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## **GAMES IN ENGLISH LESSONS IN PRIMARY SCHOOL AS A MEANS OF FORMING THE CREATIVITY OF STUDENTS**

The relevance of this topic is due to the fact that today's innovative changes, rapid scientific development, technology and production, and an increase in the flow of information require changes in society at all levels of life, and especially in education. In recent years, as education development has received increasing attention, primary education has received widespread attention as the key to laying a good foundation [1:370]. The use of gamification in primary mathematics education remains one of the critical topics of research today. Researchers have found that gamification plays a positive role in teaching and learning the relevant curriculum and can be used in different areas. Currently, serious, scientifically based work is needed, which is aimed at reevaluating existing approaches to defining the purpose and content of education, and to methods and forms of education, as well as education. Educational games are the most promising method of the educational process. The implementation of such teaching methods makes it possible to transfer the necessary skills and abilities to students. The game is the most interesting form of activity for schoolchildren and helps to comprehensively develop their horizons.

**The purpose of the article is** to consider and analyze the main goals and tasks of the game as a means of teaching English, to determine the methodological principles and the role of game activity in the formation of schoolchildren's creativity.

Many scientists have dealt with the problem of game activity researched as a means of comprehensive development of the child. A. Makarenko analyzed the relationship between play and work as a means of learning; K. Ushinskyi, S. Rusova and others studied the methodical principles of game activity. Educators continue to explore the problems of game activity. Among them, we can single out L. Artemov, L. Voznesenska, Yu. Malyovany, O. Zirka, N. Kudykin, V. Pavlenko, O. Pometun, M. Surovytska, P. Shcherban, and others.

Game activity is a person's companion throughout life. For children of primary school age, it is the main type of activity, an auxiliary element that helps to interact with the surrounding world. The potential of game activity must be used by teachers in the educational process.

Various games that are educational have essential features and a strong structure that includes the following components: game idea; game rules; direct game actions; didactic tasks; game equipment; game results.

Didactic games are a very effective means for children to successfully learn mathematical knowledge, skills and abilities. Game activity is a means of educating and showing interest in different tasks in younger schoolchildren. In a playful way,

children learn to count, solve tasks, problems, construct, be able to compare, generalize, classify, draw independent conclusions and justify them [2:112].

Game activities in English lessons play an important role in personality formation. During the game, schoolchildren concentrate, think independently and learn at the same time. All students, active and passive, participate in this activity.

The development of individual creativity is a very complex, versatile process that is closely related to philosophy, pedagogy and psychology [3:112].

An important role in the formation of students' creativity belongs to the game, a method of learning that has educational, developmental and educational functions. In the process of solving language problems, students learn to concentrate, think, develop attention, creative imagination, and desire for knowledge [4:86].

It has been found that gamification can stimulate students' interest in learning, enhance their motivation, help them consolidate and understand relevant knowledge, and bring about good learning outcomes. Gamification can also help students to construct appropriate grammar structures and contribute to the development of creative thinking. However, the challenges of gamification include the distraction of students and difficulty in designing lessons. Teachers need to create games based on the needs of their students [1:375]. As organizers, they also need to keep a tight rein on their students to prevent them from doing things that are not related to the content of the lesson. This study provides insight into the use of gamification in primary schools and provides a relevant basis for future research into this topic.

The main task of teaching English in elementary school is the acquisition of foreign language competencies. Language competencies are an integral element of the content of language education. These competencies include knowledge, abilities, skills, methods of activity that children acquire in the process of learning. The result of mastering basic language competencies is teachers' primary goal at this level.

## REFERENCES

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