

# Application of Game Teaching Method in Primary English Teaching

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**Abstract:** *Combining games into elementary school English education can change the conventional learning mode, increase the fun of classroom education, promote students' interest in English learning, and improve the effectiveness of elementary school English learning. In this article, we look at the significance of combining games in primary English teaching. It is necessary for elementary school English teachers to give full attention to and understand the game teaching method when teaching, and try to apply this teaching method to assist students to learn English knowledge, so that students can feel English knowledge better and do better in learning knowledge. For this reason, this paper will study and discuss the application of English game teaching method in elementary school from the following three aspects for reference.*

**Keywords:** *cooperative learning; elementary school English; game teaching method; use of strategies*

## 1. Introduction

### 1.1 Research Background

The Outline of English Teaching and Teaching Materials for Primary Schools by the Human Education Society suggests that the purpose of teaching English in elementary school is to enable children to acquire some perceptual knowledge of English, to stimulate their interest in learning English and to develop their abilities, and to make students dare to speak English boldly. Interest is the key to learning a language well, and stimulating students' interest in learning English is an important task of English teaching at the elementary school level. In the context of China's new curriculum reform, the game teaching method has been more and more widely used in the teaching process. This teaching method combines games and teaching skillfully, allowing students to better grasp and understand what they have learned under the guidance of games, and achieving the purpose of effective teaching. In the process of elementary school English teaching teachers should design specific game teaching process according to the purpose, subjectivity, rules, competition and students' character characteristics of the game, and use the game teaching method scientifically and reasonably.

### 1.2 Research Purpose and Significance

To carry out game activities in primary English classroom teaching is exactly to teach for fun, transforming the tedious language phenomenon into a playful, lively and entertaining form that students are happy to accept, turning the hard into simple, so that students can learn and play while they have fun. Creating a relaxed and happy learning atmosphere, game teaching can exclude students' psychological pressure of learning language, create an uninhibited, relaxed and enjoyable learning atmosphere, make the whole classroom atmosphere active, so that students can learn new knowledge in a relaxed, lively and happy atmosphere. With the core of tapping the potential of elementary school students and developing their personalities and strengths, we carefully design English game activities for elementary school with practicality, fun and knowledge. In this article, we analyze the current situation and problems in the application of English game teaching approach in elementary school from the meaning of game teaching approach, explore the strategies of game teaching approach application, make English teaching vivid and rich, make the classroom interesting and lively, cultivate a large number of primary school students who enjoy learning and know how to learn, help them build a sense of achievement and self-confidence in learning, make students master certain basic knowledge of English and listening, speaking, reading and writing skills to form This will enable students to acquire certain basic English knowledge and listening, speaking, reading and writing skills, and to develop a

solid intellectual and emotional foundation for their lifelong learning and development.

### ***1.3 Research Theory and Method***

[1] Game teaching method: game teaching method is to teach in the form of games., so that students in a relaxed atmosphere, in the cheerful activities, and even in the fierce competition, unconsciously learn the content of the textbook, or learn to master the extracurricular knowledge of the teaching method. Game teaching method is a skillful combination of "game" and "teaching", which is a fresh and efficient teaching method.

[2]Experience conclusion method: according to the key points of the research, we accumulate materials at any time, explore effective measures, summarize the gains and losses, and look for more scientific.

## **2. The Meaning of Game Teaching Method**

In primary school English teaching, the proper use of games can adjust the classroom atmosphere, stimulate their interest in learning, improve their enthusiasm. Specifically, the application of games in English teaching can play the following roles.

### ***2.1 Create a Good English Learning Environment***

The game teaching method has greatly enhanced the atmosphere of the classroom and made it easier to carry out teaching activities. It has greatly helped to relieve students' emotions, release their stress in learning, learn English without fear of making mistakes, and face a variety of problems in the teaching procedure calmly in a relaxed and happy classroom environment. Yet, this is rarely seen in conventional English teaching in elementary schools. In conventional teaching, the teacher is the master of the classroom. In the traditional form of teaching, students are like a container for the teacher, passively accepting knowledge, and the lack of effective interaction in the classroom makes the class very boring. In elementary school English teaching, the game teaching method demonstrates the main position of students, and the teacher becomes the guide of students' learning. The teacher becomes a guide for the students to learn and creates positive game activities for the students to maintain their enthusiasm for learning English according to the teaching content. In the teaching procedure, students' subjectivity is fully reflected, and teachers are trying to create games for students to actively participate in, so that students' interest in learning can be fully stimulated. For instance, riddles are played so that students' language skills can be developed and their problem-solving skills can be improved without the pressure of traditional teaching. Classroom games create a good environment for students to learn English, allowing them to immerse themselves in the English learning environment and helping them to learn more purposefully and effectively. By creating games, teachers are creating an authentic and effective learning environment in which students can actively participate in classroom learning and games, and in which they can think, ask questions, and complete the tasks assigned by the teacher. This makes classroom teaching more active and atmospheric, and makes teaching easier and more comfortable for teachers, which is crucial to promoting the quality of English teaching.

