A. Pokrasa,
Student,
O. Kravets,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University

PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF GAMIFICATION AT THE ENGLISH LESSON IN PRIMARY SCHOOL

English is one of the main means of international communication. This idea is growing in our country and there are no significant tendencies to stop or slow down this process. According to the "Ethnologue", 1999, in the ranking based on the number of speakers, the English language is approximately third (over 508 million and includes those countries where English is legally defined as the state language or the second state) [1]. There is a significant layer of speakers who are not included in this list. For example, in Indian countries the population is also fluent in English. Therefore, in Ukraine its study should be on the same level with the state language.

Foreign language occupies an important place in the modern education system due to its development, cognitive and social functions. Particular attention should be paid to teaching English in primary school. As we know, all the knowledge gained by people in the form of a foundation, should be laid from an early age.

Today the process of learning is presented as a process of interaction between a teacher and students in order to engage students in certain knowledge, skills, abilities and values. There is an important problem with the use of effective methods of teaching English. Moreover, new methods and approaches to teaching foreign languages are constantly appearing, which allow to make the educational process much more interesting. They develop the cognitive processes of a child [2].

To master any discipline, it is necessary to motivate a child, and nothing motivates so much as interest, activation of the rival spirit, the system of honors and awards. Taking into account the leading activities of school-age children, namely play activities and the above aspects for successful motivation, we get a form of learning that is most relevant in the educational process of primary school - game teaching method.

The widespread use of games (especially in the early stages of learning) and the need to create attractive educational practices have led to the emergence of such a concept as gamification. The idea of this innovative technology is to make the learning process more interesting and, importantly, to motivate students to learn. The game is an ideal learning environment with built-in error resolution, encourages to think outside the box and develop self-control [3].

Gamification is the inclusion of game design elements into non-playful contexts. Its main aim is to influence people's behavior, involving and motivating them to achieve different challenges. Rahat Paharia was the person who coined the term "gamification" in 2008.

Since 2008, there have been many authors who have tried to give a specific definition of this concept and to establish some common characteristics. One such author is Kapp, who in 2012 defined gamification as a learning setting and movement.

From Ray Wang's point of view, gamification describes a number of processes and systems that are used to influence, engage, and motivate children to stimulate children's behavior to achieve desired outcomes.

In conclusion, "gamification is the process of using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems" [5].

Signs of game elements included in the educational process: feedback; merriment; tasks increase in number and become more complicated; skill; indicators of progress (for example, through stickers, leaderboards); social connection; player management. A lesson that contains several of the above elements can be considered as a "gamified" lesson. The most effective gamification systems use additional elements, such as communication with other "players" – students, which in fact allows you to pay attention to the interests of all students. Appropriate combinations create a stable interaction, take into account the needs of students [4].

The main aspect of the introduction of gamification is related to the establishment of the dominant style of play of the child. To do this, you need to consider different types of players. Different styles in the game should be considered as an important factor in the process of designing the gamification of the lesson, especially if most of the group prefers a certain style.

Bartle identified four types of players:

Achievers: their main goal – to get points and raise the level.

Researchers: They like to explore how things work.

Socializers: for them, the most important issue is to establish relationships with people (listening, observing, improvise, joking…).

Killers: their main objective is to hurt other players.

Those player types are a general framework, other authors have modified them. To date, the most popular classification is Marchevsky:

Player: They play to get extrinsic rewards (prize, sticker, praise)

Socializers: they are motivated by cooperation, they are always in search of social interaction.

Free spirit: they have their own strategies of self-organization, mostly want to play alone, they are motivated by autonomy.

Achiever: they apply different competences in order to solve problems.

Philanthropist: they need activities with clear purposes, they are motivated by intrinsic factors.

Here are some games you can use in your English lessons [6]. During Circle time, you can play the game "What's Your Name?" which is good for first graders. The purpose of the game: to consolidate the skills of using language clichés, to develop attention. Students sit in a circle, each in turn clapping their hands once, then on their knees, and then saying "My name is" ", clapping their hands and asking anyone: What's your name? You can answer only when the student claps his hands and knees. If not, then he leaves the game.

"I Can See" is a popular game for first and second graders. The aim of the game is to develop the skills of monologue speech, to consolidate the language construction "I Can See" and the lexical units being studied. For this game you can make props -

binoculars, make it from improvised materials. We can not just ask students to look through binoculars and say what he sees. You can come up with a story for the game, as if we were on a ship and looking at the horizon and seeing something. You can complicate the task, divide students into groups, choose a participant from each, show him the word, and he will pass it to the team, and they in turn will write it down, or look for a picture among their cards.

