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**ИГРОВАЯ ПЕДАГОГИЧЕСКАЯ ТЕХНОЛОГИЯ
В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ МЛАДШИХ ШКОЛЬНИКОВ**

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Аннотация. В данной статье рассматривается вопрос использования игровых технологий на начальном этапе обучения иностранному языку в свете того, что учителям общеобразовательных учреждений предоставлена значительная автономия в разработке и реализации методических стратегий обучения, а также в выборе соответствующих учебных материалов. В этой связи актуализируется задача идентификации и внедрения эффективных педагогических технологий, таких как ее игровые виды, которые направлены на интенсификацию интерактивного взаимодействия между учителем и учащимися и создание оптимальных условий для образовательного процесса.

Ключевые слова: педагогическая технология, иностранный язык, обучение в игре, учащийся начального этапа обучения.

**GAME PEDAGOGY
IN THE EDUCATION OF PRIMARY SCHOOL CHILDREN**

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Abstract. This article examines the use of gaming technologies in the initial stage of foreign language teaching, taking into account the fact that educational institution

teachers are given significant autonomy in developing and implementing methodological learning strategies and selecting appropriate educational materials. Therefore, the task of finding and implementing effective teaching methods such as game-based learning that intensifies interactive communication between teachers and students and creates optimal conditions for learning is becoming increasingly important.

Keywords: pedagogical technology for learning a foreign language through games for students at the initial stage of their education.

In the light of recent changes in the educational system, teachers in general education institutions are given considerable autonomy to develop and implement methodological approaches for organizing the educational process and choosing appropriate educational materials. This has led to an increased focus on finding effective strategies to activate both sides of the pedagogical relationship, with particular emphasis on motivating and developing teachers themselves, who play a crucial role in creating an optimal learning environment.

In accordance with the recommendations of leading experts in the field, a key factor in choosing educational technologies is ensuring students' sustained interest throughout the learning process, as well as creating a conducive environment for the development of their cognitive and creative abilities. This issue remains relevant in the current educational paradigm, as it is closely linked to optimizing and enhancing the effectiveness of foreign language teaching, starting at the initial stages.

Numerous studies in the field of pedagogy and teaching methods aim to define the essence of the concept of “pedagogical technology” and identify its structural organization. As a result, several definitions have been formulated in the scientific community for this term. According to academics, the concept can be viewed in three main ways: scientifically, procedurally, and activity-oriented. Each pedagogical technique must have specific characteristics and features to ensure its efficacy and conformity with modern educational requirements.

Pedagogical technology is a scientific system of methods and techniques designed to optimize the educational process and maximize the development of students' personalities as active participants in the surrounding world. It is an integrated synthesis of theoretical principles and practical methods used in education. [1]

It also plays a crucial role in shaping teachers' professional skills, providing them with the methodological tools to effectively influence students. Additionally, it facilitates the understanding and adoption of modern educational techniques, allowing them to adapt to the specific needs of the learning process and individual student characteristics.

In the context of rapid development of new educational technologies that take into account various factors affecting learning, the role of teachers is changing. In a modern educational environment, teachers act as managers who coordinate and guide students' activities. This requires them to master a variety of teaching methods. The importance of educational technologies in providing high-quality learning is increasing.

Scientific and methodological publications identify a number of popular learning technologies, such as personality-centered learning and active learning methods. These methods are characterized by diversity. Game technologies are particularly effective in enhancing students' cognitive activity. [4; 6]

Game technology undoubtedly plays a leading role in primary education. It implements a set of functions to promote students' comprehensive development. Key functions include:

1. *An entertaining* feature that provides a positive emotional backdrop and increases motivation for learning.
2. *A communicative function* that promotes interpersonal communication and social competence development.
3. *Self-realization*, providing opportunities for self-expression and creative potential realization.

4. *Game therapy*, aimed at improving psycho-emotional well-being and stress relief.
5. *Diagnostic*, identifying individual characteristics and student development levels.
6. *Correction*, addressing knowledge gaps and skill development.
7. *Interethnic communication*, fostering tolerance and cultural respect.
8. *Socialization*, integrating students into society with socially significant qualities. [2]

Thus, this technology is a comprehensive tool that integrates various aspects of the educational process and contributes to the harmonious development of a primary school child's personality. Play as a teaching method has a deep historical root and continues to be relevant in modern education systems, where priority is given to activating and intensifying the educational process. Within the context of contemporary educational paradigms, gaming technologies find application in different forms and aspects of educational activity. [8]

– As an independent technology aimed at mastering key concepts, topics, and sections of the curriculum, it is an integral element of more comprehensive educational technology, which often plays a significant role in its implementation.

– In the structure of a lesson or its individual components such as introduction, explanation of the material, consolidation, exercises, and knowledge control, extracurricular technology promotes the development of students' collective creativity and social activities. [7]

The term “game-based pedagogical technology” covers a wide range of methods and techniques used to organize the educational process through various games.

These techniques, with a high level of interactivity, involve students and contribute to the more effective learning of academic material and the development of both cognitive and social abilities.

Unlike traditional forms of playing, pedagogical play is characterized by a clearly defined educational goal and an identifiable educational outcome that has a distinct cognitive focus. This characteristic allows us to view the pedagogic game as a well-structured and purposeful method of teaching that fosters the development of academic skills and critical thinking in students.

The organization of the play form of the lesson in the initial stage of education is achieved through the use of specific pedagogical methods and situations that serve as catalysts for student learning and motivation. In this regard, game technology may be integrated into a problem-based approach, allowing participants in the learning process to understand and solve problems in a playful format.

At the beginning of their learning journey, children's perceptions of the world are characterized by high spontaneity and curiosity, making them particularly receptive to problem-solving learning. Through game technology, participants are presented with a problematic scenario within a game context where each aspect of the learning experience is governed by specific game rules. In role-playing scenarios, students adhere to the logic of their assigned roles, while simulation games require them to act according to the “laws” of simulated reality. During play activities, the teacher's role also transforms, serving not only as an organizer but also as an active participant, assisting and collaborating with students in their endeavors. This creates a more dynamic and interactive learning environment that fosters the holistic development of each student's individuality. [5]

Thus, the dynamics of game play and its final outcomes are manifested through two key aspects: game play and education and cognition. The methodology of teaching foreign languages at primary schools incorporates game technologies that help enrich and consolidate students' daily vocabulary, form numerical concepts and counting abilities, as well as develop memory, attention, and observation. Game technology should be integrated into the educational process as a unified educational space with consistent and purposeful thematic content.

The game technology encompasses:

- Games and exercises aimed at developing students' ability to distinguish key and specific features of subjects, and to develop comparison and contrast skills.
- Groups of games promoting the generalization of objects according to certain criteria that contributes to the formation of logical thinking in young schoolchildren.
- Games aiming to help students distinguish real from unreal phenomena, contributing to the development of analytical thinking and flexibility
- Groups of games fostering self-control and reaction speed, phonemic awareness and creativity. In this regard, the game's plot is closely linked to the core content of learning and helps activate the learning experience and master essential learning components. Each primary school foreign languages teacher should independently develop gaming techniques by combining different games and elements. [3]

To sum up, the gaming form of educational technology is one of the most engaging and effective methods. Contemporary schooling aims to activate and intensify the learning process, and implementing new educational solutions and strategies is an essential component of successful language acquisition within the context of foreign language learning.

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