

The Application of Game Teaching Method in Primary School English Teaching

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Abstract: English as a second language has long lacked the necessary language environment for primary school English learning. Although the requirements for English learning in primary schools are not high, because primary mental development is immature and the ability to think independently is weak, English learning often stays at a relatively shallow level, and even bored emotions may appear. Therefore, in the teaching process of elementary school English teachers, they should use the way they like to stimulate students' interest, and game teaching conforms to the cognitive characteristics of primary school students. Using it in primary school English teaching can achieve entertaining and satisfying students. Improve the quality of teaching while personalizing development needs. This article first expounds the significance of games in primary school English teaching, combined with the author's teaching experience, explores the specific application of game teaching in primary school English classroom teaching and issues that need attention, hoping to provide a new plan for primary school English teaching.

1. Introduction

In the context of globalization, English has become the most widely used language in the world, and my country has also become the world's largest English learning country. From compulsory education to higher education, English has become a compulsory course. As an internationally accepted language, English is accepted by more and more countries and residents. This also makes more and more people in our country realize the importance of English learning and pay more and more attention to learning English from an early age. Primary school is the golden age of language learning. Primary school English teaching naturally attracts people's attention. However, in reality, due to limited classroom time, many teachers are accustomed to using traditional teaching methods to teach. At the same time, they ignore the oral practice, which leads to students' language Weak expression skills, unable to communicate fluently in English. Therefore, in the context of education reform, it is necessary to find a more reasonable and scientific method to carry out classroom teaching. Considering the students' immature physical and mental conditions and their love for games, the introduction of game teaching can be considered. Based on this, the author reviews previous related researches and explored the significance of games in primary school English teaching. Combining the author's teaching experience, it expounds the application strategy of game teaching method in primary school English teaching and the problems that teachers need to pay attention to in the application process from the aspects of resources, content and classroom

discipline. Through the research of this article, it can provide a reference for the reasonable application of game teaching method in primary school English teaching, which is of great significance for improving the quality of primary school English teaching.

The Significance of Games in Primary School English Teaching

The introduction of games into primary school English classrooms can better attract students to participate in classroom learning activities and enhance students' sense of substitution in English learning, which is unmatched by traditional teaching methods. At the same time, this new teaching method can link classroom knowledge points with the fun of the game during the game, which can enhance the learning experience of students and make them happy to learn. The introduction of game teaching in primary school English classroom teaching can guide the formation of students' English language structure and enable students to complete the process of language input and output during the game. It can cultivate students' language expression ability to a certain extent, and at the same time can stimulate students' interest in English learning. Therefore, games are of great significance in primary school English teaching^[1]. On the one hand, the form of games is what children love to see. Teachers who introduce games into primary school English classes can concentrate students' attention in a short time, so that students can happily accept second language learning, and can avoid students' production to the greatest extent. The emotion of boredom. On the other hand, competition is the essence of most games. Using competitive games to allow students to learn English can form a learning atmosphere in the classroom that allows more students to participate in classroom learning. Conducive to guiding students to try to use English spontaneously to complete conversations and other training, it can be described as multiple actions. The introduction of game teaching into the primary school English classroom also meets the requirements of the new curriculum reform. Primary school English teachers need to clarify the advantages and advancement of game teaching in the teaching process, and combine the actual situation to make better use of games to improve students' English learning ability And interest.

The Application Strategy of Game Teaching Method in Primary School English Teaching

(1) Explore game teaching resources

For a long time, Chinese students lacked an environment for English learning. Under such circumstances, primary school students with immature mental development are not very interested in English learning. Teachers should do their best to immerse students in the English world. Students create opportunities for language input and output, so that students can better apply the acquired knowledge in life and realize the application of what they have learned. In order to better implement game teaching, both schools and teachers should create a good learning environment for students. On the one hand, English teachers and students are encouraged to use English greetings and communication, including etiquette greetings, simple daily language, etc., so that primary school students can feel the joy of English communication, and at the same time, students can also introduce some English in the campus publicity column^[2]. Songs, animation, English learning skills and other resources, these resources can be used by students cleverly in games. On the other hand, the classroom is the main place for students to play games, and the environment in which the classroom learns English will affect the enthusiasm of students to play games. Therefore, teachers can set up English learning knowledge corners and display corners in the classroom, and they can also put English labels on classroom objects to create a language environment for students to learn English as much as possible, such as posting "blackboard" next to the blackboard. Post "desk" by the table, "chair" on the chair, and "window" by the window, so that students can remember.

While creating an English game learning environment, teachers should also actively explore game teaching resources. The author believes that this can be done in the following ways:

First of all, teachers can develop and use game resources through teaching and research activities, and strengthen the communication and learning between English teachers through listening to

lectures and other ways. They can understand other English teachers' views on game teaching and can learn from other teachers' game teaching. Experience, thereby continuously improving the teaching ability of teachers. At the same time, in teaching and research activities, we can also analyze the problems of English game teaching in primary schools at this stage, put forward suggestions for improvement, and better grasp the design of the entire game teaching, such as which game to choose, how to design the game difficulty, and which games need to be used Tools, etc., so that primary school female teachers can better develop and utilize game resources.

