The Use Of Game Technologies In Primary Education

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ABSTRACT

This article discusses the need for the use of game technologies in improving the effectiveness of education in primary schools based on modern requirements and appropriate use in teaching.

KEYWORDS

Knowledge, teacher, skill, self-observation, regression, movement.

INTRODUCTION

Teachers from all over the world are looking for ways to improve the effectiveness of teaching. One of the most important solutions to this problem is the development and implementation of new pedagogical technologies. The technological approach to teaching provides for precise instrumental management of the educational process and guaranteed success of the set educational goals. Technology (from the Greek "techne" - art, skill, skills and "logos" - science) - a set of techniques and methods used in any business, skill, art. For the first time in pedagogy, the concept of "technology" appeared at the turn of the 1940-1950s, and was associated with the use of technical means and programmed teaching in the pedagogical process. Technologization of the educational and educational process in modern domestic and foreign pedagogy is associated with the search for didactic approaches that could turn training into a kind of "production and technical process with a guaranteed result." Since in my article we are talking about the effectiveness of the educational process in primary grades, some facts cannot be ignored. A small child has a holistic view of the world and a unique feeling. The world is one and

complete for him. This world can be good and evil, color and black and white, open and mysterious. When he gets to school, the whole world in his mind breaks down into many facts, concepts and laws. Thus, we must understand pupils and to find approaches in teaching them. Their world exists and they talk about it in the game. The transition from pre-school childhood, playing games dominates them and where learning plays as a primary role in school life. The study of the development of children shows that mental processes develop more effectively in play than in other types of activity, therefore, reliance on play is the most important way to include younger pupils in educational work. The game introduces the child into life, into communication with others, with nature, contributes to the acquisition of knowledge. In musical games, the goal is to develop the intellect, a sense of rhythm and tact, memory, musical ear, voice, the very creative activity of the child. Musical games contribute to the rapid memorization of the studied material, the intensity of the study and the liberation of children.

MATERIALS AND METHODS

The following scientists conducted researches over the issue: according to P.I. Pidkasisty, Zh.S. Khaidarov, play is what is conceived and done; what is, what the subject thinks and what the subject thinks about when he is really carried away by this activity with an indispensable attitude towards a result that is obvious to everyone"), D.B. Elkonin, L.S. Vygotsky. The technological approach to teaching is being actively developed by domestic pedagogy: the works of M.E. Bershadsky, V. I. Bogolyubov, V. V. Guzeeva, T.A. Ilyina, M.V. Klarina, A.I. Kosmodemyanskaya, M.M. Levina, Z.A. Malkova, V. Ya. Pilipovsky, A.Ya.Saveliev, as

well as foreign authors (L. Anderson, J. Block, and others). Play, along with work and learning, is one of the main types of human activity, an amazing phenomenon of our existence. By definition, play is a type of activity under conditions of situations aimed at recreating and assimilating social experience, in which self-management of behavior develops and improves. The value of the game cannot be exhausted and appreciated by the entertainment-reactive possibilities. It is the phenomenon which is entertainment and rest. The game as a method of teaching and upbringing, transferring the experience of older generations to younger people has been used since antiquity. The game is widely used in folk pedagogy, in preschool and out-of-school institutions. In a modern school, which relies on the activation and intensification of the educational process, play activity is used in the following cases:

- As independent technologies for mastering the concept, topic and even a section of a subject;
- As elements (sometimes quite essential) of a broader technology;
- As a technology of a lesson (lesson) or fragment;

