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STUDYING THE FEATURES OF USING GAME TECHNOLOGY IN TEACHING ENGLISH FOR JUNIOR SCHOOL STUDENTS

Abstract

Today, the early English language learning question for junior school students is becoming increasingly important. For many decades, methodologists and linguists have given considerable attention to this question, as children at the junior age are generally ready to learn English easily and with interest at the elementary level. The purpose of the article is to study the features of the pedagogical approach in teaching English to elementary school students. The use of various game technologies in the teaching process is considered the optimal approach for junior students, aligning with their holistic perception of the world and creating the necessary conditions for junior pupils' cognitive, intellectual, and creative abilities. Traditional lessons cannot fail to arouse the junior school students' interest, but on the contrary, they often tire them out. To stimulate students' interest in English lessons, it is necessary to introduce novelty into the lesson's course. In this way, we form the inquisitive, creative, thinking, and searching abilities of junior students. At primary school, it is desirable to use game technology for this purpose. The results of the study provide a detailed examination of the features of incorporating game technology into the teaching process for junior school students. The practical presentation of the material through the chosen game enables students to understand the content better and apply their knowledge outside of the learning environment.

Keywords: primary classes, development, pedagogical factors, skills, didactic games, game technology, English language.

Introduction

The Law of the Republic of Kazakhstan "On Education" in its article 16 states that: "general education curricula of primary education are aimed at forming the child's personality, development of individual capabilities, practical motivation and skills in learning activities: strong skills in reading, writing, counting, language communication experience, creative self-realization, culture of behavior for further mastering of educational programs of basic school" [1]. The Concept of Foreign Language Education sets objectives in line with global trends in the development of education, such as: "ensuring the development of child's personality, speech ability, attention, thinking, memory and imagination" [2]. Nowadays, there are numerous methods in the teaching of English, which contribute to the development of the necessary competencies for junior learners; after all, knowledge of English is now a requirement of the time. Today, the attitude towards education is changing dramatically, as new forms, methods, and technologies emerge in the new direction of teaching, contributing to a complete renewal of the Concept of Education. However, since the leading activity of junior school students is play, teaching English through play is an effective method that justifies itself in practice. The process of play in early English teaching is aimed at generating positive emotions, as games do not pose difficulties for junior school students. The initial state is critical because the teaching method at this stage depends on the success of the subject. One cannot but agree with the English methodologist G. Palmer, who attached great importance to the beginning of language teaching. He wrote, "Take care of the first two stages and the rest will take care of itself" [3].

The benefits of early English language instruction have been repeatedly proven. The purpose of early English teaching is to enhance the communicative development of junior learners and increase their interest in another language. This article describes how effective

teaching English in the primary classes can be with the help of game technology. English is now being taught in many schools from an early age, which directly contributes to the development of junior learners' readiness for interethnic and intercultural unification.

This article aims to study the features of game technology in teaching English to junior learners.

The hypothesis of the study: The optimal combination of gaming and traditional methods of teaching English allows you to achieve the best results in the assimilation of the material by junior learners. The use of various forms of play (for example, online games, card games, role-playing games) leads to a more effective assimilation of vocabulary, grammar, and speaking skills in junior pupils. Gaming technologies in English language teaching reduce language anxiety in junior pupils and create a more comfortable learning environment.

This hypothesis is based on the assumptions that games can:

- Increase motivation:

Games are often more interesting and exciting for children than traditional textbooks and lessons, which can stimulate their interest in learning a language.

- Improve results:

Games can help junior school students memorize new words and grammatical rules more naturally and playfully, which can contribute to a deeper understanding and memorization of the material.

- Develop communication skills:

Games often require junior learners to interact with each other in English, which can contribute to the development of their speaking and listening skills.

- Reduce language anxiety:

Games can create a more relaxed learning environment, which can help junior learners feel more confident and less anxious when using English.

- Optimize the combination of methods:

Using games in combination with traditional methods can help balance learning, providing both interesting and engaging activities, as well as a deeper understanding of the material.

