

## THE ROLE OF GAME METHODS IN TEACHING PHYSICAL CULTURE IN PRIMARY SCHOOLS

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**Abstract:** In the article research problem of the role of game methods in teaching physical culture in primary schools. When using game method task of the teacher is primarily to organize the cognitive activity of pupil, during which would develop their abilities, especially creative. The game always involves a certain tension emotional and mental strength and ability to decide (what to do, what to say, how to win?). The desire to resolve these issues sharpens mental activity playing. The game, as entertainment, recreation, can grow into a training in creativity, in a model of human relations is manifested in the work.

**Keywords:** game method, primary school, cognitive activity, explanation, secure, control or exercise.

On learning the possibilities of using game method has long been known. Many scholars such as D.B. El'konin, M.F. Stronin, A.S. Makarenko and V.A. Sukhomlinsky dealing with different methods of teaching, rightly drawn attention to the fact that the game activity in the classroom foreign language is not only the communication, but it brings him closer to the most action. The game develops mental and volitional activity. As a complex, but at the same time exciting experience, it requires a huge concentration, trains memory, develops it. Game exercises captivate even the most passive and poorly prepared pupil, has a positive effect on their performance.

Game as a teaching method, transfer the experience of older generations younger people used since ancient times. In modern school, bid to enhance and intensify the educational process, game activity is used in the following cases:

1. As an independent method for the development of a specific action;
2. As an element of (sometimes very significant) some other method;
3. As a whole lesson or part (introduction, explanation, secure, control or exercise);
4. When organizing extra-curricular activities.

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According to A.V. Konyshева the use of game forms of training makes the educational process more meaningful and better quality, as:

- The game is drawn into active cognitive activity of each pupil individually and collectively, and thus is an effective means of educational process;

- Training in the game by means of their own pupil activity, having the character of a special type of practice, in which 90% of digestible information;

- Game - free operation, enabling choice, self-expression, self-determination and self-development for its members;

- The game has a certain result and encourages the student to achieve the goal (winning) and awareness towards the goal;

- In the game, or some pupil initially equal (there are no bad or good pupil: there is only a game); the result depends on the player, his level of fitness, ability, endurance, skill, character;

- Impersonal process of learning the game gets personal value;

- Competitiveness - an integral part of the game - attractive to pupil; pleasure derived from the game, creating a comfortable state for foreign language lessons and reinforces the desire to study the subject;

- In the game there is always a certain mystery - non-response that activates mental activity the student pushes on the search for an answer;

- The game has a special place in the system of active learning: it is synthetic, as is also the method and form of organization learning, synthesizing in practically all methods of active learning.

All this allows you to define the game as the highest type of teaching. Using game method of training contributes to the important methodological problems, such as:

- The creation of psychological readiness of pupil for speech communication;

- Providing a natural need for repetitive language material;

- Training of pupil in choosing the right version of the speech, which is a preparation for situational spontaneity of speech in general.

Games forms of employment created in the classroom with the help of gaming devices and situations that act as a means of motivation, stimulation of pupil. The situation may resemble a dramatic work with its plot, conflict and

actors. During game play sessions situation may several times while each time a new version. But at the same time the situation of the game - a real life situation. The reality of it is determined by the main conflict of the game - the competition. Willingness to participate in a game like this idea and mobilizes energy plays, creates an atmosphere of emotional tension. Despite the clear terms of the game situation and the limited use of game material, it is bound to have an element of surprise. Therefore, to a certain extent the game spontaneity speech characteristic. Verbal communication, which includes not only the language but also gestures, facial expressions, etc., Has a distinct focus.

Implementation of gaming devices and the situation at the appointed forms of employment occurs in the main areas:

- Didactic goal pupil in the form of a game problem;
- Training activities subject to the rules of the game;
- Educational material is used as it means in training activities introduced an element of competition, which translates didactic task in the game;
- Successful implementation of didactic tasks associated with the game result.

Fun activities in the learning process performs the following functions:

1. The training function is the development of memory, attention, perception of information, the development of general education and skills, as well as it contributes to the development of language skills. This means that the game - especially organized occupation, requiring voltage emotional and mental strength and ability to decide (what to do, what to say, how to win, and so on). The desire to resolve these issues sharpens mental activity of pupil, ie, game fraught with rich learning opportunities.

2. The educational function of education is to qualities such as attentive, humane treatment of a partner in the game, and develop a sense of mutual help and mutual support. Pupil are introduced cliché speech etiquette for improvisation speech treatment to each other in a foreign language, that helps a quality education as a courtesy.

3. The entertainment function is to create a favorable atmosphere in the classroom, turning lessons interesting and unusual event, an exciting adventure, and sometimes, in the fairy-tale world.

4. Communicative function is to create an atmosphere of foreign language communication, combining the collective of pupil, establishing new emotional and communicative relations based on cooperation in a foreign language.

5. Relaxation function - removal of emotional stress caused by the load on the nervous system with intensive foreign language instruction.

6. Psychological function is to build skills to prepare their physiological state for more efficient operation, as well as the restructuring of the mind to digest large amounts of information. Here it is worth noting that carried out psychological training and therapy of various manifestations of personality in the game models, which can be approximated life situations (in this case, can we talk about role-playing game).

7. Develop a function aimed at the harmonious development of personal qualities to activate reserve capabilities of the individual.

All of the above features of the game not only help in learning a foreign language, but so also develop personal qualities of the student.

Summarizing the above, we can draw the following conclusions:

1. In the contemporary philosophical, psychological, pedagogical literature there is no unambiguous classification games. There are many approaches to the problem of classification of games. Psychologists and educators in different ways deal with the problem. Psychologists provide general their classification, highlighting moving, construction, intellectual, conditional.

2. Foreign scientists give the classification of educational games, the main of which they consider role-play and simulation. Under the simulation they understand playback common life situations that require a binding decision.

3. Currently, methodists developed a large number of role-playing games, and options for their implementation, aimed at increasing motivation for training.

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