DIDACTIC AND GAME METHODS IN EXTRACURRICULAR WORK IN THE NATIVE LANGUAGE IN ELEMENTARY SCHOOL

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Abstract: *This article discusses the topical topic of the use of didactic and game methods in the native language in extracurricular time. Didactic play and game methods help to make the educational material fascinating, create a joyful working mood. Positive emotions facilitate the process of cognition. In the didactic game, such conditions are created in the lessons of the Russian language in which each child gets the opportunity to act independently in a certain speech situation, with certain phenomena and facts of the language, acquiring his own effective and sensual experience.*

Keywords*: the meaning of the native language, the mastery of the native language, gaming activity, the use of games, the object of research, the subject of research, the purpose of research, research objectives, elements of didactic games.*

The Russian language occupies one of the most important places in the system of school subjects, since it is not only an object of study, but also a means of teaching. In Russian language lessons, students acquire the skills and abilities necessary to master knowledge in other subjects.

Children master their native language through speech activity, through speech perception and speaking. It is very important to create conditions for children's speech activity, for communication, for expressing their thoughts. Therefore, one of the basic components in the education and upbringing of children is the development of speech. Against the background of a general decline in speech culture, there is a need to introduce systematic work on the formation of speech competence.

In primary school, play activity is significant. Psychologists have found that with the end of preschool childhood, the game does not die, but continues not only to live, but also develops in a peculiar way. Without a reasonable use of the game in the educational process, a lesson in a modern school cannot be considered complete.

The basis of game classes outside of school hours is a competition for attentiveness, ingenuity, resourcefulness. Using this or that game, I put it at the service of overcoming certain shortcomings in the assimilation of a particular material in the school curriculum, on increasing or decreasing assimilation, on the interest of students in a certain topic. When using the game , I rely on the following tasks:

1) to awaken students' interest, taste for the game, desire to play;

2) to direct the game in the right direction, because we are not interested in the game itself, but only insofar as it helps students get closer to very specific learning goals.

The game usually allows even difficult material to be presented in an attractive form for students. The variety of game tasks cannot be compared with any teaching methods. The game also gives the teacher professional satisfaction, because thanks to it, the learning process itself becomes a process of continuous

creativity. This form of work helps students to see themselves and their partner in a new way, as well as the subject of study, and therefore the use of the game has a positive effect on all aspects of the educational process.

When using games, it is necessary to observe some tactical rules:

1) not to be unambiguous in your behavior, sometimes do things that are unexpected for students: an unexpected question, a joke;

2) be attentive and benevolent to the players. Avoid assessments "Wrong!", "Bad!", prohibitive tasks "Impossible!" and never express, even by facial expressions and gestures, disregard for their questions, requests, considerations. But at the same time, it is important to maintain discipline and correct mistakes. To create a reasonable discipline, I use the formulas "Excuse me, I'll distract you from your conversation", "A moment of attention, I need your help now."When correcting mistakes, I try not to offend them: "Oh, so you mean (you wanted to say ...);

3) be authoritative and confident in your actions and decisions.

The game in the classroom does not begin when children receive tasks, but when they become interested in playing. This means that the game evokes pleasant emotions in students and gives food to their minds. Game tasks should be given as a rest: "We have completed the exercise with you, now we are waiting for a rest. We play such a game...". You can act as if it wasn't planned: "We're talking about food. By the way, what does it mean to eat right? Let's make a menu so that it is delicious, healthy, and cheap." During the game, you constantly need to cheer up the students: "So!", "Good!", "Well done!". And at the end of the game - to thank and praise them: "Great!", "You made me happy with your game!". It is important to congratulate the winners with the whole class: "To the winner, hooray!"

I use different types of games in the classroom and outside of school hours:

1) instrumental games – games in which students use various subjects, commenting on their actions;

2) games-accompanying actions with a word;

3) competitive games, the main driving force is "sports interest": who will perform any task faster, more accurately, more original;

4) role-playing games;

5) discussion games - the teacher, using a common problem that arouses the interest of students, encourages them to elaborate statements in which they express and defend their point of view;

6) "hybrid" forms of games – role-playing game/competition game, role-playing game/instrumental game, etc.

But there is a problem that can be presented in the form of questions about the use of games outside of school hours:

1. what kind of didactic game should be in order to form cognitive learning activities;

2. how to organize a didactic game in Russian lessons.

Due to the urgency of the research problem, its topic was determined: "The use of didactic games in Russian language lessons in elementary school."

The object of the study is the process of teaching the Russian language.

The subject of the study is a didactic game in a Russian language lesson in elementary school.

The purpose of the study is to theoretically substantiate and experimentally test the effectiveness of didactic games in Russian language lessons.

