



Polonska Tamara Kostiantynivna –

Candidate of Education (Ph.D.), Senior Researcher, Senior Researcher of the Department of Teaching Foreign Languages at the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine.

Sphere of scientific interests: *innovative methods of teaching foreign languages for senior school pupils, cultural aspects in teaching foreign languages, developing English language elective courses for profile school, constructing textbooks of foreign languages elective courses, use of information and communication technologies in the process of teaching foreign language to schoolchildren, etc.*

e-mail: Polonska@gmail.com

УДК 373.3.016:81'243

GAMES AS A TECHNIQUE FOR COMPETENCE-ORIENTED FOREIGN LANGUAGES TEACHING TO PRIMARY SCHOOL PUPILS

The article covers the problem of using game technologies as a technique for competence-oriented teaching foreign languages in primary school. The introduction of game technologies in educational process is one of the ways for improvement of junior pupils' studies in modern school and effective realization of competence approach. Formation of competences, marked in the State standard of primary education, envisages application of new technologies and forms for realization of educational work, including game technologies. The communicative nature of the game provides opportunities for developing communication skills to junior schoolchildren, stimulating and motivating them for learning a foreign language.

There are different approaches to determination of the game status in scientific and methodological literature and its usefulness in educational process in general and in teaching foreign languages in particular. Various types of games, including educational, didactic, role-playing, are described; their structural components and functions are characterized. Special attention is paid to educational and didactic games in foreign language teaching (language and speech games; games preparing for communicative activity and providing its activity). The author of this article suggests to practice role-playing games for teaching foreign languages for junior pupils, in addition to didactic games.

Keywords: game technologies, competence-oriented teaching, foreign language, primary school.

The problem statement. The actual task of modern school is the implementation of a competent approach in education, which involves the focus of the educational process on the formation and development of the individual's key competences. One of the important factors in the successful implementation of competent approach to teaching a foreign language is the use of gaming technologies in the educational process. Game technologies are an integral part of educational technologies, one of the unique interactive forms of teaching that allows activating a pupil's psychological processes and functions. Another positive aspect of the game is that it promotes the use of knowledge in a new situation, introduces diversity and interest in the teaching process. The concept of "game pedagogical technologies" includes a group of methods and techniques for organizing the educational process in the form of various pedagogical games. Game technologies

allow constructing foreign language instruction in a primary school in such a way that a pupil understands and accepts the learning objectives being set by a teacher, and at the same time he/she will be an active participant in their implementation.

The superiority of the game over other teaching aids is in the fact that it is able to provide not only an individual, but also a pair, group and collective form of work in the lesson, which allows each pupil to make the most effective use of school time. The game focusing on group activity fully meets the needs of modern methods. It also easily transforms into various forms of individual activity, enabling each pupil to try oneself in a particular role and show individual abilities. The communicative nature of the game also provides opportunities for developing communication skills. The need to comment on one's own and others' actions, to interact within the group, to object, to agree, to express one's opinion serves as a basis for developing speech skills and communication strategies, which is necessary for the initiation and maintenance of intercultural dialogue. An important role is played by pupils' psychological and intellectual willingness to participate in the game. The environment where the action takes place should contribute to the creation of joyful mood and be able to communicate in the atmosphere of friendliness, mutual understanding and cooperation.

Literature review and theory development. The problem of using game technology in the educational process in pedagogical theory and practice is not new. The development of the game's theory, its methodological foundations, the elucidation of its social nature, the significance for the pupil's development was handled by a number of foreign and home psychologists (D.B. Elkonin, P.Ya. Galperin, H.S. Kostiuk, V.S. Mukhina, L.S. Vygotsky, I.O. Zymnia, etc.), and educator-methodologists (I.L. Bim, A.M. Bohush, N.D. Galskova, A.O. Derkach et al.). D.B. Elkonin, based on the analysis of scientific literature on the game, considers its significance for the development of the child's motivational and needful sphere, cognition, development of mental actions and voluntary behaviour [6, c. 270–284].

In modern learning theory there are different approaches to determining the status of games. Some scientists include the game in teaching methods (O.O. Verbytsky, O.I. Kovalenko), others – in teaching methods (P.I. Abalkina, A.V. Zorina), in forms of study (M.L. Vaisburd, K.A. Rodkin), to the means of study (A.O. Derkach, O.Ya. Savchenko), to types of studies (L.V. Artemov, L.I. Bozhovytych), to teaching aids (V.A. Krutiy, Yu.I. Fedusenko), etc.

