GAME METHOD OF TEACHING ENGLISH USING MULTIMEDIA TECHNOLOGIES AT THE INITIAL STAGE

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Annotation: *The article examines the formation of communicative competence at the junior stage of schooling, where the main teaching method is play.*

Key words: *game method of teaching, multimedia technologies, methodological techniques for organizing games.*

In the modern world, the introduction of new technologies into the educational process, which make it possible to create conditions for the formation of communicative competence of students, is one of the primary problems in the methodology of teaching a foreign language. It is known that at the initial stage of learning a foreign language, motivation plays an important role in the development of speech skills and language abilities of students.

Based on this, gaming multimedia technologies represent a modern and effective method of teaching a foreign language at the initial stage of education, ensuring not only the acquisition of new knowledge, skills and abilities, but also the formation of the student's motivational basis for learning English.

The period of primary school age plays a key role in the development of a student's personality, including the formation of a secondary linguistic personality. The use of the game method in the process of teaching a foreign language provides the teacher with the opportunity to ensure the development of students taking into account their individual needs and psychophysiological characteristics.

Moreover, students have the opportunity to become an active subject of the pedagogical process. However, gaming technologies are not intended to replace traditional methods - they act as an auxiliary learning tool. In this regard, the role of the teacher is to rationally use various gaming technologies, which requires not only fundamental knowledge in the professional field, pedagogy and psychology, but also knowledge in the application of modern technologies in a foreign language lesson.

In our study, we focus on the formation of communicative competence at the junior stage of schooling, where the main teaching method is play.

The relevance of this work is due to the contradiction between the educational potential of gaming technologies using multimedia in the formation of students' communicative competence of the target language and their insufficient implementation in the secondary school system.

Based on the above, a problem arises: are multimedia gaming technologies effective in teaching a foreign language to primary schoolchildren?

Currently, gaming technologies are of great interest to teachers. Meanwhile, gaming technologies remain "innovative" in the system Russian education. However, gaming technologies have found wide application in our practice. They have enormous potential from the point of view of the priority educational task: the formation of the child's subjective position in relation to his own activities, communication and himself [Seidametova S.M., 2015].

As is known, the interpretation of the concept of "technology" is general in relation to many branches of knowledge: medicine, technology, including pedagogy. Pedagogical technology is understood as "a system of interrelated techniques, forms and methods of organizing the educational process, united by a single conceptual framework, goals and objectives of education, creating a given set of conditions for the training, education and development of students."

Play, as one of the oldest pedagogical means of teaching and upbringing, is currently experiencing a period of unique flourishing. What is causing the increase in interest in the game at the present time?

On the one hand, it is caused by the development of pedagogical theory and practice, the spread of problem-based learning, on the other hand, it is determined by the social and economic needs of the formation of a versatile active personality [Leontyev A.A., 1979].

The German teacher and theorist Friedrich Froebel was one of the first to classify the game as a pedagogical phenomenon. The basis of his pedagogical theory was the theory of play. Noting the didactic nature of the game, he proved that the game is capable of solving the problems of teaching a child, giving him an idea of shape, color, size, and helping him master the culture of movement. The subsequent development of game forms of education and their study showed that with the help of games, almost all urgent problems of pedagogy are solved [Pigulya A. V., 2016].

Thus, game-based learning has deep historical roots. It is known how multifaceted the game is: it teaches, develops, educates, socializes, entertains and allows you to relax. However, historically it has been established that one of its first and main tasks is training.

Educational activities, which are leading for primary school students, are mandatory, purposeful, socially significant and systematic. Nevertheless, play continues to occupy an important place in a child's life, but is no longer predominant [Gorlova N. A., 2010].