The hypothesis of the study: the level of formation of cognitive universal educational actions will increase if didactic games are included in Russian language lessons.

Research objectives:

1. define the concept, types, functions of the didactic game;

2. consider the psychological and pedagogical characteristics of primary school children;

3. to determine the features of the use of didactic games in Russian language lessons;

4. to investigate the level of speech development of primary school students;

5. to develop a set of didactic games to enrich the speech of younger schoolchildren with verbs of movement.

In the process of writing the paper, we used the following research methods:

1. at the theoretical level: the method of analysis, synthesis, generalization, concretization, comparison;

2. at the empirical level: pedagogical observation; conversations with primary school students and teachers; analysis of one's own activities as a primary school teacher; pedagogical modeling; pedagogical experiment.

The practical significance of the research lies in the fact that the complex of didactic games developed by us for Russian language lessons can be used by primary school teachers in the learning process.

In children, the main activity of a cognitive nature is a game. It is well known that children love to play, and it depends only on an adult how useful and informative these games will be.

From the point of view of didactic laws, pedagogical practice, it is necessary to take into account the age specifics of the child. The knowledge given to children of primary school age differs from the knowledge acquired in high school [24, p. 199]. The teaching of this knowledge can be carried out in various forms. For children of primary school age, a form of play – didactic play - is more natural and effective.

Didactic play is a multifaceted complex pedagogical phenomenon: it is both a game method of teaching children of primary school age, and a form of education, and independent play activity, and a means of comprehensive education and development of the child's personality [6, p. 4]. The definition of a didactic game by another author sounds like this – it is "a special variant of pedagogical communication, during which learning goals are achieved with and through solving game problems" [24, p. 101].

Each didactic game includes several elements, namely:

1. didactic task,

2. content,

3. rules,

4. game actions (tasks) [39].

This position is held by most authors of educational and methodological literature. The most important element of the didactic game is the didactic task, which is closely related to the lesson program and determines the essence of the game.

Playing activities outside of school hours is the basis of the game. The more diverse the game actions, the more interesting the game itself is for children and the more successfully cognitive and game tasks are solved [9].

There is the following classification of didactic games:

a) with objects;

b) so-printed;

c) verbal.

In the educational and methodological literature, there are other classifications that reflect the division of didactic games on various grounds, signs, methods and forms of conducting. Let's look at some of these classifications.

According to the content, didactic games are divided into games for familiarization with the environment, speech development, the formation of mathematical representations, musical games, etc.

According to the degree of activity of children and teachers, didactic games are divided into games-classes and autodidactic games.

A.I. Sorokina expressed the opinion that each group of didactic games has an even more fractional hierarchy. For example, she identifies the following types of didactic games: travel games, errand games, guess games, puzzle games, conversation games [36, p. 12]. It seems that the classification, according to which the division into types is carried out according to the forms of game material (for games with objects, desktop-printed and verbal), most accurately reflects the type of didactic game (the other classifications express more the form of expression of the game or its direction). It is worth noting that it is better to conduct educational didactic games with a class or a group of children, since it is collective games that can develop thinking much better.

Didactic games help to assimilate, consolidate knowledge, master the ways of cognitive activity; with their help, children master the signs of objects, learn to classify, generalize, compare. The use of didactic games increases children's interest in classes, develops concentration, and provides better assimilation of program material.

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children. Systematically complicating the material, taking into account the requirements of the program, the teacher communicates available knowledge through didactic games, forms the necessary skills, and improves mental processes. The purpose of the Elkonin-Davydov course: the formation of a developed, free personality. The subject "Russian language" in the system of D. B. Elkonin - V. 30 V. Davydov is a full-fledged educational center, within which the foundations of linguistic thinking are laid, all types of speech activity are initially mastered [9]. Achievement of the main goals of studying the Russian language course is carried out in the process of collective activity, which stimulates the development of both dialogical and monologue oral and written speech of students. Textbooks by V.P. Kanakina, V.G. Goretsky, and E.V. Vostorgova. T.V. Nekrasova, V.V. Repkina are focused on the development of linguistic thinking, improving speech culture, developing practical skills in the use of language both in oral and written speech. By setting grammatical tasks, a textbook of the Russian language for primary grades through specific methods of mental activity in the process of consistent, systematic work with a word, sentence, text, through their versatile analysis contributes to solving the problem of developing the expressiveness of speech, the thinking of a student, expands the horizons of children in the field of their native language, creates a linguistic environment as a condition for the formation of speech skills. The educational material creates the basis for the development of coherent speech: oral speech exercises, familiarization with the simplest visual and expressive means of the language.

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