The problems of stimulating and motivating pupils to learn a foreign language, using gaming methods of teaching, are presented in the scientific researches of such scientists as I.L. Bim, Yu.I. Fedusenko, Yu.I. Passov, Ye.S. Polat, V.H. Redko, M.M. Sidun, S.T. Zanko, and others. In the practice of teaching foreign languages, numerous teaching aids, methodological developments, materials for conducting various games are used. However, despite the fact that the technology of game learning has been sufficiently studied, in the school practice it's not used actively enough, especially in the process of teaching foreign languages in primary school.

The purpose of the article is the conceptual analysis of a game in the educational process in general, the game activity of junior schoolchildren, and the scientific substantiation for the effectiveness of using games as a means of competence-oriented teaching foreign languages in primary school, in particular.

Presentation of the main material. In the Ukrainian Pedagogical Dictionary S.U. Honcharenko defines the educational game as "a basic technique for reproducing real situations of interaction between a teacher and a pupil in the learning process, as a simulation of real activity in artificially reproduced pedagogical situations" [1, c. 251].

By M.F. Stronin's definition, "a game is a type of activity in conditions of situations aimed at recreating and assimilating social experience, in which self-management of behaviour develops and improves" [4, c. 4].

There are many other definitions of an educational game, but most acceptable for us is the meaning given by A.O. Derkach, "an educational game is a game used in the educational process as a task, containing the educational problem (problematic situation), a solution of which will ensure the achievement of a certain learning objective" [2, c. 127].

A didactic game is a kind of games with rules specially created by teachers. They are aimed at solving specific problems in education and upbringing of children. The main feature of a didactic game is determined by its name: it's an educational game.

The Ukrainian leading specialist in the sphere of teaching junior pupils O.Ya. Savchenko defines six structural components of a didactic game: didactic task, game intention, game start, game action, game rules, summing up [3, c. 217–219].

The educational game performs several **functions**:

- *learning function* (contributes to the acquisition of knowledge, as well as the formation of foreign language skills and skills in one or more learning topics);
- *motivational and incentive function* (motivates and stimulates educational activities: it has a positive impact on the pupil's personality, widens his/her outlook, develops thinking, creative activity, etc.);
- *orienting function* (teaches to navigate in a specific situation and select the necessary verbal and non-verbal means of communication);
- *compensatory function* (compensates for the absence or lack of practice, brings the learning activity closer to the conditions for knowing a foreign language in real life).

Teaching games help to remove fatigue, overcome language and psychological barriers. Its use increases the interest in the subject, allows focusing on the main thing, namely mastering speech skills in the process of the natural situation of communication during the game. By O.Ya. Savchenko, "it is not worth evaluating the didactic game from the standpoint of the child's learning. Its value, above all, is that it acts as an emotional discharge, prevents children's fatigue and reduces hypodynamia" [3, c. 216].

The study of modern pedagogical literature on the game allows us to formulate the following requirements that the educator and teacher must keep when organizing educational games in class and during extra-curricular time:

- free and voluntary inclusion of pupils in the game: not the imposition of the game, but the involvement of children in it;
- pupils should understand well the meaning and content of the game, its rules, the idea of each play role;
- meaning of the game actions should match with the meaning and content of the behaviour in real situations so that the main meaning of the game actions is transferred to real life activity;
- game should be guided by the norms of morality adopted in society, based on humanism, universal values;
- game should not degrade the dignity of its participants, including the losers;
- game should positively influence the development of emotional and volitional, intellectual, rational and physical spheres of its participants;
- game should positively influence the development of emotional and volitional, intellectual, rational and physical spheres of its participants;
- game should be organized and directed, if necessary restrained, but not suppressed, to provide each participant the opportunity to manifest his/her initiative.

The researches of scientists-psychologists (D.B. Elkonin, L.V. Artemova, etc.) and scientists-pedagogues (I.O. Shkolna, O.Ya. Savchenko, etc.) showed that the game doesn't provide a stable positive attitude of junior pupils to study, if it's used periodically. Didactic games can be included to the system of lessons. Investigations, conducted by O.Ya. Savchenko, gave an opportunity to identify the best ways to use game activities in the system of lessons, in particular:

- 1) the whole lesson is constructed as a plot-role game (for example, acquaintance of the first class students with a new sound and letter);
- 2) during the lesson as its structural element;
- 3) during the lesson the game situations are created several times (with the help of a fairy-tale character, toys, elements of the competition, etc.).

