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**Методическая разработка “Game Techniques in English Lessons in Primary School:
Practical Solutions Based on the Spotlight Textbook”**

Introducing a primary school student to the world of a foreign language is a task that is both exciting and challenging. Play remains the leading activity at this age, so its integration into the educational process is not just a pleasant addition, but a methodological necessity. The "Spotlight" textbook series (by N. I. Bykova, D. Dooley, et al.) provides an excellent content base for such integration, offering topics that are close and interesting to children (family, animals, toys, hobbies). The teacher's task is to creatively transform this material into an exciting game. Let's consider five game techniques tested in practice.

1. Technique: "Flashcard Games"

This is a classic but incredibly effective technique for practicing vocabulary. The flashcards can be from the "Spotlight" set or homemade.

How I apply it: For example, when studying the module "My Animals" (Spotlight 2). After the initial introduction to the vocabulary (cat, dog, frog, bird, etc.), I play the game "What's missing?". I lay out 5-7 flashcards on the table, and the children name them in chorus. Then they close their eyes, and I remove one card. Upon opening their eyes, they must name what has disappeared, using the structure "The cat is missing!". A more active option is "Find your pair". I distribute flashcards with an image of an animal and, separately, cards with its name. While music plays, the children walk around the classroom, and at a signal, they must find their "pair" (image + word) and name it.

2. Technique: "TPR (Total Physical Response) Games"

This technique perfectly corresponds to children's need for movement and helps them memorize action verbs and commands.

How I apply it: The "Spotlight" series has many songs and chants, for example, the song "I can jump" (Spotlight 2, Module 5). After learning the lyrics, we turn it into the game "Simon says". I give commands: "Simon says: 'jump!'", "Simon says: 'run on the spot!'". The children perform only those commands that are preceded by the words "Simon says". If a command is given without these words, it must not be performed. This develops not only vocabulary memory but also listening and attention skills. For practicing prepositions of place (in, on, under from the module "My Room"), I use a game with a ball or a toy: "Put the ball under the chair", "Put the teddy bear on the book".

3. Technique: "Role-play & Dialogue Building"

The "Spotlight" textbook is rich in ready-made dialogues and communication situations (in a shop, at a birthday party, in a cafe). Role-play is the next logical step.

How I apply it: In the module "My Food" (Spotlight 3), there is a dialogue in a cafe. First, we practice it using the model and picture prompts. Then we turn it into the "Cafe" game. One student is the waiter, others are customers. On the table are food flashcards or models. The children do not just reproduce the dialogue but also improvise, adding their own lines (for example, about the price or complimenting the food). I create elementary "role cards": for the waiter — greeting phrases and menu offerings, for the visitor — questions and requests.

4. Technique: "Board Games"

Creating and using simple board games in the lesson generates great enthusiasm. Their basis is a board with squares, a dice, and counters.

How I apply it: When reviewing vocabulary from several modules, I create a game board on

whatman paper or use a template. Each square contains a task: name the word from the picture ("Spotlight" vocabulary), answer a question (using structures from the module "My Family": "Have you got a sister?"), perform an action (jump 5 times), or sing a verse of a familiar song from the textbook. The children take turns rolling the dice, moving their counter, and completing the task. This is a comprehensive game technique that combines vocabulary, grammar, and listening review.

5. Technique: "Storytelling & Creative Games"

This technique develops imagination and connected speech. The "Spotlight" series offers fairy tales (for example, "The Town Mouse and the Country Mouse") and project work.

How I apply it: After reading and analyzing a fairy tale, I suggest the game "Story Circle". The children sit in a circle. I begin the story: "Once upon a time there was a little mouse..." and pass a soft toy to the next student. He or she continues the sentence, adding one or two phrases. The story can follow the canon or turn into something completely new. Another option is creating a comic strip based on the studied module. For example, on the topic "My Day" (Spotlight 3), children in pairs draw 4-6 frames about their hero's daily routine and caption them with simple sentences.

Conclusion

The systematic and methodologically sound use of game techniques in English lessons in primary school based on the "Spotlight" textbook series allows for the solution of several key tasks. Firstly, it forms stable positive motivation: lessons become associated with the joy of discovery and the pleasure of communication. Secondly, play activity creates a natural context for multiple, yet effortless repetition of language material, which directly affects its solid assimilation. Thirdly, in play, especially in role-play and creative games, soft skills develop: communication, cooperation, creative thinking, and emotional intelligence.

Thus, play is not a break from the "real" lesson, but its most powerful methodological tool. The "Spotlight" textbook provides the teacher with a substantive and illustrative basis that can and should be enlivened with the help of game techniques. All that is required from the teacher is a creative approach and an understanding that in the world of a primary school student, effective learning and exciting play are an inseparable whole.