Materials and methods of research

Methodological research in English teaching for junior pupils is based on general statements of pedagogical and educational theory that characterize the process of purposefully forming school students' personalities. In the process of English teaching, for example, personal qualities and values of school students are formed, such as civic being, consciousness, activity, sense of their place in a multicultural world, the ability to self-development and self-education by universal moral norms, a personality capable of independent, creative, and responsible activity is formed.

The primary activities of a junior school teacher include demonstration, explanation, and practice of language skills for junior classes. At the same time, the main activities of school students, especially in elementary courses, are: perception, imitation, processing of lexical units, reproduction, and the ability to perform tasks according to an algorithm. Along with pedagogical competences, acquiring psychological skills and integrating the two sciences, the structure of the English lesson does not differ from the traditional lesson structure. However, each stage of the lesson allows for the formulation of tasks that can be mastered by the school students, based on the individual and cognitive characteristics of each student.

The process of English teaching at junior learners can be characterized as complex and multifaceted, making it impossible to form a comprehensive understanding of its peculiarities based on a single science. The theoretical basis of English teaching encompasses data from various sciences, including English teaching methods, applied linguistics, pedagogy, didactics, psychology, and psycholinguistics. Consequently, the joint integration of various sciences in

English teaching at junior classes can provide practical approaches and optimal ways to shape the language skills of students.

The object of the study is the teaching activities of junior pupils in English lessons. When considering the research on the topic of using game technologies for teaching English in primary classes, we consulted numerous scientific works. Among them are scientific works, articles, and research papers by national and international scientists dedicated to this topic. During the study of this topic, we employed both theoretical and empirical methods of scientific research. Using techniques of generalization and the empirical research method, we compared scientific works with methods of analysis, synthesis, and comparison of theoretical approaches.

The learning process of junior learners is continually renewed and enriched each year, and methods and approaches for arousing student interest have been developed. The teaching process is continually updated and enriched, with methods and strategies designed to stimulate learners' interest.

According to modern methodology, play technology should meet the following requirements:

1. To create an environment in which the junior pupils feel comfortable.
2. Paying attention to the emotional state of junior pupils;
3. Provision of game forms depending on the physiological and psychological peculiarities of junior pupils;
4. To lay the foundations for the development of elementary communicative competence;
5. Capability and readiness to communicate in English, elementary communication skills in four speech activities (speaking, listening, reading, writing), taking into account the speech abilities and needs of junior pupils.

The methodology of teaching English in schools is generally consistent and is based on the curriculum approved by the Ministry of Education. Almost all teachers most often use a communicative approach when teaching primary school students. However, to make the lessons more effective, some instructors use additional approaches that make the lessons much more interesting and exciting [4].

For the development of communication skills, the teacher needs to create a scenario that teaches the target language in a bright, active, and engaging manner. Many English teachers are learning and trying new and innovative methods in the classroom [5].

English lessons for younger students are often organized around common themes, and the school students' activities in the lesson must necessarily be varied. Frequently changing the types of work in the teaching process incorporates dynamic breaks and games with movement elements. Try to plan the plot of the classes using research on pedagogical approaches in a way that creates a genuine communicative atmosphere in English lessons, one of solidarity and goodwill.

The development of the ability to structure speech logically and systematically in the first English lessons is the developmental aim of each lesson. For this purpose, in English language lessons, use illustrations to accompany stories or poems, and work on a series of drawings that reflect the plot development of certain content. It is necessary to specifically teach how to remember language and speech material, as well as how to modify and refine the way it is disseminated and repeated over time.

Results and its discussions

Nowadays, special attention is paid to the development of junior school students' creativity and interest in the subject. To achieve this, various competitions, contests, and Olympiads are held. This shows that the principle of junior learners' motor activity in the learning process remains one of the main ones among didactic activities. This concept refers to a quality of activity characterized by a high level of motivation, a conscious need to master knowledge and skills, performance, and compliance with social norms.

Such activities are the result of organizing the pedagogical environment through targeted pedagogical influences and the application of pedagogical technologies.

