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## **THE DIDACTIC GAME AS A MEANS OF THE INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN IN THE NEW UKRAINIAN SCHOOL**

The problem of using game plots in English lessons is one of the most pressing because it is in the learning process that personality development takes place. This problem is especially important in connection with the organization of new types of schools. Under these conditions, the skillful use of didactic games to enhance educational activities significantly enriches the learning process, increases the effectiveness of each teacher.

The main goal is to get children interested in learning the English lessons, to transform lessons into traveling, role-plays, games, and small shows. A learner should already be able to learn independently in school, work in a competitive environment, communicate, solve a problem together, etc. The didactic games are being used more and more in school. Using the didactic games increases students' learning activity, thinking intensity, memory, and imagination.

A combination of didactic games with educational goals can enable opportunities for interactive learning and increased motivation as it is the most natural form of learning, and developing strategic and collaborative thinking. Compared to the traditional teaching process, the introduction of gaming significantly influenced educational value and students' knowledge retention [1].

The didactic game is a creative form of education, upbringing, and development for primary schoolchildren. Didactic games develop observation, attention, memory, thinking, language, sensory orientation, intelligence, and therefore can be used in the teaching of any subject.

Using the didactic games encourages children to learn, making the learning process interesting in English lessons.

Characteristic features of the didactic game are:

- ✚ modeling of educational situations and making educational and pedagogical decisions;
- ✚ distribution of roles between game participants;
- ✚ a variety of role goals in decision making;
- ✚ the interaction of game participants who perform certain roles;
- ✚ the presence of a common goal of the participants of the game;
- ✚ collective decision-making;
- ✚ multi-alternative solutions;
- ✚ the presence of a system of individual or group evaluation of game participants [2; 55-59].

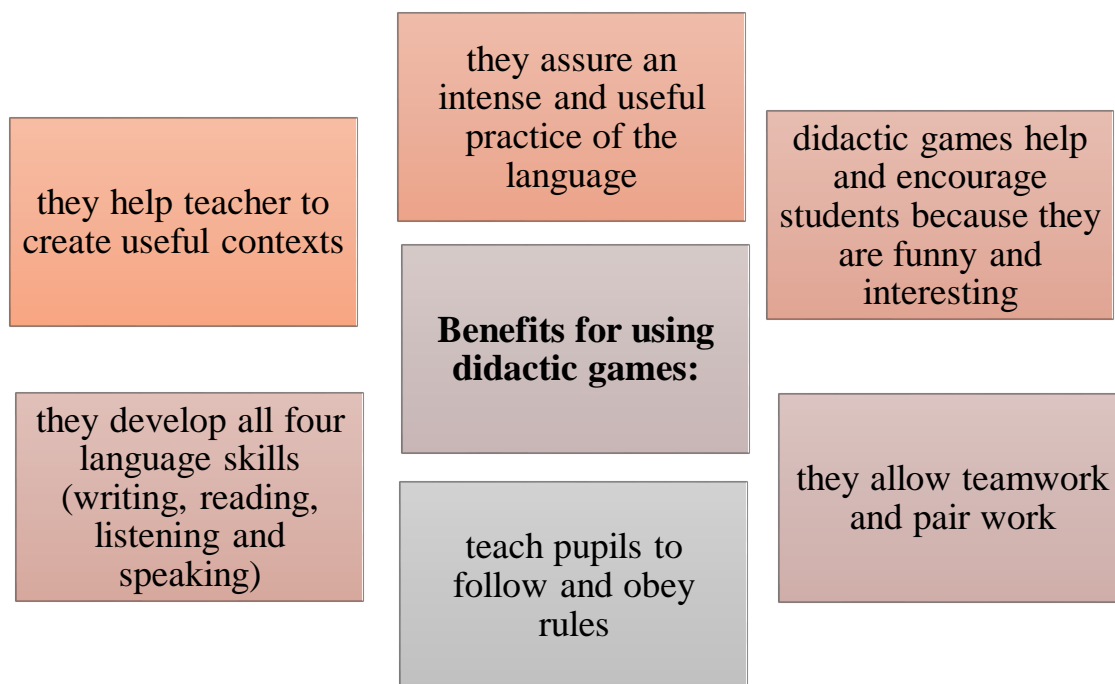


Figure 1. Benefits for using didactic games in the English teaching process

The variety of techniques used in the classroom is very important when choosing didactic games.

There are two types of games: competitive (the pupil tries to be the first one who finishes the activity) and collaborative (pupils try to achieve the same goal together, they help each other) [3; 17-20]. Below are some effective sample tasks:

1. Simon Says (do an action and say Simon Says [action]. The students must copy what you do. Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.).

2. Touch (learner can go around the classroom touching things or that color that teacher orders (e.g. touch a chair, touch something blue)).

3. Attentive learner (the teacher places several objects in front of the pupils. Give them a few seconds to memorize the objects and then they close their eyes. Take away one of the objects and then tell the learners to open their eyes again. Pupils must guess the missing object).

4. Where Shall I Go? (This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom).

5. Bingo (is a game that can be used for all sorts of exercises. Can be played with numbers, letters, pictures).

6. Guess when your eyes are closed (learner have closed their own eyes, and the teacher give them an object to feel. The pupil must guess what the object is).

7. Ball Pass (all pupils sit in a circle. Use a small ball and toss it to one learner. But you must say one English word as you pass. The learner then throws to another learner and says a different English word (can use categories words, such as animals). When the learner doesn't say a word, then he/she is out).

On researching the problem of didactic games in English lessons in primary school, I concluded that the more effective games are those games where children work in pairs and groups, also when students are not only sitting at desks but also active games. It encourages learners' cooperation and self-development in primary-school learners. Using didactic games is a means of creating necessary conditions for communicatively effective learning in English lessons.

## REFERENCES

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