"The concept of" game pedagogical technologies "includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games." Pedagogical play, in contrast to ordinary games, has an essential feature - a clearly defined goal of teaching and the corresponding pedagogical results that can be substantiated, singled out in an explicit form and are characterized by an educational and cognitive orientation. "Games are a specially organized activity that requires the exertion of emotional and mental strength" - M.F. Stronin. The game always involves deciding what to do? , what to say? The

solution of these questions sharpens the thinking activity of the players. For children, play is, first of all, an exciting activity. Everyone is equal in the game. It is feasible even for the weakest pupils. The feeling of equality, joy - all this gives the children the opportunity to overcome the shyness that prevents them from having a beneficial effect on the results of their studies. The game is a small situation, the construction of which resembles a chromatic work with its own plot, conflict and characters. In the course of the game, the situation is played several times and each time in a new version. But at the same time, the game situation is a real life situation. Despite the clear conditions of the game, there is always an element of surprise in it. Hearing an unexpected question, the child begins to think about how to answer it. Therefore, the game is characterized by spontaneity of speech. Speech communication, which includes not only one's own speech, like a gesture, facial expressions, has a purposefulness and is mandatory. In human practice, play activity performs the following functions:

- Entertaining (this is the main function of the game - to entertain, please, inspire, arouse interest);
- Communicative: mastering the dialectics of communication;
- Self-realization in the game as a testing ground for human practice;
- Diagnostic: identifying deviations from normal behavior;
- Correction function: making positive changes in the structure of personality indicators;
- Interethnic communication: assimilation of social and cultural values common to all people;
- Socialization: inclusion in the system of social relations, the assimilation of the

norms of human community. Most games have four main features:

1. Free developmental activity, undertaken only at the request of the child, for the pleasure of the process of activity itself, and not only from the result.
2. Creative, largely improvisational. This activity is very active.
3. Emotional elevation of activity, rivalry, competitiveness, competition, attraction, etc. (sensual nature of the game, "emotional stress");
4. The presence of direct or indirect rules.

Reflective game content:

- The structure of the game as an activity organically includes goal-setting, planning, goal realization, as well as the analysis of the results in which a person fully realizes himself as a subject. Motivation of play activity is provided by its voluntariness, choice opportunities and elements of competition, satisfaction of the need for self-affirmation, self-realization. The structure of the game as a process includes:
- The roles assumed by the players;
- Game actions as a means of realizing these roles;
- Game use of objects, i.e. replacement of real things with play, conventional;
- Real relationships between the players;
- The plot (content is an area of reality, conditionally reproduced in the game. The meaning of the game cannot be exhausted and appreciated by recreational and recreational opportunities. This is its phenomenon, that being entertainment, rest, it can grow into learning.
- Play in learning is a vivid example of two planning, when the pedagogical goal is hidden and appears in a veiled form. An analysis of the literature on the use of

play in learning shows that play is a multifunctional phenomenon. It is difficult to overestimate the educational value of play, its all-round influence on the child. The game helps to unite the children's team, timid and shy ones are involved in active activities and this contributes to the self-affirmation of everyone in the team. Conscious discipline, hard work, mutual assistance, independence are brought up in games. In the classroom, the playful form of classes is created using play techniques and situations that act as a means of encouraging pupils to learn. The implementation of game techniques and situations in the lesson form of classes occurs in the following main areas: a didactic goal is set for pupils in the form of a game task; educational activity is subject to the rules of the game; the educational material is used as its means, the element of competition is introduced into the educational activity, which translates the didactic task into the game one; successful completion of the didactic task is associated with the game result.

The game activity program consists of a set of educational games that, with all their diversity, have one common idea. Each game is a set of tasks. Tasks are given to the child in various forms - in the form of a model, a flat drawing in isometric view, a drawing, oral or written instruction - and thus acquaint him with different ways of transmitting information. Tasks can be very diverse: easy - accessible to kids and difficult - unbearable for an adult. Therefore, tasks can develop a child, constantly complicating tasks. This allows the child to move forward and improve independently. In developing games, it was possible to combine one of the basic principles of learning from simple to complex with a very important principle of teaching

creative activity independently according to one's abilities. This allows you to solve several problems related to the development of creative abilities at once:

- Educational games can provide "food" for the development of creativity from an early age;
- Tasks are always ahead of the development of abilities;
- Climbing independently, reaching a certain level, the child develops most successfully;

