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THE USE OF GAME TECHNOLOGY IN THE EDUCATIONAL PROCESS OF PRIMARY SCHOOL

The strategic objectives education development and the Law on Education define the goals of general secondary education, which take into account the paradigm shift in education from "lifelong learning". It is necessary to introduce advanced technologies and methods, new ways of transferring knowledge and developing students' motivation, aimed at forming creative thinking [3].

In the modern institution of general secondary education, there is an urgent need to expand the methodological potential in general, and in active forms of education in particular. Such active forms of learning include game technologies.

Game technology is one of the unique forms of learning, which allows you to make students' work interesting and exciting, but also everyday steps to learn the subject. The curiosity of the conditional world of the game makes the monotonous activity of memorizing, repeating, consolidating or assimilating information positively emotionally colored, and the emotionality of the game action activates all the mental processes and functions of the child.

Many educators and psychologists have considered the game as a method of learning. Outstanding personalities such as P. Blonsky, L. Vygotsky, S. Shatsky, D. Elkonin, A. Leontiev made a great contribution to its development, they developed a great variety of educational material with the use of games in the educational process. The very concept of "game technology" appeared in 1940-1950, which means a set of psychological and pedagogical attitudes that define the forms, methods and techniques of learning. Is a tool of the pedagogical process, that makes it more effective. L. Vygotsky characterized the game as the child's "internal socialization", a means of assimilating social attitudes. According to A. Leontiev game is the freedom of the individual's imagination.

The value of the game as a method of teaching lies in the psychological and pedagogical aspect. With adequate use of the game by teachers, it is possible to understand that it can become a good tool in pedagogical practice.

The most important functions of the game are:

1. Entertaining - helps to create a favorable environment in the classroom, changes a boring lesson into exciting adventures in search of knowledge.
2. Educational - promotes the development of general learning skills and abilities, such as perception, thinking, memory, attention, etc.
3. Communicative - establishes emotional contact between peers, as well as teachers, parents and society as a whole, forms communication skills.
4. Relaxation - helps to relieve the child of stress or emotional tension that arose during long learning.

5. Diagnostic - in the process of certain games, the teacher can find out if the child has a deviation from normal behaviour.

6. Interethnic communications - assimilation of general socio-cultural values by students.

7. Personal - the development of the child and his/her personal potential, as well as assistance to the teacher in identifying leaders, passive children [5].

Currently, there are many different types of games: educational games, pedagogical, didactic, subject-methodical, plot-role games with elements of theatrical pedagogy, creative role-playing games, etc. One of the first classifications of the games was proposed by K. Gross. He divided the games into two groups:

1) experimental. They include sensory, motor, intellectual, effective games, exercises for the formation of will. According to Groza, these games determine the content of the games;

2) special. This group includes games, while playing which important aspects are developed necessary for various spheres of life (social, family) [4: 56].

G.K. Selevko classified pedagogical games in accordance with various grounds:

1) according to the game method;

2) by the nature of the pedagogical process;

3) on the game environment.

For us, the most important classification according to the game methodology: subject, plot, role, business, imitation.

Educational games used in the educational process under the guidance of a teacher (board games, puzzles, crossword puzzles, etc.) are used to test knowledge, develop intelligence, and form creative thinking.

In the process of playing the game, an important combination of erudition with free mastery of mental, analytical actions brings success. Therefore, in parallel with the expansion of the worldview of junior high school students should work on mastering four basic mental actions:

- comparison;

- abstraction - concretization;

- analysis - synthesis;

- induction - deduction.

Games can be played at different stages of the lesson. They activate children's mental activity, set them up for cooperation, for the acquisition of new knowledge, for a positive mood in the process of work. Young learners love such lessons best of all.

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