The study was conducted in one of the secondary schools (#196) in Almaty, among junior school students. In Grade 4, there are 11 junior school students, comprising six boys and five girls. The theme: My body. Pedagogical approaches: developmental, focusing on developing visual thinking, aural and visual perception abilities, and group work skills. Educational approaches using game technology aim to develop initiative, curiosity, and interest in the subject. The following methods were chosen to conduct the lesson:

a) Methods of organization and implementation of learning and cognitive activity of school students, namely:

- Methods of verbal transmission of information and auditory perception of information;
- Methods of visual transmission of information and visual perception of information;
- Methods of communicating information through practical activities.

b) Methods of stimulating and motivating school students:

- emotional (encouragement);
- cognitive (creating a problem situation and stimulating the search for solutions)
- social (creating a situation of mutual assistance);

c) control methods:

- Verbal (individual and frontal)

The result of the game shows:

- a positive emotional atmosphere in the learning process;
- physical training break, and dynamic pause (relaxation of general motor skills);
- replacement of activities (a variety of tasks: reading, listening, speaking, thinking, reasoning, writing, etc., aimed at maintaining interest and relieving increased fatigue);
- an optimal pace of the learning process.

The analysis of using games in teaching English to junior learners has shown that this approach can be practical for language learning, as games can help students memorize new material more effectively and increase their motivation to learn the language. The use of games in the classroom can also foster a sense of friendly competition among students, which can further motivate them to learn and perform better. One of the main advantages of games is the ability to create interactive tasks and exercises that can be tailored to the level of knowledge of each student. This allows the teacher to approach each student individually and to create the best possible conditions for them to learn the language. Additionally, games can help school students develop essential skills such as communication and cooperation. In games that require teamwork, they learn to work together and find common ground. However, it is crucial to keep in mind that the use of games should not replace traditional teaching methods. Games should be included in the learning process as an additional tool for language learning. Moreover, for games to be effective, it is necessary to choose the right games and to adapt them to the level of knowledge of each student.

The analysis of using games in English lessons has shown that this approach can be practical for language learning. Games can help junior pupils memorize new material better and increase their motivation to learn the language. The use of games in the classroom can also foster a sense of friendly competition among students, which can further motivate them to learn and perform better. The effectiveness of the pedagogical approach in English teaching for junior students has been a relevant topic of interest for many years. This approach recognizes that language learning is not just about memorizing vocabulary and grammar rules, but it is also about understanding the critical thinking, cognitive, and emotional development of learners. By taking into account the individual differences and needs of the students, the pedagogical approach provides a more effective and personalized approach to language learning.

For junior learners, language learning can be a challenge. However, the use of games can make learning much easier, more interesting, and exciting. Games can help them remember new words and phrases better and use them correctly in context.

Additionally, games can help school students develop other essential skills, such as attention span and logical thinking. Games that require problem-solving and puzzles can help students learn to analyze information and make decisions. However, not all games are suitable for language learning. Teachers should carefully select games that have clear educational objectives and are ideal for their students' language objectives and level of proficiency. They should also ensure that the games are age-appropriate and provide sufficient challenge without being too complicated or frustrating.

The chosen approach of organizing the junior pupils' activities was practical. The teacher managed to maintain a good balance between individual and group work, which allowed each student to develop their language skills at their own pace, while also allowing them to work collaboratively with their peers. Moreover, the teacher adhered to the norms of pedagogical ethics and tact, which helped foster a positive and respectful relationship with the students.

Applying a pedagogical approach to teaching English in the educational process at junior classes, applying modern educational technologies to realize cognitive and creative student activity. New technologies make it possible to improve the quality of education, use learning time more effectively, and reduce the proportion of time spent on non-academic activities, thereby allowing students to develop new knowledge, skills, abilities, cognitive capacities, curiosity, erudition, creative thinking, and other personally essential qualities. Orient modern educational technologies towards individualization, distance, and variability of the educational process and individual mobility of school students, based on the age and level of knowledge of the learners.