RESULTS AND DISCUSSIONS

All educational games are varied in content, but create an atmosphere of ease and joy. In the game model of the educational process, a problem situation is created through the introduction of a game situation. The basis of the activity is game modeling, part of the pupils' activity takes place in a conditionally game plan. The results of the game are twofold - both games and educational and cognitive results. The didactic function of the game is realized through the discussion of the game action, the analysis of the correlation of the game situation as modeling, its relationship with reality. The most important role belongs to the discussion, in which pupils jointly analyze the results of the game, the relationship between the game model and reality. The effectiveness of didactic games depends on:

- Systematic use of them
- Purposefulness of the program of games in combination with the usual didactic exercises. Game technology is built as a holistic education covering a certain part of the educational process and united by a common content, plot, character. The game plot develops in parallel with the main content of the training, helps to activate the educational process, master

the educational elements. Compilation of gaming technologies from individual games and elements is the concern of every primary school teacher. Thus, much depends on the teacher's understanding of the functions and classification of pedagogical games.

Types of educational games

Gaming technologies have been used in teaching since time immemorial. They are now more commonly used in primary education. In middle and high school, they rarely turn to gaming technology. Games can be used when getting to know each other in the initial stages of learning; can be combined with various psychological and pedagogical trainings for the development of communication. They can also be used directly in the learning process. Pedagogical games have an essential feature - a clearly defined goal of teaching and the corresponding pedagogical results, educational and cognitive orientation. To activate the cognitive activity of pupils, the game form of classes, which is created using game techniques and situations, allows.

When planning a game, the didactic goal turns into a game task, educational activity obeys the rules of the game, educational material is used as a means for the game, an element of competition is introduced into the educational activity, which translates the didactic task into a game one, and the successful completion of the didactic task is associated with the game result. The most important role in gaming technology belongs to the final retrospective (detailed) discussion, in which pupils jointly analyze the course and results of the game, the relationship between the game model and reality, as well as the course of educational-game interaction.

Game lessons contribute to the development of psychological qualities of a person, emotionality and flexibility of the mind. Attracting pupils to the game allows you to achieve the effect of liberation, active search, the ability to analyze, make decisions and to communicate. In a fun and playful form, pupils are given the material that is learned in a traditional form very poorly and without interest. When pupils get carried away, they do not notice that they are learning - they easily learn, remember new things, orient themselves in an unusual situation. Consider some of the features of the methodological types of games adopted in the educational process.

Business games are a good form of collective learning. They simulate real production activities. Pupils are divided into groups that receive their assignment. Possible variants of the structure of the business game in the lesson.

- Acquaintance with the real situation;
- Building its simulation model;
- Script writing;
- Selection of the necessary information, teaching aids, creating a gaming environment;
- Clarification of the goals of the game, drawing up a guide for the host, instructions for players, additional selection and design of didactic materials;
- Development of methods for assessing the results of the game as a whole and its participants separately. When developing the content of the game, game and educational goals are set, the amount of necessary knowledge, the functions and roles of the participants in the game, instructions to the participants are determined.

Let's try to consider in more detail the technology of a business game. The business game is used to solve complex problems of mastering new things, consolidating the material, developing creative abilities, forming general educational skills, makes it possible for pupils to understand and study

educational material from various positions. In the educational process, various modifications of the business game are used: imitation, operational, role-playing, business theater, psychodrama and sociodrama. The business game technology can be schematically presented as follows. The preparation stage begins with the development of a scenario - a conditional display of the situation and the object. The content of the scenario includes: the educational goal of the lesson, a description of the problem being studied, the rationale for the task, a business game plan, a general description of the game procedure, the content of the situation and the characteristics of the characters. Then comes the introduction to the game, the orientation of the participants and experts. The mode of work is determined, the main goal of the lesson is formed, the statement of the problem and the choice of the situation are substantiated. Packages of materials, instructions, rules, installations are issued. Additional information is being collected. If necessary, pupils turn to the facilitator and experts for advice. Preliminary contacts between the participants of the business game are allowed. Tacit rules prohibit from the role received by lot, to leave the game, to be passive about the game, to suppress activity, to violate the rules and ethics of behavior.

