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Stories and Games as Useful Techniques in Primary Education

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ANNOTATION

In this article, special emphasis will be paid to the use of games and stories in primary education English lessons in elementary grades and the theoretical and practical significance of the fact that it is more useful for children, is more interesting and interactive than previous traditional lesson processes. The use of games and stories in primary education encourages students to learn a foreign language, facilitates it and effects the developing of all skills of the students: emotions, consciousness, will, behavior, communication and, at the same time, develop the ability to work as a group or independently.

KEYWORDS: Primary education, foreign language, games and stories, the theoretical and practical aspects, interactive, teaching methods.

Introduction

The process of learning a second language is demanding. The use of different methods in developing the English language is becoming more modern, for example, through various games and stories, through modern technical means, mental exercises, etc. It is a very important issue to teach English from the primary education, to create skills for language learning in students, not to make them bored, especially when teaching a language, not to lower their interest in the language, this requires further self-study and interactive communication from teachers. Games and stories are fun and of course, children like to play them. That in itself is a strong argument for incorporating them in the EFL classroom. Playing games is a vital and natural part of growing up and learning. Through stories and games children experiment, discover, and interact with their environment. Games and stories also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. Methods that are not difficult to teach English in primary education classes, easy to remember quickly, will give more benefits. Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.

Literature review

Nowadays English is becoming more and more important. Since English is not their native tongue and is unfamiliar to them, teaching English to young learners is challenging. So that the young students are

interested in and motivated to learn English, the teacher should have a decent and exciting introduction to English technique. There are a lot of ways to introduce English to primary education learners. One of them is by using games and stories. Ersoz [1] said that games can be used to give practice in all language skills and they can be used to practice many types of communication. Young learners of primary education love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom tasks. Yet, games and stories are sometimes perceived as entertaining activities, playing which children are not really learning. Learners in general learn better when they are active. Some stories and games are played in pairs or small groups; others are played with the whole class. We know that games and stories are often used as short warm-up activities or when there is some time left at the end of a lesson. Students in primary education enjoy playing games and stories. Once teacher finds out which games work best, the effective teacher can then utilize this games as a means to get students on task and focused. In primary school, many scientists on the implementation of stories and games had done a number of researches. For example, "Using Games in Primary Schools for Effective Grammar Teaching" [2] (Mustafa. M. P, 2014), "The Impact of Online Games on Learning English" [3], (Ashraf, H., Motlagh, F. G., & Salami, M, 2014) and others. All of these research learnings have been scientifically substantiated and used in primary education.

Types of games in primary education

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood." Fred Roger [4]. In this place, the concept of "Game pedagogical technologies" appears among pedagogics. It became widely diffused in the present. The term "game pedagogical technology" refers to a variety of techniques and ways to structure the educational process in the shape of different pedagogical games. According to the findings of practical texturing among students in the PRIMARY education, the change from various games and stories to lessons is more participatory, enjoyable, and memory-saving than the usual course approach. One of the best methods for instructing younger kids in the classroom is through the use of game technologies, which enable teachers to make both the students' work at the creative and exploratory level as well as regular lessons entertaining and exciting. The location and role of the gaming technology in the educational process, a combination of elements of the game and learning depends on understanding the teacher functions and classification of pedagogical games. G. K. Selevko [5] classified educational games on such criteria as: field of activity, the nature of the pedagogical method, playing style, subject matter, game environment.

There can be following groups of games:

- 1) educational, training, monitoring, and summarizing;
- 2) informative, educational, socializing;
- 3) reproductive, productive, creative;
- 4) communicative, diagnostic, psychological.

Obviously, the use of matches at the start of the session, in the practical part, as well as in the repetition time are successful because the children's attention should be focused throughout the theoretical component.

Board Race, for instance. Whether the terms are from the lesson you just taught or from one you taught last week, Board Race is a great game to practice vocabulary. Additionally, it can be utilized at the beginning of class to get students involved. It is an excellent technique to find out what knowledge your pupils have on the

subject you are about to teach them. The more players, the better; 6 pupils or more is ideal. Grammar and vocabulary skills are emphasized in this game.

Stories as effective tools in primary education

Life itself is filled with stories: stories told to educate, amuse, and enjoy; stories of joy and sorrow; and many more. My interest in using stories as a teaching and learning tool has been sparked by this. If used successfully across the curriculum, and particularly in education, stories can be a great tool, in my opinion. I think that using stories to teach English is a good idea. Children may eventually lose interest in learning languages since they think it is uninteresting and challenging to grasp due of the lack of creativity. Stories could be used in this situation to excite their interest about using and learning a foreign language. There are numerous other activities that may be utilized to stimulate the students' interest in learning English, so this is not meant to imply that stories are the only means of involving them in language teaching. We'll find that employing stories in primary education classrooms has a lot of benefits. One benefit of employing stories in primary education is that they have the potential to interest students in the lesson more effectively than just regurgitating information. Actually, children are lovers of stories.

Conclusion

Over time, the way that languages are learned and taught has changed, requiring both teachers and pupils to modify their positions. Students must depend more on themselves and less on their teachers in order to learn languages effectively.

Instead, educators must learn how to organize, regulate, and facilitate language in the classroom. In order to assist students develop learner autonomy, teachers and students in a language classroom must work together. The target language must always be used in the classroom, and teachers must make sure that students are interested in choosing what and how they will understand. Keeping these principles in mind, most teachers believe that implementing stories and games in primary school should be one of the priorities in the organization of the educational process for young children.

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