GAME AS AN ACTIVITY AT THE FOREIGN LANGUAGE LESSON AS ONE OF THE BASIC WAYS OF LEARNING ENGLISH AT PRIMARY SCHOOL

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ANNOTATION

Games always play a crucial role in teaching and involves a number of learning tasks. The pressing nature of this issue stems from the need to improve methods of psycho-pedagogical influence on the developing personality of the child in order to foster self-sufficiency in children's intelligent, communicative, and creative abilities.

At present, students are experiencing increased psycho-emotional stress. The use of game-based training methods aids in relieving pressure on students' information. The child unconsciously possessed training material during the game. Game training opportunities have long been known. Many prominent educators have correctly highlighted the effectiveness of games in the learning process. That is understandable. We believe that the game is particularly full of the unexpected and sometimes a person's ability, particularly a child. School is a special place occupied by such forms of employment that provide an active role in the lesson, each pupil, increase the authority of knowledge, and individual responsibility for the outcomes of the school pupils' work. The current method and practice of teaching elementary school children focuses on the optimal combination of various forms, methods, and teaching aids. This enables us to address the program's training and education objectives more effectively.   However, learning tasks completed in class frequently determine the monotony of students' intellectual activity by implementing a training goal - securing knowledge and skill development. This has a negative impact on student development and the future of learning. The priorities of primary education have shifted dramatically in recent years. Today, its main goal is to help creative students develop their personalities. Ask the kids if they enjoy stories and games. All the answers are - Yes.

The game is one of the most important tools for children's intellectual and moral development. A.S. Makarenko attached great importance to the game as an educational tool: " "What child is in the game, is that in many ways it will work when she grows up. Therefore, education of the future leader is, above all in the **game.**" Lessons based on games and game situations are an effective means of training and education, as the rest of the traditional lesson structure and the introduction of the game story drew the attention of the entire class. The game's content is always a collection of learning tasks. In the game, students are placed in a situation that allows them to critically evaluate their knowledge in an active step.

The urgency of this problem stems from the need to improve methods of psycho-pedagogical influence on the developing personality of the child in order to develop self-sufficiency, intelligence, communicative, and creative abilities in children.

We will focus on three important aspects.

The Social Aspect

Most parents are unable to provide free time for their children's development due to the demands of modern life (working late, at the best time to check homework.) The educational and cultural level of the parents is low. As a result, we see that most parents are unable to develop their children's thinking.

The Scientific Aspect

In today's school, there has been an increase in the intensity of the educational process, as well as the complexity of programs designed to help primary school students use their logical reasoning and creative abilities.

The Practical Aspect

The game helps in the development of the students' visual and auditory perception systems. Make the lesson interesting and accessible, and you will increase children's activity in learning skills and improving educational quality. Games are particularly organized activities that require mental and emotional stress. Making a decision - what to do, what to say, how to win - is always a part of the game. The players' mental activity is heightened by their desire to resolve these issues. And what if the child is learning a foreign language at the same time? Isn't there a rich learning opportunities there?

Games contribute to the implementation of important methodological problems

The development of children's psychological readiness for speech communication; the natural need for frequent repetition of linguistic material; students in selecting the appropriate version of the speech, which is preparing for situational spontaneity of speech at all.

Despite the fact that many researches have been done about children's play, the theory behind it is so complex that a single classification of games does not exist. The number of participants in the game is divided into three categories: individual, pair, and group. And the first target is to communicate with text, while the second is to communicate with partners. The game's nature and form generate substantive, moving with a verbal component, scene, or situational, games, competition, intellectual (tests, puzzles, crosswords, chaynovody, etc.), interaction (communication), complex, and so on. By means of game organization There are computers, message boards, and so on. In terms of action complexity, simple and complex games are distinguished, as is the duration of the - not long and lengthy. Phonetic, lexical, grammatical, and stylistic games aid in the learning of various aspects of language (phonetics, vocabulary, etc.), the educational game - is focused on the game's zone of proximal development, combining teaching with the goal of appealing to the child's motive. Introducing a game into a lesson is important for the outcome of didactic teaching, but it may not be the motivation for children's work. The game must alter the style of the relationship between children and adults, particularly the teacher, who cannot impose anything: a child can play only when he wants and is interested, and those who make him sympathetic. Because children enjoy playing with adults and because game atmosphere collapses under the gaze of the observer, the teacher must not only organize the game but also play with your child.

The main goal of **phonetic games** is to practice staged (correction) pronunciation, sound pronunciation in words and phrases, and intonation. They are frequently used as illustrations and exercises to practice the most difficult to pronounce sounds and intonations during the early stages of learning a foreign language (water-remedial course). As time goes on, phonetic games are implemented at the word, sentence, rhyme, tongue twister, poem, and song levels. Students can use their experience from these games in the classroom to learn a foreign language in the future.

Lexical games have focused students' attention solely on the lexical material and are intended to assist them in acquiring and expanding vocabulary as well as demonstrating the use of words in communication situations. There are various kinds of vocabulary games.

Grammar games are intended to provide students with practical skills for applying grammar knowledge and to increase their mental activities for using grammatical structures in natural communication situations.

Stylistic games aim to teach students how to distinguish between formal and informal communication styles, as well as when to use each in different situations.

Verbal games teach the ability to use language resources in the process of committing a speech act while being repelled from the specific situation in which speech acts are performed.