The application of game technology, according to the pedagogical approach, is built as a holistic formation covering a specific part of the educational process in English language lessons and unified by a common content, plot, and character. At the same time, the plot of the game helps school students develop in tandem with the evolving content of knowledge, intensifying the learning and educational process, and assimilating several educational elements. It is the task of the English language teacher to construct play approaches from individual games and elements. The primary task of game technology is to make the teaching process more engaging, to create a cheerful working atmosphere for junior learners, and to facilitate overcoming difficulties in learning educational material. Games organized on different levels are a great help in solving these problems. The use of games in the study of English yields positive results, increases junior learners' interest in the lessons, and focuses their attention on the fact that the primary goal is to master speech skills in a natural setting, allowing them to communicate effectively during the game.

The junior pupils are expected to be enthusiastic about learning the English language. The lesson, although not a traditional one, is filled with various exciting games and seems so interesting that it catches everyone's attention. They have no idea what the upcoming lesson will be or how it will go, but from the moment they find out that there will be a game-based lesson, everyone is confident that they will achieve excellent results in the lesson and looks forward to the first lesson. The teacher must take on a significant responsibility for the first lesson they will deliver to junior pupils and work on a well-rounded plan to meet the expectations of the junior school students. In doing so, English teachers are perfectly helped by a game approach.

As an English teacher, one of my priority areas is to have a great responsibility for the knowledge of junior learners, their formation and development as individuals, creating the necessary conditions for human life, revealing their knowledge, and fostering their creative activity. Attentive to students' behavior, to the subject matter, and attitude towards the teacher, watching the peculiarity of each of them and being attentive to everything that is going on in the classroom, during the teaching process. Begin a lesson not only with the presentation of the topic

and plan, but also with the organization of the learning activity for students during the lesson, discussion of the individual steps, formulation of the lesson's aim and objectives, and ways to achieve them. The primary goal is to immerse them in the atmosphere of English speech, fostering a deep connection and productive communication with junior learners.

One of the main results of the study is that successful English language teaching depends on a combination of different pedagogical approaches. In particular, an important factor is an individual approach to each student, taking into account their age, level of knowledge, interests, and needs. Additionally, a key finding of the study is that incorporating games and interactive teaching methods can significantly enhance the outcomes of English language learning, particularly for junior learners. Additionally, the use of computer technology and multimedia contributes to more effective learning. One of the most important findings of the study is that successful English language learning cannot be achieved solely by using traditional teaching methods, such as learning by heart word and grammar rules. Instead, it is necessary to actively apply innovative pedagogical approaches that take into account the individual needs and characteristics of each learner, making it possible to achieve better results, increase students' motivation and interest, and make the learning process more effective and engaging.

At present all educational institutions need to organize professional competences to ensure the development of individual abilities and create attitude towards their life of each junior learners brought up in an academic institution, the implementation of various innovative curricula, the implementation of the principle of moral attitude towards junior school students, etc. in other words, the school is interested in knowing the peculiarities of each junior learner's mental development. The game, as a phenomenal human phenomenon, is considered most thoroughly in fields of knowledge such as psychology and philosophy. Pedagogy and teaching methods involve preschool students (N. A. Korotkova, N. Y. Mikhailenko, A. I. Sorokina, N. R. Eiges, etc.) and junior school students (F. Klecher, A. S. Ibragimova, N. M. Konysheva, and M. T. Salikov). It follows that teachers consider play as an essential method of teaching pre-school and junior learners. Outstanding scientists conducted several special studies on the game activity of preschool children (P. P. Blonsky, L. S. Vygotsky, S. L. Rubinstein, D. B. El'konin, etc.). Characteristics of play activity in a junior school have been thoroughly studied by scientists such as S.V. Arutyunyan, O.S. Gasman, V.M. Grigoriev, F.I. Fradkina, and G.P. Shchedrovitsky [6].

Game technology focuses on engaging junior pupils in learning and educational activities, utilizing various modes of communication, and encouraging collaboration through pair and group work.

The pedagogical approach used in teaching English to junior pupils refers to methods and strategies of English language acquisition that enable the laying of foundations for communicative competence, sufficient for developing learning with the use of play technology. It takes a considerable amount of time to lay the foundations of communicative competence, as junior learners must be introduced to the language they are learning as a means of communication from their very first steps.

