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**DIDACTIC PECULIARITIES OF GAMES AT THE PRIMARY STAGE OF EDUCATION**

The introduction of early learning in foreign languages ​​is justified by the natural disposition of children to languages ​​and their emotional readiness to master them, as well as by the advantage of the globally active motivation of children of primary school age to play game. The most favorable age from which it is preferable to begin the early learning of a foreign language in elementary school is six years.

In primary school, the goal is to lay the foundation for communicative competence, that is, to form a minimum level of proficiency in a foreign language for students, allowing them to carry out foreign language communication at an elementary level. At the primary stage of learning a foreign language, the following goals are realized:

- to form children's readiness for communication in a foreign language and a positive attitude for further study of it;

- to form elementary communicative skills in 4 types of speech activity (speaking, listening, reading, writing), taking into account the speech capabilities and needs of younger students;

- to form some universal linguistic concepts observed in the native and foreign languages, thereby developing the students' intellectual, verbal and cognitive abilities. [1]

In achieving the given goals, the psychological characteristics of younger students are taken into account. In the process of mastering educational material, the overwhelming majority of children of 6-7 years of age are guided by specific signs of things and phenomena. Therefore, in the process of teaching a foreign language, the teacher should take an active part in the formation and development of theoretical thinking among pupils of the lower grades, relying on what the child already has.

Many scientists paid attention to the effectiveness of using the game method. Modern conditions are characterized by the humanization of the educational process, appeal to the child’s personality, focus on the development of his best qualities and the formation of a versatile and full-fledged personality. The implementation of this task requires a new approach to the training and education of children. Training should be developing, aimed at the formation of cognitive interests and abilities of students. Inthisregard, gamesareofparticularimportance.

Didactic games create great opportunities for students to discover and realize their creative abilities in a foreign language lesson due to the fact that the student works independently, choosing the language tools that are necessary in the situation; and the teacher’s mission is only to explain the task to the student.[2]

When using the game method of teaching, the teacher’s task is primarily to organize the cognitive activity of students, during which their abilities, especially creative, would develop. M. F. Stronin in his book "Educational Games in English Lessons" subdivides the games into the following categories:

**1. Lexical games:** This type of games has the following objectives: to train students in the use of vocabulary in situations close to the natural setting, to acquaint themselves with the compatibility of words, to activate speech and thought activity, to develop students' speech reaction.

**2. Grammar games:** The purpose of this type of games is to teach students to use speech patterns containing certain grammatical difficulties, to create a natural situation for the use of a given speech pattern, to develop speech creative activity and independence of students.

**3. Phonetic games:** They develop pronunciation skills: intonation of sentences. These games include work with various rhymes and rhymes that are read either loudly out loud, now in a whisper, now quickly, now slowly. You can also beat the situation with intonation, that is, read the same poem, expressing various states and emotions.

**4. Spelling games:** The purpose of these games is to develop the skills of spelling-literate writing, practice in writing English words. Some games can be designed to train the memory of students, and some - to master some patterns in the spelling of English words.

**5. Role games:** This form of organizing collective learning activities in a foreign language lesson is aimed at shaping and developing speech skills and abilities in conditions as close as possible to the conditions of real communication. [4]

N.A.Tarasova and A.K.Vinogradov distinguish the following classification of didactic games, possible for use in teaching foreign languages ​​to children of primary school age [5]**:**

***Traveling Games*** This kind of games contributes to the aggravation of attention, insight, observation, comprehension of game tasks, helps to overcome difficulties and achieve success.

***Games assignments*** They contain simple actions with objects, toys, verbal assignments, for example: “Collect all the objects (or toys) of red color in a basket”, “Spread the cubes in size”, “Get round objects from the chest”.

***Prediction games “***What would happen if ...?” Or “What would I do ...?”, “What would you like to be and why?”, “Who would you choose as a friend?” And others. The content of the game is what is put before the children the purpose and the situation is formed, calling for the realization of further action. These games stimulate children's mental activity; they learn to listen to each other.

***Puzzle games*** Such games find their use in the test of knowledge, intelligence. The main advantage of puzzle games is a logical task. Solving puzzles develops the ability to analyze, generalize, forms the ability to reason, to draw conclusions.

***Conversation games*** Conversation games involve communication between a teacher and children, children with a teacher, and children with each other. This game instills the ability to listen to questions and answers, the ability to focus on the main subject of conversation, to make addition to what was said, to express their point of view.

The main idea of ​​the didactic game is to solve the learning task assigned to students in a game form. The game teaches them to find and make decisionsindependently, coping with some difficulties that arise at the same time. The student perceives the learning task as a play activity, which contributes to the enhancement of his intellectual activity. The game form of learning in a foreign language lesson does not simply organize the process of communication in a given language, at best it brings it closer to natural communication.

Taking into account the age-related psychological characteristics of younger students and the didactic potential of the game, psychologists and educators suggest using game tasks for each lesson as a way to develop listening skills and verbal expression, use the grammatical structure of language and vocabulary, and teach reading and writing.

It should also be borne in mind that any game in the educational process is a methodical device belonging to the group of active ways of teaching practical knowledge of a foreign language. The introduction of this technique in the educational process contributes to the achievement of the objectives of teaching dialogic speech and extended monologic utterance, enhancing the pupils' thinking and thinking activities, developing their skills and abilities of independent expression of thought, education and upbringing of students by means of a foreign language.

Thus, didactic games play a significant role in the process of teaching a foreign language to primary school children. They are the key to creating a psychologically favorable environment; help relieve tension, guarantee a positive emotional state. Moreover, the games teach, develop, educate, socialize, reveal the psychological and physiological, as well as the intellectual capabilities of the younger student.Based on the above, we summarize that the use of didactic games at the lower level of education not only motivates interest in learning and mastering a foreign language by students, but also, to a greater degree, contributes to their intellectual, cognitive development; expanding their common horizons.

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