The recognition of the usefulness for game forms of work in teaching foreign languages has been proved by many researchers (D.B. Elkonin, Ye.I. Nehnevyska, O.I. Matetska, H.O. Kytaihorodska, I.O. Zymnia, etc.). It is known that game is still one of the leading activities for junior schoolchildren, which is perfectly combined with learning a foreign language. It allows, on the one hand, to satisfy the natural craving of children for the game as a method of knowledge of the world, and on the other hand, it makes it possible to simulate the conditions of real communication, allowing the child to simultaneously enjoy and learn, relax and work; to show oneself individually and in a team.

In the methodology of teaching foreign languages, the first typology of educational games has been developed by M.I. Stronin. He describes the place of play in the educational process, the possibilities of playing in learning various aspects of the language and various types of speech activity. In the manual "Teaching games in English lessons" he described the place of game in the educational process, the possibility of playing with teaching various aspects of the language and various types of speech activity [3].

The role of the game in the foreign language lessons is enormous, as it makes the learning process attractive and interesting for every child. When using game technology in the classroom, the following conditions are necessary:

- 1) matching game the educational purposes of the lesson;
- 2) accessibility for pupils of this age;
- 3) moderation in the use of games in the classroom.

Gaming at a foreign language lesson not only organizes the process of communication, but also maximally brings it closer to natural communication. Games must correspond to the level of pupils' preparation and be necessary for learning a certain grammatical or lexical material. The game promotes to the development of better pronunciation, lexical and grammatical material is activated, listening and speaking skills are developed as well. With the help of games it's possible to remove psychological fatigue; it can be used for mobilizing pupils' intellectual efforts, developing their organizational skills, instilling self-discipline skills, creating the atmosphere of joy in the classroom.

The goals of schoolchildren's game education are:

- development of thinking by means of a foreign language;
- increasing the motivation for learning the subject;
- ensuring the personal growth of each participant in the game;
- promotion of skills improvement to interact with each other actively and
- kindly.

Using a variety of teaching methods contributes to the consolidation of linguistic phenomena in memory, the creation of more persistent visual and auditory images, the maintenance of pupils' interest and activity. The use of games and game situations at the initial stage of teaching makes it possible not only to instill interest in the language for pupils, but also implements an individual approach to teaching more purposefully, and creates a positive attitude toward its study, stimulates the independent speech-activity of junior pupils.

At the present time there is a sufficiently large number of classifications in the methodical literature that systematize the types of educational games in accordance with a particular classification criterion. Game typologies are built according to the goals and tasks of educational game, the form of its conducting, the way of organization, the degree of complexity and the number of participants. According to the purposes and tasks of teaching, the educational games in foreign language can be divided into language and speech games.

Language games, helping to assimilate various aspects of the language, are divided into phonetic, lexical, grammatical, syntactic, and stylistic respectively. Language games promote the activation of pupils in the classroom, develop their speech initiative.

Speech games are aimed at the formation of pupils' skills in certain types of speech activity. Each type of speech activity corresponds to a certain type of educational game aimed at teaching listening, teaching monolog and dialogic speech, teaching reading and writing.

Language and speech games target a variety of language and speech skills, including: teaching and practicing new grammar skills; increasing receptive and expressive vocabulary; teaching to ask and answer questions appropriately; improving categorization for new vocabulary; encouraging group participation in language and speech activities; sequencing and describing series of events.

Analysis of the educational and methodological literature (A.O. Derkach, I.O. Zymnia, V.M. Filatov, S.F. Shcherbak, etc.) on the issues of gaming teaching English showed that games are grouped according to the purpose of use (vocabulary, grammar, translation, regional studies), by functional significance (speech skills), by subject lines (instrumental games, role games, business games and so on). Sometimes there is a noticeable discrepancy between the content of the game and its author's classification in textbooks, which leads to the conclusion that the game tasks are more clearly defined by the internal organizational mechanism.

The Ukrainian researcher Yu.I. Fedusenko, on the basis of the analysis of the skill of didactic games and his own experience, came to the conclusion that the existing concept of "didactic game" can be expanded by: 1) didactic games preparing for communicative activity (games aimed at forming language competence); 2) didactic games providing communicative activities (contribute to forming language, socio-cultural and general education competences for primary school pupils).

He proposed and substantiated the pedagogical technology of the didactic game in teaching foreign languages to junior pupils, which involves a consistent and motivated interaction for subjects of the educational process in three stages of the game: preparatory, active, final.

