

## THE ROLE AND SIGNIFICANCE OF DIDACTIC GAMES IN TEACHING ENGLISH TO STUDENTS IN PRIMARY EDUCATION

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**Annotation:** This article describes the role of didactic games in teaching English to students in primary education, and the ideas of using games for teaching can help students learn additional skills beyond the academic concepts being taught.

Using games during the lessons will also built 21<sup>st</sup>- century social skills, problem solving skills, and build community all while learning core subject material. Examples of games used in primary education classes in the secondary school “Ziyo-Zukko” are presented.

**Key words:** Primary education, didactics, didactic games, intellect, mental ability, creative thinking, free thinking, teamwork, personality formation, problem solving skills, creative approach.

The demand for learning foreign languages and being able to communicate easily is increasing day by day. Teaching foreign languages to children from a young age has many advantages, often due to their strong memory and extreme curiosity, they memorize what they hear without realizing it through imitation. We need to make good use of these abilities of elementary school students. Based on the potential of children in teaching English, it is more effective to use didactic games in classes.

Through games it is possible to develop all language skills: listening, speaking, reading and writing. At the same time, associative thinking, cognitive and creative skills are stimulated and developed. In comparison with other teaching methods, games have a great advantage: They support students’ interest and motivation and transform the educational process into a real intellectual challenge and a positive emotional experience.<sup>1</sup>

Didactic games are widely used in the teaching of English in “Ziyo-Zukko” school. As an example, we will analyze the game "Who is agile" intended for 2-3 classes. The purpose of this game is to make students learn the vocabulary of the topic in an easy and fun way. Another advantage of this game is that it can be adapted to any theme. For example, we will consider the topic "Transportation".

This game is designed to be played with more than 10 students. Groups can be increased or decreased depending on the number of students.

1. Choose 4 or 5 new words from a new topic and write them on cards. Cards can be defeated after a certain time.
2. Students are divided in groups by counting them as 1,2,3,4,5.
3. "Bus" for group 1, 2- "Motorcycle", 3- "Lorry", 4-"Boat", 5- "Train" cards are distributed.
4. Only 1 student will not be given a card.
5. Students are placed on chairs in a circle, and one student without a card stands in the middle.

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6. If the student in the middle says one of the words written on the card, only the students of that group will have to change their places.
7. When he says "Transportation", all the students of the group will have to change their places.
8. While the students are changing their places, the student standing in the middle should quickly sit in the empty place, and whoever cannot sit on the chair should stand in the middle and say one of the words on the card.
9. It can be mentioned that according to the time limit for the game, each student has 3 chances, if they stand in the middle 3 times, they leave the game.

Through this game, students remember words for a long time, every time they do the game correctly, hormones of happiness and adrenaline are produced in their body, which greatly affects the quality of knowledge. It is more effective to learn with excitement and passion than just reading or writing.

We would like to underline our point of view that, the game has to be explored as an important complete method in the practice especially in teaching foreign languages in primary education.

Phil Race talks about students who ideally 'want' to learn - these are the intrinsically motivated students that will learn in almost any environment. They are motivated by learning for the sake of learning and are the easiest students to work with. Games can create a want to learn environment when it is not naturally there.

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