Secondly, in the era of information technology, games are more diversified and game content is also richer. The Internet has become an important channel for teachers to obtain game resources. Therefore, teachers can use the Internet to search for the latest game resources, such as the creation of situational games, how to use game software, etc., and choose appropriate English games based on the cognitive characteristics of students and the needs of teaching. At the same time, teachers can also optimize the game process by using resources such as music, film and television clips on the Internet. Network resources can combine graphics, text, audio and video to make the entire game process more interesting and richer, which not only improves the fun of the game, but also Expanding the training capacity of the classroom is conducive to the development of students' thinking and is conducive to training students' language expression ability.

(2) Reasonably design game content

Reasonable game content is also a prerequisite to ensure the smooth implementation of the game teaching method in primary school English classroom teaching. When determining the game content, teachers need to recognize the individual differences of students, and design the game content according to different types of students, teaching purposes and content . If the teacher repeatedly uses the same type of games in the classroom, even if the students are interested in classroom games because of the novelty at first, they will gradually lose interest in learning later. For example, in English vocabulary teaching, teachers can use the practice game method to carry out teaching, which requires students to quickly and accurately say the meaning of words, allowing students to consolidate vocabulary in rapid presentation and competition, which is conducive to training students' understanding and skills. In the classroom introduction link, teachers can review old knowledge through fun games, leading to the knowledge points to be learned in this lesson. For example, teachers can use guessing games to stimulate students' interest and enlightenment thinking, and at the same time better elicit new lesson content. In the process of learning a new lesson, teachers can use cooperative games to guide students to learn from each other and jointly solve the problems encountered in the learning process of the new lesson. This can not only arouse students' curiosity, but also cultivate students' teamwork, ability and language communication skills. .

In the design of game content, teachers should also pay attention to the inspiration of the content. Primary school students are generally curious about new things, but they have limited knowledge reserves and insufficient expression skills^[3-4]. This requires teachers to mobilize students' original experience as much as possible, so that students can learn and understand new knowledge from existing knowledge and complete new knowledge The process of internalization. The types of inspiration are also diverse, mainly including: physical inspiration, that is, when students are difficult to continue during the game or encounter problems that are difficult to solve, teachers can prompt students through appropriate physical actions. Linguistic inspiration means that teachers can use their own language methods and language habits during the game to let students feel the progress of the game. Musical inspiration means that in the game session, teachers can play rhythmic music to stimulate their interest, mobilize students' senses, and let students remember knowledge points based on music.

(3) Use games to stimulate interest

Interest is the best teacher. The content of the game designed by the teacher should be able to

mobilize students' interest in learning as much as possible, so that students can actively participate in the game. For example, in the vocabulary learning unit of "We love animals", considering that vocabulary learning is a relatively boring process, teachers can set the word "landmine" in the unit vocabulary, not limited to one word, and students cannot read it. For this word, if the student steps on the "landmine", 1 point will be deducted, and the points system will be used for the competition, and finally the ranking will be based on the points. This kind of game teaching method can increase the fun of English vocabulary learning and realize the educational fun. When learning unit sentence patterns, teachers can use this sentence pattern to prepare many English and Chinese sentences before class, and place these sentences in opaque bags. In class, students can randomly select sentences in the bag. According to the result of extraction, it is translated from English to Chinese or Chinese to English.

It is difficult for elementary school students to appreciate the art and charm of language. Unfamiliar second language can hardly mobilize students' interest in learning, and it is not conducive to the cultivation of students' autonomous learning ability. The cultivation of students' core literacy clarifies the importance of cultivating students' autonomous learning ability. Therefore, primary school English teachers should use games as much as possible to stimulate students' interest and use games to cultivate students' autonomous learning ability. For example, in the unit of teaching "We love animals", the focus of this unit is to enable students to remember and master common animal words, and to be able to use the sentence patterns of this unit proficiently for basic communication. In order to arouse students' interest in learning, and at the same time guide students to learn vocabulary and sentence patterns independently. As we all know, primary school students are very strong in imitation ability, so teachers can take advantage of this characteristic of students and add "imitation show" games to this class. Ask several students to imitate different animals, and then group them to make a quiz, which is faster and more accurate than a group of students. Before class, teachers need to prepare students participating in the "imitation show" to express the basic characteristics of monkeys, dogs and other small animals in the most vivid way. Students can only express animals through physical movements during the game. You can make a sound. The reason for this is to add a certain degree of difficulty on the basis of ensuring the fun of the game. The students who quiz have to answer in English. In this game, the students participating in the imitation show need to learn the vocabulary of this unit autonomously before class. To a certain extent, the students' autonomous learning ability is also cultivated.