The vast majority of junior learners are guided by specific attributes of objects and phenomena in the learning process. Therefore, when teaching English from primary school onwards, the teacher does not rely on the ready-made conceptual, vocabulary-logical, theoretical thinking of the primary classes. The consciousness of a junior school student is not yet fully formed. It's at this age that junior school students naturally develop an interest in and a need to learn new things. They become more flexible and quicker than the later stages of language acquisition. With age, these abilities gradually diminish, including their sensitivity to hearing sounds and their ability to imitate them, as well as their short-term memory weakening. Sight and, most importantly, hearing also decline. For this, junior learners become more flexible, allowing them to easily acquire another language.

Pedagogical factors are also crucial in explaining the importance of early English teaching. Teachers support the claim that learning English helps junior pupils to adapt more easily in a developed world where integration processes in all spheres of human life are intensively changing. The task of the primary classes is particularly special here, as it involves shaping the personality of the junior learner and defining and developing their abilities. The idea of early English teaching is not a modern phenomenon: national and foreign methods have a rich heritage in this field. Early teaching of English is carried out in schools with an in-depth study of the Language.

One of the pedagogical approaches used in teaching English in primary classes is that the game can be seen as a situational and variation exercise. The game creates an opportunity to repeat a speech pattern in situations as close as possible to real speech communication, with its characteristic features: emotionality, immediacy, purposefulness, and speech effect [7].

Play is an integral part of a primary class teacher's work with its own rules, goals, and tasks. When teaching English, lessons cannot take place without play. Various didactic games activate human thinking, encourage creative thinking about problem-solving solutions, and help find faster and more accurate ways to solve them. This requires emotional and mental strength. During play, a person's abilities are revealed to their fullest extent, and sometimes unexpected skills emerge.

A communicative orientation in the use of games by junior learners in English lessons has become one of the principles of the teaching and educational process. We consider games as an academic and educational technology aimed at developing the communicative abilities of junior learners through play. In our opinion, any game is based on the method of physical actions by K.S. Stanislavsky [8]. It is a deliberate transformation of vocabulary material into a system of direct, sensual images capable of evoking emotional reactions and activating mechanisms.

The aim of the didactic game is for junior learners to solve mental problems, entertainingly presented to them, overcoming definite difficulties and finding solutions independently. The junior learner perceives the mental task as a practical, playful activity; play enhances the junior learner's cognitive activity.

In the didactic game, the junior learner's sensory development is closely linked to the development of his logical thinking and the capability to express his thoughts in speech. To solve the game task, it is necessary to compare features of objects, identify similarities and differences, generalize, and draw conclusions. Thus, junior pupils develop the ability to reason, draw conclusions, and use their knowledge, skills, and abilities in different situations. This is only possible if junior pupils have specific knowledge about the objects and phenomena that comprise the game's content.

The role of play in shaping the speech skills and knowledge of junior school students is declining:

- Play is the main form of activity in junior school age.
- Play is the leading form of activity at a young age.

The game approach plays a special role in increasing cognitive interest, simplifying the complex teaching process, and creating conditions for the development of the creative personality of junior school students [9].

The functions of play activities include:

1. Educational (development of memory, attention, perception of information, general academic skills, development of English, fostering attention to the partner in the game, such qualities as moral attitude, development of a sense of mutual assistance, and mutual support);
2. Communicative (creating an atmosphere of communication in English, team building of junior school students, establishment of new emotional and communicative relations based on interaction in English);

3. Psychological (preparation of the physiological state of the person for a more effective activity, as well as the formation of skills, restructuring of the psyche to master a large amount of information);

4. Developing (harmonious development of individual qualities to activate the reserve potential of the individual);

5. From the understanding of the essence of didactic games, the following requirements are imposed on them:

- Each didactic game should provide exercises functional for junior school students' mental development and education.
- A didactic game must have an enjoyable task requiring mental effort, overcoming some difficulties that are difficult to solve.

