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### **GAME TECHNOLOGIES AS A MEANS OF IMPLEMENTING INTEGRATED CONTENT LINES IN FOREIGN LANGUAGE LESSONS IN GYMNASIUM**

The competence-based approach underlying the concept of the New Ukrainian School presupposes the focus of the educational process on the formation of subject and key competences of the individual. The use of new pedagogical technologies, including gaming, will help to increase students' motivation for teaching a foreign language, better understanding and assimilation of educational material, and the comprehensive development of the teenager as a person.

The game is a powerful stimulus to master a foreign language and an effective teaching tool. The use of game and the ability to create speech situations cause students a willingness and desire to play and communicate, giving them the opportunity not only to express themselves, but also to emote and empathize. The game in the learning process fosters a culture of communication and forms the ability to work in a team. During the game children become more friendly, responsive, serious and purposeful in their desire to achieve a common goal and win.

Game technology is a kind of student's activity, in the process of which they master social functions, relationships and language as a means of communication between people. The use of gaming technology is one of the ways to motivate verbal foreign language communication among students in both primary school and gymnasium. The game contributes to the comprehensive development of the student. There are five main areas of child development in the game: cognitive development, emotional development, social development, physical development, and creativity.

In foreign language lessons, game activity contributes to the implementation of certain methodological tasks, namely: a) creating a student's psychological readiness for speech communication; b) ensuring the natural need for repeated repetition of language and speech material; c) preparing for spontaneous speech through training students in choosing the appropriate speech variant; d) developing key competences for all throughout life.

Game learning technology is a special teaching method that involves the

assimilation of educational material and the content of education, forms the interaction of teacher and student through play, and also provides for a certain result. A game on language lessons is defined as “a form of activity in situations that are specially created with the aim of consolidating and activating the educational material in various communication situations” [1, p. 74].

Along with terms “game”, “game/gaming activity”, “game/gaming technology” we can come across the word “gamification” (from the English *game-gamification*). We do not object to these words, but since they are more used when it comes to computer games, we rarely resort to them in our scientific studies.

In addition, game technology is one of the means for forming and developing integrated (or cross-cutting) content lines. This concept was introduced to express the individual key competences of the New Ukrainian School. These lines are *cross-cutting* because they permeate the content of education both horizontally (in different school subjects) and vertically (in teaching each subject by year). And the lines are called *integrated*, because they integrate key and subject competences, school subjects and subject cycles.

Integrated content lines (ICLs) in a foreign language determine the internal structure of the educational branch, systematize and specify the expected results. Foreign languages curricula for 5–9 grades of general secondary education institutions have identified four ICLs: “Environmental Security and Sustainable Development”, “Civil Responsibility”, “Health and Safety”, “Entrepreneurship and Financial Literacy”.

Let us briefly characterize the indicated lines, their focus on the formation of certain skills of students in the process of studying the topics of the situational direction in accordance with the new current curriculum in foreign languages for basic secondary school (grades 5–9).

The ICL “**Environmental Security and Sustainable Development**” is aimed at the formation of students’ responsibility and environmental literacy, willingness to participate in environmental issues and the development of society. In the process of studying the topics “Nature and the environment”, “Man”, “Rest and leisure”, “Travelling” the students form the concept that a person is a part of nature, and his/her existence directly depends on the environment.

To form this line, we suggest using the games “Guess”, “Do not destroy”, “Ecological traffic lights”, “Four elements”, “Who is superfluous?”, “Water, earth, air”, “Thunder-hurricane-earthquake”, “Bingo”, etc.

The implementation of the ICL “**Civic Responsibility**” contributes to the formation of a conscious citizen and patriot of the country, the foundations of

responsible attitude to the community and society. Studying the topics “Man”, “Me, my family and friends”, “School and school life”, “Rest and leisure”, “Nature and the environment”, students learn more about their rights and obligations, and their role and place in the modern multilingual and multicultural environment.

For the implementation of the line, we suggest to use the games: “The right to a name,” “The right to education,” “The right to rest and leisure,” the travel game “The country of rights and duties,” “Who am I?”, “My personal symbols”, etc.

The implementation of the ICL “**Health and Safety**” is aimed at the formation of the student as a full-fledged member of society, understanding the importance of leading a healthy lifestyle. In the process of studying the topics “Food”, “Man”, “Rooms”, “Me, my family and friends”, “Rest and leisure”, “Travelling”, students become more familiar with the basic rules of safe behaviour and factors, affecting human health; learn to distinguish between healthy and harmful food; actively join the establishment of a safe living and learning environment.

To implement this line, we suggest using the games: “My health”, “Colour charging”, “Yes or No?”, “Traffic light”, “In the store”, “Pack a backpack”, “Simon says”, “Edible-inedible”, etc.

The ICL “**Entrepreneurship and Financial Literacy**” provides students with a better understanding of practical financial problems and the development of their leadership initiatives. Learning students to rationally use their funds, save money, plan expenses, take initiative and responsibility, show awareness and attitude to the financial possibilities of modern professions, takes place in the process of studying the topics “Me, my family and friends”, “Holidays and traditions”, “Travelling”, “Food”.

To implement the line, it is advisable to use the games: “People to people”, “Advertising of a children’s café”, “Mathematical lotto”, “Obverse and Reverse”, etc.

Without denying the role and importance of gaming technologies in teaching foreign languages to students of gymnasiums in general and the implementation of integrated content lines in particular, the teacher should remember that there must be a reasonable balance between playing and studying. After all, excessive enthusiasm for playing forms of work in foreign language lessons can make students a somewhat frivolous attitude to the subject. The prerequisite for ensuring the quality of foreign language education is the principle of continuity between primary and basic schools in the formation of integrated content lines. It’s a component of the common continuity problem in the educational process, the solution of which is one of the main conditions for successful adaptation of

primary school students in the transition to basic school, and the important precondition for their successful education in gymnasium, especially in grade 5.

### Список використаних джерел

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## СТВОРЕННЯ СУЧАСНОГО ШКІЛЬНОГО ПІДРУЧНИКА ІНОЗЕМНОЇ МОВИ: ВИКЛИКИ І ПЕРСПЕКТИВИ

Розглядаючи шкільний підручник іноземної мови як феномен сфери іншомовної освіти, доцільно проаналізувати стан його створення під кутом зору таких аспектів: *соціального* (ринок потреб і пропозицій), *освітнього* (цілі та зміст навчання), *організаційного* (авторський колектив, видавничо-поліграфічна база). У результаті здійсненого аналізу в зазначених напрямках можна дійти висновку про наявність окремих чинників негативного впливу на цей творчий процес і побачити наслідки від такої ситуації. Нами визначено деякі проблеми, які, на наш погляд, не сприяють успішній роботі в галузі підручникотворення [1]. Вважаємо доцільним оприлюднити їх і стисло прокоментувати, висловивши власну точку зору щодо причин їх виникнення та шляхів усунення.

*1. Відсутність чіткого розуміння, що створення підручника – справа державної ваги, а не приватна діяльність. Відповідно, доцільно проблему підручника розглядати в межах тріади “підручник-освіта-суспільство”, тобто усвідомити, що він дає суспільству та що може і повинен дати, а також яку*