activity, didactic/ educational game, motivation, communicative skills.

Ключевые слова: познавательная деятельность, дидактическая игра, мотивация, коммуникативные умения.

Every teacher strives to kindle a spark of interest to the subject that will grow into the flame of desire to work, comprehend the unknown and strive for perfection. It is very important that the interest arose not periodically from a lesson to a lesson, but was maintained and increased constantly.

It is especially important when the talk is over a teaching of foreign language at elementary school where children have already understood why they came, but do not realize what it is necessary for.

Fortunately, a teacher of foreign language possesses a whole arsenal of means that will help to interest schoolchildren, motivate them for cognitive activity and appropriate use of knowledge and skills in practice in real life.

Proceeding from own experience I would like to tell about the means I use in my work at lessons and extracurricular activities.

When speaking of pupils of elementary school practice shows that the main/basic means of formation of positive motivation is educational game.

In general, educational game is a universal remedy. In is effective at all stages of teaching of foreign language from beginner to adults. A game helps overcome difficulties, the fear of making a mistake when pronouncing/ articulating compound foreign sounds, words or their combinations. It is a wonderful possibility of speaking practice: formation of grammar and speaking skills, ability to communicate.

The fact is that owing to mental and physical features a game still prevails in activity of children at elementary school and the teacher's aim is to direct it to educational course.

There are individual games, group games and games for the whole class. Group and class games are more preferable as they promote development of communication skills and unity of pupils collective which is very important in elementary school.

As for me, at lessons I usually use various educational phonetic and lexical games which help check up homework, activate previously studied and consolidate new material.

Role – games let the children play roles of scientists, teachers, politicians etc., depending on teacher's aim. Moreover, role– game plays not only cognitive but also vocational purposes!

For extracurricular activities one can use various competition – and quiz – games, search – and travelling – games.

As a matter of fact in the course of educational game pupils acquire knowledge, practice during the lesson and transfer the skills into their life!

Nevertheless, a teacher should remember that not every game may be educational and there are certain requirements to the use of games within educational process.

A game should not become a purpose itself. That should be creative, **organized** and active in character.

Brief methodical recommendations for the beginner teachers on the use of educational games.

1. A teacher should possess knowledge and skills to conduct t educational game: learn him-/herself the course of the game, find his/her (teacher's) position and methods of supervision.

2. The rules of the game and the number of players should be determined precisely; children should be acquainted with educational material for the game. Visual aids should be simple but demonstrative.

3. A teacher should be capable to combine entertaining and education as the form of the process helps turn complicated tasks into a game.

4. Reflection is an integral stage of a game, which helps children or participants of the game to note/find where they were success or failure, makes it possible to have a look at mistakes and achievements from another point of view.

5. The analysis of educational game after the lesson helps teacher find methods that proved effective to achieve the purpose and what should be perfected.

Therefore, didactic/ educational game is a universal means that not only has positive motivating effect when studying a foreign language but also helps pupils to adapt to a new situation of development, to become the subject of his own activity and behaviour, promotes successful socialization [3, p. 36-37].

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