Carrying out stage - content; game process. Once the game starts, no one should interfere and change the course of the game. The leader or teacher can only correct the actions of the participants if they move away from the main goal of the game. There are three ways of developing the game process: deterministic, spontaneous, mixed (a combination of algorithms, taking into account the probable nature of events most inherent in a business game). Business games, depending on the modification, various types

of role positions of the participants can be introduced:

- In relation to the content of the work in the group - the generator of ideas, developer, imitator, polymath, diagnostician, analyzer;
- By organizational positions - organizer, coordinator, integrator, controller, trainer, manipulator;
- In relation to novelty - initiator, cautious critic, conservative;
- By methodological positions - methodologist, critic, methodologist, problematizer, reflective programmer;
- According to socio-psychological positions - a leader, preferred, accepted, independent, not accepted, rejected. The stage of analysis and generalization of the results of the game implies the presentation of experts, exchange of opinions, defense of their decisions and conclusions. The teacher explains the results achieved, notes the mistakes, and concludes the lesson. Attention is drawn to the comparison of the used imitation with the corresponding area of the real world, the establishment of a connection between the game and the content of the academic subject.
- RPG is characterized by a more limited set of structural components. They can be divided into three groups as they increase and in complexity:
- Imitative, aimed at imitating a certain professional action;
- Situational, associated with the solution of any narrow specific problem - a game situation;
- Conditional, dedicated to the resolution of, for example, educational conflicts, etc.
- The following components are distinguished in the structure of the role-

playing game: roles, initial situation, role-playing actions.

1. Roles. The roles that pupils play in a lesson can be social and interpersonal. Social roles are determined by the place in the individual in the system of objective social relations (professional, socio-demographic). Interpersonal roles are determined by the place of the individual in the system of interpersonal relations (leader, friend, rival, etc.). The selection of roles should be carried out in such a way as to form an active life position in schoolchildren, the best human qualities of a person: a sense of collectivism, mutual assistance and mutual assistance, etc.

2. Initial situation. It acts as a way to organize it. With all the variety of definitions of the concept of a situation, it is necessary to take into account both the circumstances of reality and the relationship of the communicants.

3. Role-based actions that pupils perform while playing a specific role. Role-playing actions as a kind of game actions are organically connected with the role - the main component of role-playing games - and constitute the main, further indecomposable unit of the developed form of play, which includes verbal and non-verbal actions, the use of props. In fact, role play is an artistic and imaginative reflection of certain sides, facts, moments of life. This is one of the most important means of primary socialization of a child, which allows you to expand the role repertoire, work out the skills of role behavior, master role etiquette and realize its conventionality. Role-playing games for children are a kind of anthology of scenario life options and moments that determine the course of scenario action. Thus, calling a role-playing game a game, keep in mind that it is a "game of life", i.e. art, a way of expanding the real life experience of a person with a new, illusory, but experienced and therefore similar to a genuine experience.

Role play contributed to the development of the child's creative and aesthetic potential, about changing the nature of reproduction in play and the development of deductive thinking skills, but in this case we are primarily interested in technology, i.e. principles, techniques and means of image in the role-playing game.

CONCLUSION

It can be concluded that the way to implement the basic principles of the pedagogical technology of play activity in the lesson is…

1. Organization of lesson living as an artistic image;
2. Organization of creative improvisations, opening up opportunities for self-realization of all participants;
3. Comprehension and summing up the results of joint activities.

Play is a powerful stimulus for learning; it is a varied and powerful motivation for learning. In the game, the psychological processes of the participants in the game activity are activated: attention, memorization, interest, perception and thinking. Games allow expanding the boundaries of the child's own life, to imagine what he did not see, to imagine from someone else's story what was not in his direct experience. The game is emotional by its nature and experience is able to revive even the driest information, make it vivid and memorable. In the game, it is possible to involve everyone in active work; this form of lesson opposes passive listening and reading. In the process of playing, an

intellectually passive child will freely perform such a volume of work that is completely inaccessible to him in a normal learning situation. The game allows you to use for educational purposes the energy that schoolchildren spend on "underground" play activities.

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