Among the classic games for children is a popular game in America – Simon Says. The game helps to memorize lexical items from many topics. We can fix the theme "Parts of the body", "I can", "School subjects", etc. How to play: Choose one participant who will say "Simon says…" Others listen carefully and do what the presenter says. The purpose of the game: to consolidate lexical items, develop attention and memory. The game also helps to build a clear picture of the use of the word in context. It means that students not only remember what the word means, but also repeat it as a language cliché, phrase or whole sentence. To catch players, you should sometimes omit the phrase "Simon says". In this case, the one who performs the action is out of the game. The last one wins. To complicate the task, you should gradually accelerate the pace and give more complex tasks.

The game "Relay" can be used from the second grade. The game is conducted throughout the learned lecture. Purpose: consolidation of vocabulary on the topic. The course of the game: you need to divide the board into two halves and on each side write in a column the studied lexical units (the same set of words, but the sequence is different). The class is divided into two teams. Each team has its own half of the board. Participants take turns approaching the board and writing the appropriate Ukrainian version next to each English word. If one of the participants notices a mistake, he can correct the mistake, but then he will not be able to write another word. The team that is the first to cope with the task correctly wins.

Game "My aunt went to town". Purpose: repetition of vocabulary on the topic "School subjects", memory development. The teacher explains that students should complete the phrase My aunt went to town and bought ... with a word that denotes school supplies or clothing.

P.1: My aunt went to town and bought a bag.

P.2: My aunt went to town and bought a bag and a ruler.

P.3: My aunt went to town and bought a bag, a ruler and a book.

If the student cannot say his word, he leaves the game.

The game "Make me up!" Is suitable for students in grades 3-4. The purpose of the game: the development of grammatical skills, the ability to use the present simple tense. The teacher writes simple sentences on the board, such as "She dances". Students come out of each team and write a negative sentence. Others come out and write a question sentence. If students know other types of questions than general, students come out and write different types of questions.

Game "Crossing the river", goal: consolidation of vocabulary, development of coordination. The game is suitable for students in grades 3-4. The stream is schematically depicted on the board. Two teams pass through it in different places on the stones, conditionally marked by squares (10 squares for each team). To step on the stone, in each square you need to write a word from the topic. If the word is misspelled

or does not match the topic, the team skips the move. The team that gets over the stream faster wins.

To sum up, gamification in education is the use of game rules that serve as motivators for learning a foreign language and achieving real educational goals in the course of studying the subject. The process of including gamification methods in the educational process is very specific, and therefore it is necessary to take into account some specific features of the method, as well as to adhere to its basic principles. With the provision of competent methodological support for gamified classes, you can achieve high results in learning based on the use of new technologies [2].

Gamification as an activity that uses play elements in non-play activities and based on student voluntariness and interest, can be considered one of the ways of intrinsic motivation of students, which would contribute to the best foreign language learning and development of basic language skills [3].

The game aims to draw students' attention to the educational process and learn not only new material, but also consolidate it. The game can be used at the stage of warming up, lead in, vocabulary or grammar presentation, vocabulary or grammar practice.

Gamification meets the demands of today's students: it allows them to feel out of routine and can encourage students to continue learning voluntarily and independently, as the student, unlike the teacher, sees in it only a game, not learning activities. Gamification meets the demands of today's students: it allows them to feel out of routine and can encourage students to continue learning voluntarily and independently, as the student, unlike the teacher, sees in it only a game, not learning activities.

REFERENCES
1. Список мов за кількістю носіїв // Матеріал з Вікіпедії – вільної енциклопедії. – [Електронний ресурс] – Режим доступу : http://surl.li/bqnei
2. Кельберер Г.Р. Перспективы применения принципов игрофикации в подготовке педагогических кадров // Педагогическое образование и наука. 2014. № 4. С. 144-147
3. Левин М. Как технологии изменят образование: Пять главных трендов / М. Левин. – [Електронний ресурс] – Режим доступу: https://www.management.com.ua/be/be234.html
4. Шелестова, Т., ткаченко, М. Геймификация в процессе обучения иностранному языку // scientific collection «interconf» : international scientific discussion: problems, tasks and prospects, february 19-20, 2022, p. 273-285.
5. Kapp K. M. The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, 2012, 504 p.
6. Phillips, D., Burwood, S. Projects with Young Learners. / Oxford: Oxford University Press, 2003, 200 p.