Role-playing game. Role-playing games have a special place among the various types of games. Learning motivation, as you are aware, is extremely important in the educational process. It aids in the development of thinking skills that are relevant to a specific type of occupation or exercise. The training methods that satisfy the need for students to study material novelty and variety of the exercises are the most powerful motivators. Using a variety of teaching techniques aids in the retention of linguistic phenomena by creating more stable visual and auditory images and maintaining students' interest and activity.

The foreign language lesson is viewed as a social phenomenon, with the classroom being a specific social environment in which teachers and students enter into definite social relations with one another, and the learning process being the interaction of all present.

Training success is the result of everyone taking advantage of all available learning opportunities. And students should play an important role in this process. The use of role-playing games provides numerous opportunities to improve the educational process. Role play is a methodological procedure for teaching a group of active methods of practical language skills. Playing is a group of actors who engage in real-world activities in order to create conditions for genuine communication. The effectiveness of training is primarily due to an increase in motivation and interest in the subject. Play motivates speech activity by putting students in situations where they need to say something, ask a question, or find out something to share with someone. Obviously convinced that the language can be used for communication. The game will increase the desire for the guys to contact each other, and the teacher will create the conditions for equality in the speech partnership, breaking down the traditional barrier between teacher and student. The game allows shy, insecure students to speak up and thus overcome the barrier of uncertainty. Leaders tend to take the initiative in typical student discussions, while the timid prefer to remain silent. In the role-play, each participant is assigned a role and must participate actively in speech communication. Through games, students learn communication skills such as starting and maintaining a conversation,

suspending the interlocutor at the appropriate time to agree with or refute his opinion, and specifically listening to the interlocutor and asking clarifying questions.

Playing teaches children to be aware of the social uses of language. A good conversationalist is not always the one who has the best structures, but rather the one who can most clearly recognize (interpret) the situation in which there are partners, to consider the information that is already known (from the situation, experience), and choose the linguistic resources that will be most effective for communication. All of the training time is devoted to role-playing voice for the practice of not only talking but also listening to the most active, as it is to understand and remember the replica partner, correlate it with the situation, determine how relevant the situation and the communication problem are, and respond appropriately to the cue. Contribute to the conscious development of a foreign language by having a positive impact on the formation of students' cognitive interests. They help to develop qualities like independence and initiative, as well as foster a sense of collectivism. Students are actively and enthusiastically helping one another and paying close attention to their classmates, but the teacher manages the educational activity.

Creating a supportive, friendly environment in class is a critical factor whose importance cannot be overstated. The teacher occasionally participates in the game, but he did not initiate it, so it does not become a traditional form of work under his direction. The social status of this role would have aided him in gently directing verbal communication in the group; the teacher takes on this role only at the beginning, when students have not mastered this type of work. There will be no need for this in the future. The game is extremely beneficial to the students who are struggling. The teacher also manages the communication process: if it is appropriate for one student, another who requires assistance does so. The teacher also manages the communication process: if it is appropriate for one student, then another who needs help plays the game; the teacher does not correct the error, but only for the students to quietly write them to the next lesson to discuss the most common.

Playing can be used as both an initial and advanced stage of learning. According to research, students who study a foreign language from fourth to tenth grade go through several developmental stages. It is also noted that the most significant changes in the individual's mental characteristics at this stage of development are due to the dominant activity characteristic of this stage. When children start learning a foreign language in primary school, they not only precede the earlier, pre-school age period, but they also represent an older form of the dominant activity.

The dominant activity in the early school years, i.e. when students are seven to eleven years old, is teaching. Transitioning from one activity to another involves interaction between old and new ways of behaving. Earlier-formed personality traits persist in a period when there are active and newly formed personal properties, and there are prerequisites for the emergence of personality traits corresponding to the transition to new leadership of the age and the next step during the most recent full development. As a reflection-led activity, the game may correspond to the achieved age, encourage a return to earlier forms of behavior before the appropriate age, and contribute to the preparation stage for a new leading activity. These and other theoretical situations are still not properly utilized in the organization of educational role-playing games in foreign language lessons.

Success is determined by the use of games and, more importantly, by the atmosphere of verbal communication created in the classroom by the teacher. A foreign language lesson, of course, is not merely a game. The general atmosphere of the game and the actual games enhance the credibility and ease of communication between a teacher and his disciples; the guys have serious conversations and discuss any real-world situations. Based on the foregoing, we reach the following conclusions:

The game encourages cognitive activity in students learning a foreign language. It carries significant moral principle, because learning a foreign language is a joyful, creative, and collaborative experience.

The use of games in the classroom allows you to create and develop students' skills and abilities to find the information they need to develop plans and decisions based on both stereotypical and non-stereotypical situations.

The game has an emotional impact on students and activates the individual's spare capacity. It facilitates and contributes to the acquisition of knowledge, abilities, and skills.

The psychological impact of games can be seen in students' intellectual growth. The lesson, when used wisely both pedagogically and psychologically, meets the requirements for the development of intellectual activity. This leads to intellectual activity, mental and cognitive independence, and student initiative.

The game's social and psychological impact is visible in how it shapes dialogue, particularly cultural dialogue, in order to overcome the fear of speaking in a foreign language and culture. The game encourages participation in the language being spoken as well as reading foreign press. It gives them the ability to make decisions and assess their actions.

On a large scale, gaming must be used in the study of forms of learning a foreign language. Because the "conduct of classes and extracurricular activities in their original, non-traditional form is directed not only at the development of the main types of speech activity but also on the formation of associative thinking, memory, and communication skills in the team, student creativity is enhanced."

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