At the **preparatory stage** before the beginning of the game, the teacher must define the subject, purpose (teaching communication), the tasks and rules of the didactic game, and develop criteria for evaluating the result of the participants in the game. The **active stage** takes place in two directions. The first direction is related to the organization of the game, which is carried out by the teacher. During the implementation of this stage, the teacher informs the goal, objectives and rules of the game, motivates the learning and gaming activity of pupils, supports their interest, prevents possible conflicts. The second direction reflects the learning process, which creates real situations for foreign communication, speech activity of students is motivated, a goal of the didactic game is achieved. The **final stage** begins immediately after the game ends and includes the joint activity of the teacher and students: summing up the game, analysing the results, defining the winners, sharing thoughts on participating in the game, making mistakes aware, etc. [5, c. 190–193].

Educational cognitive games can already contain elements of role-playing games, which are more difficult for students. We should agree with A.O. Derkach that the most actual application of role-playing games is in the foreign language lessons, which is explained by the peculiarities of this subject, the main goal of which is teaching language as a means of communication. In his opinion, the game helps to ensure mutual communication of all participants and motivates their speech activity. Role play is very important in the development of the mechanism of child's perception, which is the leading activity of the child, especially in the younger school age [2].

A role-playing game is a verbal, playful and educational activity at the same time. From the point of view of students, a role-playing game is a game activity in the process of which they perform in different roles. The educational nature of the game is often not realized by them. From the position of the teacher, role play can be seen as a form of teaching dialogical communication. For the teacher, the goal of the game is the formation and development of students' verbal skills and abilities. Role-play is manageable, its educational character is clearly recognized by the teacher.

In our opinion, it is incorrect to assume that a role-playing game can only be used in high school. Role-playing game has a number of advantages over other activities in foreign language lessons, in particular: it creates a model of communication; speech and non-verbal behaviour is intertwined in the game; comfortable conditions for pupils are created; motivation

for communication appears; the game teaches partnership and cooperation; taking the role, the pupil becomes more relaxed, feels more free and speaks better; communication takes place in a creative, friendly atmosphere.

Without denying the importance of gaming, we must draw attention to the fact that excessive involvement in game forms of work in foreign language lessons in primary school develops a slightly lightweight attitude towards the subject for pupils. The goals and motivations of gaming and speech activity may coincide with the teaching oral speech, however, when teaching reading and writing communicative tasks are not always amenable to transformation into game forms. In addition, before foreign languages, as well as in front of any academic subject, the task is to form the general educational skills, which are presented in the State standard and the curriculum. All this speaks in favour of a balanced approach to the combination of the three activities in the lessons of a foreign language: game, educational and communicative.

Conclusion. Consequently, the role of a game in teaching a foreign language to junior pupils can't be overestimated. Gaming at a foreign language lesson not only organizes the process of communication, facilitates a better studying a foreign language, but also maximally brings it closer to natural communication. The analysis of existing game technologies classifications has demonstrated both positive and negative aspects of their use. In our opinion, it's better to use the role-playing game alongside the didactic game in the process of teaching a foreign language. The author of the article is working on the development of a new game classification in accordance with the competence-oriented teaching a foreign languages in primary school, the results of which will be highlighted in one of the scientific publications.

References

1. Honcharenko S. U. *Ukrainskyi pedahohichnyi slovnyk* / S. U. Honcharenko. – K. : Lybid, 1997. – 376 s.
2. Derkach A. A. *Pedagogicheskaja jevrystika. Iskustvo ovladenija inostrannym jazykom* / A. A. Derkach, S. F. Shherbak – M : Pedagogika, 1991. – 224 s.
3. Savchenko O. Ya. *Dydaktyka pochatkovoї shkoly : pidruch. dlja stud. ped. f-tiv* / O. Ya. Savchenko. – K. : Abrys, 1997. – 416 s.
4. Stronin M. F. *Obuchajushhie igry na uroke anglijskogo jazyka : posobie dlja uchitelej* / M. F. Stronin. – M. : Prosveshhenie, 2001. – 370 s.
5. Fedusenko Yu. I. *Osoblyvosti orhanizatsii i hrovoi diialnosti na urokakh inozemnykh mov u pochatkovii shkoli* / Yu. I. Fedusenko // *Pedahohichni nauky : zb. nauk. prats.* – Vyp. 32. – Kherson : KhDPU, 2002. – S. 190–193.
6. Jel'konin D. B. *Psihologija igry* / D. B. Jel'konin. – M. : VLADOS, 1999. – 360.