Currently, methodologists have developed numerous role-playing games and options for their implementation, aimed at increasing motivation for teaching English and enhancing the process of teaching English speaking skills. If we consider the theory of methodologist M.F. Stronin, in his book "Developing Games in English Lessons", he divides the games into the following categories:

1. Verbal games;
2. Grammar games;
3. Phonetic games;
4. Spelling games;
5. Creative games [10].

The role of the game in the lesson and the time allocated to it depend on several factors. An important factor may be the preparation of junior learners, the material being studied, the specific aims and conditions of the lesson, and so on. For example, if a game approach is used as an exercise during the initial material consolidation, 15-20 minutes of the lesson may be allocated for it. Later, the same game may be played for 3-5 minutes, serving as a form of repetition of past material as well as a break in the lesson.

The game should inspire a desire to learn, increase junior pupils' interest, and motivate them to strive for better performance on the task. Requirements for games used in the teaching of English in the primary classes:

- The whole team should adopt the game.
- The game should take place in a friendly, creative atmosphere.
- A teacher should trust the game and its effectiveness.
- There should be some preparatory work (as not all junior school students have the skills to communicate not only in English, but also in Kazakh, in the classroom).
- The game should be visual.
- The game should be appropriate to the age of the learners and the topic they are studying.
- All the pupils should participate in the game.
- The teacher should check that everyone has understood the game.
- Tactfulness should be exercised when discussing the game, assessing pupils' participation (negative assessment of the activity leads to a decrease in activity).

The application of the game as a method of teaching English greatly simplifies the learning process, making it more accessible and closer to junior learners.

Psychologists argue that the effective use of methods such as work, social organizational activities, and play forms facilitates the acquisition of theoretical knowledge through teaching activities.

When selecting the content of educational materials, including games, we choose it based on the purpose of teaching at each age stage. It is the development of language abilities, formation of a positive attitude towards language, communication skills: speaking, listening, reading, writing (the priority of speaking and listening) [11]. As follows, the set of games for

practicing and consolidating pronunciation, vocabulary, and grammar skills allows learning English with pleasure.

The game method can and should be implemented in the English teaching process for junior pupils. For example, when teaching counting, you can use different “counters”, not only to learn them by heart but also to allocate roles in the next moving game to be used as a physical education lesson, which is essential to suppress the fatigue of junior pupils.

When working with preschool students and junior school students, toys can be used both to introduce new lexical material and consolidate it, as well as to introduce and teach some grammatical constructions. In games of this type, we are dealing with one or two speech samples that are repeated several times. Therefore, from the point of view of organizing verbal material, such a game is nothing but a verbal exercise, transforming the usual verbal training into a game. We avoid boredom and distraction, which do not occur with the usual memorization, and increase emotional comfort and interest in teaching English.

The following rules should be adhered to when playing with junior school students:

1. Simplicity of interpretation. The rules of the game should be simple. It is better to explain the laws of the game in the junior school students' mother tongue, and devote the rest of the time to the game itself.

2. Materials for the game, including visuals, should be neither expensive nor complicated.

3. Versatility, consistency. Depending on the number of junior school students, age, and level of knowledge, it is better to choose easily customizable games

The methods of teaching English in elementary schools encompass various approaches and techniques used to facilitate language learning among young students. These methods aim to actively involve students, develop their language skills, and foster a positive learning environment. Various approaches, such as communicative language learning, task-based learning, immersive language learning, and game-based learning, can be used to make the English learning process enjoyable, interactive, and effective for younger students in elementary school. In the modern world, English is an integral part of education and communication. Teaching English in elementary school is becoming increasingly important for students, as it helps them develop communication skills, expand their knowledge, and prepare for future successful language achievements. The methodology of teaching English in primary schools is based on several key approaches and strategies that help students effectively learn a new language and actively apply it in everyday life [12].

Speaking about the positive influence of the game on the development of the junior pupil's personality, its role in English lessons, and the superiority of the game method over other approaches to teaching, we should not forget that the game is a means of achieving high results. For this purpose the content of educational information and its compliance with the goals and objectives of teaching, interests and needs of junior school students, relevance, quality, the moment of introduction into the educational process, individual and age features of the learning group and its members influencing the perception of the proposed game form of learning, the skill of the teacher, his competence, competence should be considered such factors as knowledge of his junior school students and the ability to manage the educational process.

