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FEATURES OF THE USE OF GAME TECHNOLOGIES IN THE PROFESSIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS

The purpose of our research is to study and theoretically substantiate the problem of using game technologies in the professional activities of primary school teachers.

Today, modern Ukrainian education must meet the demands of world trends. Times are changing and children are changing too. Their requirements, cognitive interests, opportunities, needs are changing. The main aim and the goals of modern school education are changing. There is a need to improve educational programs that will determine the purpose, objectives of teaching younger students, to provide the educational process with modern technical, didactic material, to develop new technologies, use effective methods and techniques of organizing a successful educational process according to the present-day demands.

Thus, one of the main tasks of the school is to form a creative, independent and active personality. However, the problem of using game technologies in the professional activities of primary school teachers as an effective condition for the development of cognitive activity of students becomes especially important.

Problems of improving the modern lesson and increase its effectiveness were considered in the works of M.V. Bogdanovich, O.Y. Savchenko, B.A. Onishchuk and other scientists.

In the scientific literature it is said that the primary school age is the period when games play an important role in children's lives. It is based on the relationship between children in both class and school teams. The game provides the student with positive emotions, the opportunity to show themselves, to realize their desires. Thanks to play activities, young students can learn self-control, the ability to follow the rules, control their emotions and desires for the sake of team play.



Through the game activity, children develop imagination and creativity. They learn certain social norms and forms of behavior, enriched by social experience that affects

their comprehensive personal development. Using the game contributes to a friendly atmosphere in the classroom.

Primary school children usually love games and with their help lessons become more interesting and pupils absorb information better. It contributes to the socialization of the child, because you can often see how children try to work in pairs or in small groups, they communicate with each other, listen to each other, help, or achieve a common goal - such as winning a competition.



Through play, elementary school children can master the social skills needed to interact and interact with the environment. Playing techniques are effectively used as a method of social association of children. The great advantage of using playing techniques is that when a child plays a role or imitates a certain character, he thus masters the norms and patterns of behavior in society, which can be an example of his personal behavior.



Thus, playing activities - culturally and historically formed cognitive activity of the child, aimed at forming the basic principles of the child's personality, socialization, knowledge of the child's world, development of educational and cognitive interests, consolidation and improvement of acquired knowledge, skills and abilities.

In modern research, playing activity is considered as a mandatory construct of childhood and an important component of the socio-pedagogical system, which is purposefully used by society to prepare children for "adult" life. [1, c.99]

The game - is an interesting and exciting activity that performs the following functions:

- educational, which involves the process of development of mental processes, as well as educational knowledge, skills and abilities;
- entertaining, which contributes to the creation of favorable conditions in the classroom, a positive mood during educational activities;
- communicative, which means the development of communicative skills;
- relaxing - relieving stress and tension during long-term activities;
- self-fulfilling - the child's desire to embody in play activities their skills and abilities.

The game in its functionality, forces the child to include cognitive activity, eliminates shortcomings in communication, teaches to perform their social roles in society. Primary school children are very easy and quick to join the game. They try on a role or like to organize the game themselves.



The purpose and motives of game actions lie not in their results, but in the process of these actions. During the game the child can imagine objects, understand their functions and the importance of real objects and people, the relationship between them [2, c. 18].

So, we can say that playing activities are an important part of a child's life. It is from her that acquaintance with the world, with people, with functions in society begins. The game gives each child the opportunity to show themselves in a certain role, to acquire some life skills and abilities that will help in the future. Playing, children learn, gain experience, learn to evaluate themselves, their actions, their peers. In the game activity the child is gradually included in society, knowledge about the environment, human values, patterns of behavior is acquired. The game performs many educational and educational functions, gives the opportunity to expand the social horizons of the student. Since the leading activity in primary school is educational activity, teachers need to use game technologies that will help children of primary

school age to adapt faster and more successfully to society. Features of the game use technologies are diverse. So, it is necessary to select those that will meet this goal. In this case, they will be interesting for children.

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