(4) Clear game rules and discipline

Due to the characteristics of the game teaching method, coupled with elementary school students' love to play, some students have a poor sense of discipline^[5]. If teachers use it improperly in the classroom, it is prone to disorder in classroom discipline, which will affect the implementation of subsequent teaching. Therefore, in the process of using the game method, teachers should combine the characteristics of the students in the class and the teaching experience of other teachers. While ensuring the fun and inspiration of game teaching, they should also inform students of the rules of the game, emphasize classroom discipline, and truly play The value of game pedagogy.

Children aged 7-12 are in the regular game stage. Before the game, teachers should inform students of the rules of the game through cases, body movements, or teacher-student demonstrations, and ask students to ask questions and practice to increase their enthusiasm for participating in the game. With confidence. During the game, teachers should also strengthen inspections and supervision, and emphasize the importance of game rules and classroom discipline based on the game situation. They can also be counted into the game score based on the student's discipline performance. For example, a student with poor discipline performance is found in a group, The team's total score will be deducted and added by this; if the students in the team perform well in

discipline, additional points will be added as appropriate to strengthen and standardize the students' sense of discipline and behavior to ensure the smooth implementation of game teaching.

In the process of informing students of the rules of the game, students need to keep quiet so that all students in the class can hear the rules of the game clearly. The teacher needs to inform students that it is strictly forbidden to whisper or shout when listening to the rules of the game, if any Questions can be explained by raising their hands. After determining the rules of the game, both students and teachers should strictly follow the rules.

Even after informing students of the rules of the game, unexpected phenomena may still occur during the game. Once this happens, teachers should also handle it flexibly. Accepting reasonable suggestions from students during the game can not only build a good teacher-student relationship, but also enhance students' confidence and enable more students to participate in the game. For unanticipated phenomena such as group quarrels, teachers can flexibly deal with this situation through actions or special intonation, which can better maintain the self-esteem of students, and can also enable the smooth implementation of game teaching. For students who are in a biased position, teachers should also pay more attention to this part of the students in the process of informing the rules of the game and the implementation of the game, and focus the students' attention through close communication or slap the shoulders to maintain classroom order.

(5) Enriching classroom evaluation methods

Compared with traditional teaching methods, primary school English game teaching is more flexible, so the classroom evaluation methods cannot use traditional evaluation methods. In the implementation of game teaching, teachers should pay attention to the evaluation feedback of students' learning, do verbal praise and physical actions to achieve multiple evaluation languages. At the same time, it is necessary to give full play to the subjective initiative of students, and on the basis of traditional teacher evaluation, increase the evaluation methods of students' self-evaluation and student mutual evaluation, and realize the diversification of evaluation subjects. When evaluating, teachers should not only pay attention to the students' final game effects and results, but also pay attention to the students' performance and progress in the game process. They should try their best to explore the shining points of the students, and give timely and reasonable justice to the overall performance of the students. Evaluation. Of course, for students who do not actively participate in the game teaching process or disturb the order of the classroom, teachers should also point out the students' problems in time, and make them aware of the impact of their own bad behaviors while strengthening the students' successful experience.

Points for Attention in Teaching English Games in Primary Schools

Elementary school English teaching is essentially a language learning process. Teachers should clearly realize that the introduction of game teaching method is to mobilize students' interest in learning and to better cultivate students' thinking and learning ability. The accumulation of vocabulary and sentence patterns is only one A set of games is impossible to achieve. If the teacher blindly uses the game teaching method in teaching, and does not pay enough attention to the guidance of students' learning methods, it is easy to cause the students to accumulate insufficient knowledge of English, which is contrary to the original teaching purpose, so the teacher needs to analyze the game carefully before class Analyze the feasibility of the implementation of the game teaching method in accordance with the teaching content of this lesson.

At the same time, teaching activities require the participation of teachers and students, and teaching each other. Under the concept of the new curriculum reform, teachers play more of the role of guide and helper rather than the leader. In teaching, they should not only highlight the student's dominant position, but also pay attention to their own development^[6]. Every word and action of a teacher will have a profound impact on students. Therefore, primary school English teachers need to actively set an example for students in teaching, strengthen research on game teaching, strengthen

knowledge reserves of English subjects, and build with students in the process of game teaching. A good teacher-student relationship creates a good classroom learning environment. In game teaching, the role of the teacher can never be single, but flexible, only in this way can it truly blend into the students. In view of the personality and cognitive characteristics of primary school students, teachers should also participate in the game with a childlike innocence.

2. Conclusion

At present, English teaching in primary schools mostly stays at the level of “dumb English”, and students' interest in English learning needs to be improved. In response to this situation, primary school English teachers need to change the traditional concept of playthings, they need to recognize the positive role that games play in primary school English teaching, and increase the research on game teaching methods. This research takes “the significance of games in primary school English teaching, the operation and regulation of game teaching methods and the reflection of game teaching methods” as the main line to provide new ideas for the application and research of game teaching methods. However, since the author's own theoretical level of education and teaching needs to be improved, the practical application of game teaching method still needs further research, and the author will continue to improve his theoretical level in future teaching.

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