One should emphasize specific features of the teacher's role in such training. Authoritarian interaction is detrimental to productive learning. Consequently, the teacher should learn to take on the partner position in interactions with junior students [13].

Conclusions

The use of game technology provides three aspects in language learning. Firstly, it builds a learning community through collaborative work. Working with a group makes junior pupils more open to friends' opinions. Sharing ideas allows them to train their critical thinking through agreement and disagreement before selecting the most appropriate answer. Sometimes it has both positive and negative effects. If the group has a high spirit to play the game, the result will, of course, be optimal. In contrast, if the group cannot work together, probably the members will not

play the game seriously. Second, a competitive atmosphere in the game is believed to boost motivation, in which each team tries hard to do its best for the group. In this case, the role of students will be more interactive, and the teacher needs to give control over their performance. Therefore, by providing a lucky point that will affect the junior school students' scores, it is expected that no student will feel unmotivated or dependent on their leader. Although they cannot achieve the highest score at the final point, they are still able to learn whether what they have done is correct or not from the teacher's feedback. Third, creating activities in the form of classroom games provides a fearless environment for the language learners.

Today, teachers can not complain about junior school students' lack of initial interest in learning English. And this is the main task of the teacher to ensure a sustainable and long-term interest. Considering the psychological development of perception, attention, memory, imagination, and thinking in junior pupils, a significant role in the teaching process is to incorporate game-based forms of work. Any English teacher can make a lesson's course interesting by incorporating game technology, a recognized pedagogical approach, as it provides pupils with a powerful incentive to master the language and leads to personal development.

Thus, the use of game technology in English lessons is an essential aspect of shaping junior school students' subject abilities, in particular, communicative skills. Currently, a wide range of games is presented in the methodological literature. However, the scientific literature also contains numerous descriptions of how improper or methodologically illiterate work using game technology has contributed to the formation of false play. Therefore, when using game technology in the classroom, teachers should consider the age and mental characteristics of junior school students.

The pedagogical approach in English teaching at junior learners is a dynamic and comprehensive methodology that promotes the holistic development of students. By incorporating digital tools, promoting cultural diversity, and emphasizing the importance of motivation, engagement, feedback, and assessment, this approach helps to prepare students for success in a globalized and technologically advanced world. Additionally, the pedagogical approach is adaptable to various learning contexts, making it a versatile methodology for educators worldwide.

In the process of applying play methods in teaching English to junior learners, it is essential to relate the play form to real-life experiences and practical applications. The game should be based on an exploratory, cognitive activity, giving a problematic and emotional character to the topic of the lesson, allowing junior school students to feel the joy of independent discovery. Game technology should be based on rational methods of teaching and educational work, which are indispensable prerequisites for success, and form students' self-education skills.

No matter how briskly and cheerfully the teacher conducts a given topic in class, there are times when the junior school students' attention shifts to something else. Quick, spontaneous play forms increase attention, enliven, and improve comprehension. The playform method allows the teacher to absorb the subject more deeply into the junior learner's memory and correct mistakes on the fly quickly. A game makes lessons interesting for junior school students who are tired of the complexity and difficulty of the learning process, and it increases the junior learners' motivation to learn.

The task of the educator is to find the best possible pedagogical situations in which the junior pupil's aspiration for active learning can be fulfilled. An educator should continually improve the teaching process to enable junior school students to learn effectively and efficiently. It is therefore essential to incorporate elements of play into the classroom.

The value of any game as an educational tool is based on the teacher's ability to influence each of the junior learners collectively. Didactic games organize the lives of the junior pupils participating in the game; they shape not only game communication, but also honest communication. Frequent use of play technology in the classroom reinforces helpful habits in

different situations and junior school students' norms of behavior outside of play. Thus, play form, created under the proper guidance of junior school students, also has an impact on the quality of the school's education.

At the primary educational level, the methods used in English language teaching include group work, audio-lingual methods, the communicative method, the direct method, and the silent way method. Additionally, incorporating songs, tongue twisters, and riddles can make English language classes more engaging for students. Foreign language teachers working in state primary schools often lack adequate skills and knowledge regarding the above-listed teaching methods, and they should receive more in-service training in these areas [14].