In the school educational process, teachers often use multimedia teaching techniques to create and use didactic games as a tool and assistant in the rapid acquisition of knowledge in various subjects. Multimedia technology is the interaction of audio and visual information using modern hardware and software. These include text, sound, graphics, photos and video. Of course, no presentation is complete without multimedia. A multimedia didactic game is an interaction with a virtual environment built by a computer using various methods of transmitting information. Nowadays, all games on the computer are multimedia games. This type of game can be carried out by the teacher both individually and in a group of students [Shinkorenko A.V., 2014].

The next issue in considering the problem of using gaming technologies is the motivational component of the game.

It is known that when using monotonous teaching methods in a lesson, students become noticeably tired, lose interest, and stop perceiving the educational material. In other words, the importance of using gaming technologies in a foreign language lesson is due to their motivating potential. Weak language skills of students do not prevent them from being full participants in educational games. This is due to the fact that their personal qualities play a big role in the game process. The most resourceful and smart student can become the first. The competitive element of educational games ensures a high degree of motivation among students - everyone tries to win.

When preparing for the game, the teacher takes into account the level of the students' abilities, creates many roles, and works out individual tasks in which everyone can express themselves. In many ways, the motivating effect of the game is achieved through the use of various additional materials. These include handouts with diagrams, models and speech samples, as well as interior elements that help immerse yourself in the gaming environment and relieve emotional stress. The computer occupies a special place as an integral part of game teaching methods [Zimnyaya I.A., 1991].

Let us consider in more detail some methodological techniques for organizing games when teaching primary school children a foreign language. The following principles are described by foreign methodologist Wilga Rivers.

The technique of using differences in points of view (opinion gap). In accordance with this technique, the stimulus for foreign language communication for children in the classroom is natural differences in life experiences and points of view on the problems discussed in the learning process. When implementing this gaming technique, the following multimedia technologies can be used: colorful presentation, the use of an interactive whiteboard, a platform with various educational games Learning Apps.

The technique of information recoding is based on transferring information from one form to another. For example, from graphic (drawn apple) to verbal (the word apple). Using an interactive whiteboard will make the gameplay more colorful and interesting.

Role-playing technique. This technique is well known and gives the most tangible results as a means of developing oral speech skills. For example, introducing the vocabulary "Colors", the teacher asks students in the educational-speech situation "In the store" to divide into the following roles: seller, buyer of Christmas tree decorations, buyer of New Year's garlands. Each student in this situation is given the task of using colors in their speech.

Method of using questionnaires. Questionnaires are an effective way to stimulate students' oral expression at all stages of learning. At the very beginning of education (beginning of 1st grade), the questions are read out by the teacher, since many children do not yet know how to read in a foreign language, but can perceive information by ear. Questions can be easily projected onto any topic being studied and meet almost all principles of communicative communication: speech orientation, personal individualization, functionality, situationality, novelty. Technique for using language games and quizzes. Such games occupy a significant place in teaching a foreign language to schoolchildren, since gaming activity is characteristic of children at this stage of learning [Richard J., 2015].

Thus, when teaching a foreign language, one should focus on indicators of the formation of students' social activity, which are presented in the form of levels of its development. Since for students at the initial stage of learning the game is one of the leading activities, it is important for the teacher to select game material based on the degree of motivation and involvement of students in the game process itself.

Let us dwell in detail on the methodology of working with gaming technologies in the process of teaching primary schoolchildren a foreign (English) language. A modern foreign language lesson in a communicative approach to learning requires active participation from students. Speaking about gaming technologies, M. F. Stronin distinguishes 2 groups of games: preparatory and creative. The first group includes games that develop language and speech skills: phonetic, spelling, lexical, grammatical. Creative games contribute to the further development of speech skills and abilities. These include auditory and role-playing games [Stronin, M.F., 2001].

Preparatory (educational) games are games during which new knowledge, skills and abilities are acquired. Their purpose can be different - from training individual phonetic skills to developing listening skills. In accordance with the established goal, educational games in a foreign language lesson are divided into language and speech. Educational games develop the creative activity of students and contribute to the formation of competencies necessary for the modern information world. The educational game is built according to the following main principles: the opportunity for all students to participate in the game, the presence of a competitive component, the priority of didactic content over entertaining content.

