

THE ROLE OF GAMES IN TEACHING FOREIGN LANGUAGES

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Abstract

This article examines the importance of role play in teaching preschool children a foreign language, sanctifies the principles that are taken into account when creating a role play, and also lists the main goals of upbringing a personality through role play.

Keywords: Games, characteristics, role play, reflection.

Аннотация

В статье исследуется важность ролевой игры в обучении дошкольников иностранному языку, освящаются принципы, которые учитываются при создании ролевой игры, а также перечислены основные цели воспитания личности посредством ролевой игры.

Ключевые слова: игры, характеристики, ролевая игра, рефлексия.

INTRODUCTION

In order to make a foreign language lesson at the initial stage of learning interesting, exciting and to ensure that children master the educational material well and firmly, a wide variety of didactic and pedagogical methods of organizing educational activities were analyzed. As a result of the study, it was revealed that among the majority of techniques and methods, many teachers have chosen roleplaying as one of the most effective methods when teaching a foreign language to preschoolers. The concept of "role-playing games" first appeared in the twentieth century. Role-playing can be used in teaching a foreign language to preschoolers and schoolchildren of any age, and studies of both domestic and foreign scientists, linguists note the great value of role-playing in the pedagogical process.

RESULTS AND DISCUSSION

Role-playing is one of the methodological techniques related to active methods of teaching a foreign language. The use of role-playing games in the lesson to achieve



the goals of speech to a monologue, to activate the speech-thinking activity of students, to form their skills and abilities of independent expression of thought.¹

The structure of a role-playing game can be changed by introducing additional goals into it, as well as creating communicative and didactic conditions necessary to achieve various goals.

Role play, as well as its components, have different meanings for students and teachers. Children of preschool age are guided, first of all, by getting pleasure from the very process of the game, although to some extent they can already realize the non-play goals inherent in the role-playing game. For a teacher, the main structural components of a role-playing game can be:

1. Developmental-practical and pedagogical-educational goals;
2. The content of the game itself, which is based on the educational material of the current topic being studied;
3. The set of social and interpersonal roles through which students implement a significant part of the content of the specific role of the game;
4. Reflection - the student carries out an analysis of his own mental state, which allows the teacher not only to identify the degree of consolidation of information, but to hear about the difficulties that the participants experienced, about their successes and personal achievements.

The development of role-playing games - a very important moment of the period of preparation for the game for the teachers, which largely depends on the efficiency of the preparation of the student for the upcoming role. At the stage of creating a role-playing game, you need to consider some principles:

1. Principle of operation - originate a creative, psychologically comfortable environment conducive to work;
2. The principle of goal setting - the ability to build goals for each game;
3. Principle of teaching orientation - transfer and assimilation of new knowledge, abilities, skills;
4. The principle of preparedness and individual motivation of the participants in the role-playing game and their inner desire, taking into account their cognitive interests;

¹ Дидактические игры как средство обучения иностранному языку [Электронный ресурс]: Электрон. Текстовые граф., зв. Дан. И прикладная прогр. (715.5 kilobytes) – Режим доступа – <http://www.englishforkids.ru/game1.shtml> Friday, 10 January 2017 20:18:10

5. The principle of equality includes an equal distribution of duties and responsibilities in role play;
6. The principle of personal life allows the student to acquire knowledge, skills and abilities by overcoming difficulties, emotional experiences, which should become his personal experience;
7. The principle of group interaction, in which communication skills are honed, the choice of interaction strategies and communication models is checked, and cooperation is taught;²

Role-playing also has a number of advantages and carries a number of important pedagogical functions. The main thing is the provision that role-playing is a type of activity in which a personality is formed. N.K. Krupskaya emphasized the influence of role play on personality development, depending on the content of the activity: through role play, you can raise a beast, or you can raise a wonderful person that society needs.³⁴

The main goals of educating a child's personality through role-playing games are:

1. Education of moral character traits - independence, purposefulness, work and spiritual orientation;
2. Formation of a sense of collectivism;
3. Development of cognitive interests and artistic abilities.

Based on the foregoing, we can conclude that the educational possibilities of role play are extremely large. It is very important for the teacher to implement them in such a way as not to disrupt the course of the role-playing game, not to destroy the situation with a remark, instruction, or just a careless word.

For the fullest realization of the educational and pedagogical opportunities of role play and the development of the emotional sphere of children, the teacher's skills are extremely important:

- a) leisurely role-play;
- b) maximally deploy communication in a foreign language and the interaction of characters;

² Илюшкина А.В. «Изучаем Английский легко и весело» [Текст]: монография/ Илюшкина А.В., - СПб.:2008.

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³ с.

⁴ Рогова Г.В. @methods of teaching English@ [Текст]: монография /Рогова Г.В., - Л., «Просвещение», 1975. — 180 с.

c) constantly address the student in accordance with his role.⁵

Compliance with these conditions, as a rule, leads to the awakening of a child's keen interest in role play, imagining, playful creativity. Also, for the development of positive emotional manifestations, the teacher can use the following rules:

- not be afraid to express your emotions;
- in communicating with preschoolers, more often use a request and encouragement than an order and punishment;
- teach preschoolers not to be afraid to express positive emotions.

In general, this will contribute to the fact that students will enjoy not only their own successes, but also the successes of their playmates.

Learning a foreign language at the early stages creates favorable prerequisites for learning it among preschoolers. This paper considered such a topic as the features of classes in teaching a foreign language at the early stages, as well as the principles of teaching foreign languages at an early stage. From all this, we can conclude that at the early stage of education, the language itself should be considered as one of the means of development of the child's personality, however, the age characteristics of preschool age must be taken into account.

CONCLUSION

All in all, in the process of teaching a foreign language at this stage, a game should be used as a methodological technique, which allows to create a situation in which the child cannot remain on the sidelines. However, when considering the difficulties in learning a foreign language by preschoolers, it should be noted that the goals that adults set for preschoolers are still not entirely clear for kids and to some extent abstract due to their age characteristics, therefore, at this stage, teaching should be built as an improvement and satisfaction of play, cognitive, psychophysiological and personal needs, as well as the capabilities of the child. The prerequisites for the successful mastery of a foreign language by preschoolers can be called, as an age feature, according to E.N. Protasov, that by the age of five the child has already developed and mastered the system of his native language, so he is ready to master a new language, as well as a number of other reasons discussed in this work.

⁵ Егорова И.В., Спирина Л.И., «Английский для дошколят» [Текст]: монография/ Егорова И.В., Спирина Л.И., - М.:2008.-3-6с.

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- 2 Илюшкина А.В. «Изучаем Английский легко и весело» [Текст]: монография/ Илюшкина А.В., - СПб.:2008. – 3с.
- 3 Рогова Г.В. @methods of teaching English@ [Текст]: монография /Рогова Г.В., - Л., «Просвещение», 1975. – 180 с.
- 4 Егорова И.В., Спирина Л.И., «Английский для дошколят» [Текст]: монография/ Егорова И.В., Спирина Л.И., - М.:2008.-3-6с.