Thus, utilizing game technology in teaching English to junior school students is one effective approach for teaching English. It is safe to say that by using this approach, junior learners achieve good results; their interest in improving their English language skills is concentrated and intensified. The game also introduces an element of competition during teaching, allowing junior school students to master speech skills in a natural, communicative situation through game learning, and to focus on the lesson.

The requirements for possessing English, as well as the need to increase its practical and educational significance for the younger generation of the country, will necessitate the use of effective methods and approaches in the teaching process.

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БАСТАУЫШ СЫНЫПТАРДА АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ ПЕДАГОГИКАЛЫҚ ТӘСІЛІ

Андатпа

Бүгінгі таңда бастауыш сынып оқушылары үшін ағылшын тілін ерте оқыту мәселесі барған сайын маңызды бола түсуде. Көптеген онжылдықтар бойы әдіскерлер мен лингвистер бұл мәселеге көп көңіл бөлді, өйткені кіші жастағы балалар ағылшын тілін бастауыш деңгейде оңай және қызығушылықпен үйренуге дайын. Мақаланың мақсаты кіші сынып оқушыларына ағылшын тілін оқытудағы педагогикалық тәсілдің ерекшеліктерін зерттеу. Оқыту процесінде әртүрлі ойын технологияларын қолдану кіші жастағы оқушылар үшін олардың әлемді тұтас қабылдауына сәйкес келетін және балалардың танымдық,

интеллектуалдық, шығармашылық қабілеттеріне қажетті жағдай жасайтын оңтайлы тәсіл болып саналады. Дәстүрлі сабақтар кіші сынып оқушыларының қызығушылығын оятып, керісінше, оларды шаршатып та жіберуі мүмкін. Оқушылардың ағылшын тілі сабағына деген қызығушылығын ояту үшін сабақ барысына жаңалық енгізу қажет. Осылайша, кіші жастағы оқушылардың ізденімпаздық, шығармашылық, ойлау және ізденімпаздық қабілеттері қалыптастырылады. Бастауыш мектепте осы мақсатта ойын технологиясын қолданған жөн. Зерттеу нәтижелері бастауыш сынып оқушыларына арналған оқу процесінде ойын технологиясын қолдану ерекшеліктерін егжей-тегжейлі қарастыру болып табылады. Таңдалған ойын арқылы материалдың практикалық презентациялары студенттерге мазмұнды жақсырақ түсінуге және алған білімдерін оқу ортасынан тыс пайдалануға мүмкіндік береді.

Негізгі сөздер: бастауыш сыныптар, даму, педагогикалық факторлар, дағдылар, дидактикалық ойындар, ойын технологиясы, ағылшын тілі.

ПЕДАГОГИЧЕСКИЙ ПОДХОД В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ МЛАДШИХ ШКОЛЬНИКОВ

Аннотация

На сегодняшний день, изучение английского языка младшими школьниками приобретают все больший интерес и огромное значение. На протяжении многих десятилетий методисты и лингвисты уделяли этому вопросу значительное внимание, поскольку дети младшего возраста, как правило, готовы легко и с интересом изучать английский язык на начальном уровне. Цель статьи исследование особенностей педагогического подхода в обучении английскому языку школьников младших классов. Использование различных игровых технологий в процессе обучения считается оптимальным подходом для младших школьников, согласующимся с их целостным восприятием мира и создающим необходимые условия для развития познавательных, интеллектуальных и творческих способностей детей. Традиционные уроки не могут не вызвать интереса у младших школьников и, наоборот, утомить их. Чтобы заинтересовать учащихся уроками английского языка, необходимо привнести новизну в ход урока. Таким образом, мы формируем любознательность, творческие способности, мышление и поиск младших школьников. В начальной школе для этой цели желательно использовать игровые технологии. Результатом исследования является подробное рассмотрение особенностей использования игровых технологий в процессе обучения младших школьников. Практическая подача материала с помощью выбранной игры позволяет учащимся лучше понять содержание и использовать полученные знания вне учебной среды.

Ключевые слова: начальные классы, развитие, педагогические факторы, навыки, дидактические игры, игровая технология, английский язык.

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