Let's consider the types of educational games used in a foreign language lesson to develop language skills:

Phonetic games involve correction of pronunciation and reproduction of language material. Among teachers, such a type of work in the classroom as phonetic exercises is common. Lexical games are used to train the use of words in the flow of speech, activate students' speech and thinking activity, and develop vocabulary. Grammar games contribute to the transition of students to active speech activity, since they provide training in the use of certain grammatical structures and create a gaming environment for memorizing speech patterns. Spelling games are aimed at mastering the spelling of learned words.

The second group of games includes games that promote the development of students' speech skills. Among them, role-playing games occupy an important place, capable of organizing the learning process in such a way that students can use the accumulated language material in life situations.

Role-playing is a model of communication that carries the essential features of reality through imitation of it. Students, thanks to the opportunity to choose, can try on various social roles and act during the game as a person with interests and ideas different from their own. However, players who do not understand their role in a given game are less likely to accept the rules of the game and achieve its didactic goal [Peterson M, 2012].

All games played in class must meet certain methodological requirements. The place and time allocated for the game, the level of students' preparation, language material and the purpose of the lesson play an important role in the choice of an educational game.

One of the conditions for successful implementation of the game in the classroom is the correct position of the teacher in the game. He should not act as a judge, observer or role distributor, he should play himself, be part of the game. The game must correspond to the educational goals of the lesson. An important criterion when selecting games for English lessons is accessibility for students of a given age. The game is played according to a previously prepared scenario, based on a read story or fairy tale.

The introduction of a point system of assessment and bonuses in the form of encouraging active student activity and teamwork ensures the competitive nature of the educational game. It is important to note that interrupting the game to correct errors is inappropriate, since this contradicts the freedom and ease of participation in it.

Many methodologists note the fact that excessive use of multimedia in a foreign language lesson leads to loss of interest in them and ineffective emotional impact on students. In order to avoid this, the teacher must take into account the following principles when developing a game: the principle of creating problem situations that cause difficulties in students, the principle of individual activity and interaction with other participants in the game, the principle of dualism of the game used in the lesson, namely the presence of game and didactic task.

All games should be played in a foreign language for complete immersion in the language environment. When designing a game, you need to pay attention to the vocabulary the teacher uses to explain the rules. It must correspond to the level of language proficiency of the students. Ease of use makes it relevant for children of primary school age.

When using computer games in the classroom, his role changes: in the context of independent learning of language material by students, he functions as a coordinator of the learning process. When choosing a computer game for use in a lesson, a teacher should take into account the following criteria: accessibility, the possibility of independent and group use, the presence of a controlling element, didactic and motivational potential, the development of meta-subject skills, a clear interface and ease of use, compliance with the time allocated to the game, sanitary and hygienic standards, no scenes of violence.

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When evaluating the results of the game, you should avoid negative ratings, as they will lead to a loss of interest in the game. It is more advisable to move from discussing successful moments to less successful ones. Discussion will help students communicate what they have learned in class [Lewis M., Weber R., 2008].

The above allows us to conclude that gaming technologies occupy a special place among pedagogical technologies. The basis of such technologies is a pedagogical game, varied in didactic purpose, structure, and age-related possibilities use and content. The pedagogical game ensures that students are ready to put into practice the acquired knowledge and skills necessary for successful educational activities.

From the above, it becomes obvious that the use of games in English lessons contributes to the communicative and activity-based nature of learning, the psychological focus of lessons on the development of students' verbal and mental activity through the means of the language being studied, as well as the optimization of students' intellectual activity in the educational process, the complexity of learning, its intensification and the development of group forms of work. It is known that it is easier to remember what is interesting, and what is interesting is what captivates and does not cause boredom. In an entertaining game form, you can practice and repeat educational material, significantly replenish the active vocabulary of students, and acquire and consolidate the skills of correct spelling of English words.

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