Використані джерела

1. Гончаренко С. У. *Український педагогічний словник* / С. У. Гончаренко. – К. : Либідь, 1997. – 376 с.
2. Деркач А. А. *Педагогическая эвристика. Искусство овладения иностранным языком* / А. А. Деркач, С. Ф. Щербак – М : Педагогика, 1991, – 224 с.
3. Савченко О. Я. *Дидактика початкової школи : підруч. для студ. пед. ф-тів* / О. Я. Савченко. – К. : Абрис, 1997. – 416 с.
4. Стронин М. Ф. *Обучающие игры на уроке английского языка : пособие для учителей* / М. Ф. Стронин. – М. : Просвещение, 2001. – 370 с.
5. Федусенко Ю. І. *Особливості організації ігрової діяльності на уроках іноземних мов у початковій школі* / Ю. І. Федусенко // *Педагогічні науки : зб. наук. праць.* – Вип. 32. – Херсон : ХДПУ, 2002. – С. 190–193.
6. Эльконин Д. Б. *Психология игры* / Д. Б. Эльконин. – М. : ВЛАДОС, 1999. – 360.

Полонська Т. К., кандидат педагогічних наук, старший науковий співробітник, старший науковий співробітник відділу навчання іноземних мов Інституту педагогіки НАПН України

ІГРИ ЯК ЗАСІБ КОМПЕТЕНТІСНО ОРІЄНТОВАНОГО НАВЧАННЯ ІНОЗЕМНИХ МОВ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ

Статтю присвячено проблемі використання ігрових технологій як засобу компетентісно орієнтованого навчання іноземних мов учнів початкової школи загальноосвітніх навчальних закладів України. Упровадження ігрових технологій у навчальний процес є одним із способів удосконалення навчання іноземної мови молодших школярів та ефективної реалізації компетентісного підходу в їхньому навчанні. Формування компетентностей, зазначених у Державному стандарті початкової освіти, передбачає застосування нових педагогічних технологій і форм, у тому числі й ігрових, для здійснення навчально-виховної роботи у ЗНЗ. Комунікативний характер гри створює широкі можливості для розвитку комунікативних навичок у молодших школярів, стимулюючи та мотивуючи їх до вивчення іноземної мови.

У вітчизняній і зарубіжній науково-методичній літературі існують різні підходи до визначення ролі та значення гри в навчально-виховному процесі в цілому та в навчанні іноземних мов зокрема. Описано різні типи ігор, включаючи освітні, дидактичні, рольові; охарактеризовано їх структурні компоненти та функції. Особливу увагу приділено навчальним і дидактичним іграм у вивченні іноземної мови (мовним і мовленнєвим іграм та іграм, що готують до комунікативної діяльності та забезпечують її). Автор статті пропонує ширше використовувати рольові ігри, поряд із дидактичними, у процесі навчання іноземних мов молодших школярів.

Ключові слова: ігрові технології, компетентісно орієнтоване навчання, іноземна мова, початкова школа.

Полонская Т. К., кандидат педагогических наук, старший научный сотрудник, старший научный сотрудник отдела обучения иностранных языков Института педагогики НАПН Украины

ИГРЫ КАК СРЕДСТВО КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

В статье анализируется проблема использования игровых технологий как средства компетентностно-ориентированного обучения иностранным языкам учащихся начальной школы общеобразовательных учебных заведений Украины. Внедрение игровых технологий в учебный процесс является одним из способов усовершенствования обучения иностранным языком младших школьников и эффективной реализации компетентностного подхода в их обучении. Формирование компетентностей, зафиксированных в Государственном стандарте начального образования, предусматривает использование новых педагогических технологий и форм, в том числе и игровых, для осуществления учебно-воспитательной работы в ОУЗ. Коммуникативный характер игры создаёт широкие возможности для развития коммуникативных навыков у младших школьников, стимулируя и мотивируя их к изучению иностранного языка.

В отечественной и зарубежной научно-методической литературе существуют разные подходы к определению роли и значения игры в учебно-воспитательном процессе в целом и в обучении иностранным языкам в частности. Описаны различные типы игр, в том числе учебные, дидактические, ролевые; дана характеристика их структурным компонентам и функциям. Особое внимание уделено учебным и дидактическим играм в обучении иностранным языкам (языковым и речевым играм и играм, которые готовят к коммуникативной деятельности и обеспечивают её). Автор статьи предлагает шире использовать ролевые игры, наряду с дидактическими, в процессе обучения иностранным языкам учащихся начальной школы.

Ключевые слова: игровые технологии, компетентностно-ориентированное обучение, иностранный язык, начальная школа.