### ***2.2 Develop the Initiative of Students***

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It is difficult for elementary school students to appreciate the artistic and charming aspects of language, so the major task of teachers is to make students want to discover and learn English, which is unfamiliar to them. As the core literacy training of students indicates the significance of developing students' independent learning skills, elementary school English teachers can use small games to lead students to the diverse and colorful language world of English. The use of games in English language teaching can further engage and involve students in their learning, so that they can better apply their English proficiency, become more motivated throughout the game, engage in classroom activities, and use their hands and mind to further develop their imagination, creativity, and hands-on skills. The integration of games and teaching in the classroom allows students to further comprehend and apply the knowledge they have learned, which effectively enhances students' ability to apply language in a comprehensive manner, helps develop good learning habits, and makes much of the originally complicated knowledge easier to understand and master, which also effectively reduces students' learning burden. In addition, students are always in a state of enjoyment and in a good condition, which

can effectively stimulate their momentum and enthusiasm for learning and to enhance the overall effect of learning[3-4].

### ***2.3 Enhance Teacher-student Relationship***

The game is organized to strengthen the connection between teachers and students. The teacher and the students can communicate a lot through the game, and the students will question the teacher if they do not understand something, and the teacher will give them some hints or answers. At the very same time, the teacher evaluates the students' performance and the students give appropriate responses. When students encounter difficulties, the teacher collaborates with them to find the solutions, so that the teacher is truly involved in the student body and classroom instruction runs more smoothly. Thus, the game creates a cooperative and democratic teacher-student relationship.

### ***2.4 Enhance Learning Confidence of Students***

Professor Rosenthal, a famous American psychologist, conducted an experiment. In a class roster, a few students were randomly crossed out and then told the teacher that these students were observed and tested and found to be exceptionally high IQ, exceptionally smart children. The teacher was influenced by these words. Influenced by these words, the teacher always thought that these students were particularly smart. They always treat them the same way they treat smart children. They were treated in the same way as smart children. A year later, the teacher always felt that these students were particularly smart, so she treated them in the same way as the smart kids. This is the famous Rosenthal effect". This shows the importance of self-confidence to one's success. But the effect of receiving knowledge passively in the classroom is not the same as learning in the game. Games provide a more stress-free environment for students to learn, and the knowledge they learn will be firmer. Games also promote the desire to win, and students will study harder to win, creating a virtuous cycle. With interesting plots, colorful characters, intense competitions, and captivating stories, students will continuously gain self-confidence and become more enthusiastic about learning English.

## **3. The Current Situation and Problems of Game Teaching Method Application in Primary English School**

As a language subject, English education in elementary school is usually boring and tedious. Combining games into elementary school English teaching can effectively change the traditional learning mode of rote memorization, increase the fun of classroom teaching and improve the effectiveness of elementary school English learning. However, there are still a lot of problems in the application of game teaching method by elementary school English teachers.

### ***3.1 The Current Situation of Game Teaching Method***

At the elementary school level, students' intelligence and enthusiasm are very diverse, which makes the students' English achievement very different and has even become polarized. This will also directly affect students' English proficiency and overall quality. In the current situation, the use of game teaching method in the classroom has certainly conceptualized the dull atmosphere of the classroom to a great extent, so that students' interest in the English subject has been boosted and the whole English classroom has become more and more active. However, many English teachers in elementary school have not yet improved their quality, so they do not have a thorough comprehension and understanding of the game teaching method, and are not thorough and mature in the process of implementing it.

In the survey observed in this paper, some students have some particular members who are overly reliant on other students and the teacher, and they start to study or to pretend to study when the teacher is nearby, and they become distracted or disruptive when the teacher is not nearby, which seriously affects the learning atmosphere of other students around them. Secondly, there are some individual differences among students, and some students are unable to incorporate the game into the teaching session because of their own differences. In addition, there are problems with the teachers themselves. It seems that every student is engaged in the game, but it is often the case that some teachers take up a major part of the teaching time, leaving the students with simple problems that can be solved without playing the game. This shows that teachers do not know how to correctly position themselves in the game-based teaching. Teachers' evaluation, reward and punishment criteria for students' performance are too one-sided, focusing too much on students' attitudes towards participating in the game and

ignoring whether students gain knowledge from the game or not, and not formulating the effective measures to deal with the situation of chaotic order in teaching games[5].

### ***3.2 The Problems of Game Teaching***

#### ***3.2.1 Old-Fashioned Game Content***

Teachers do not change their traditional teaching concepts because of the closed geographical environment and relatively backward teaching equipment, the teaching concept of game teaching method is weak in the teaching concepts of some English teachers in an elementary school. Most of the teachers anticipate that the introduction of games into the elementary school English classroom would cause students to "play", which would not be conducive to the creation of a quiet atmosphere in the classroom and would easily increase the confusion in the classroom and even slow down the teaching progress and eventually reduce the efficiency of English teaching and students' performance. As a result, few teachers dare to fully try this teaching mode in order to achieve stable results, and the current elementary school English teachers are not strongly conscious of the application of the game teaching method due to the influence of conventional teaching philosophy, which makes it quite difficult for teachers to select, design and carry out the games. The games designed under such circumstances are not plentiful, monotonous and duplicated, so that students cannot raise their interest in learning through specific game participation.

#### ***3.2.2 Poor Order in Teaching Games***

Teachers use the game teaching method as an innovative teaching mode to incorporate teaching activities into the teaching so that students can acquire English knowledge and improve their linguistic ability in the lesson through the pleasant learning process of teaching games. However, after investigation, some teachers' poor classroom discipline and students' lack of cooperation during the teaching game activities affect the successful performance of the teaching game activities, which ultimately leads to the teachers' failure to achieve the desired effect of the teaching game, and most importantly, the failure to effectively combine teaching, language and game to form an innovative and interesting game-based classroom.

## **4. Application of Game Teaching Method in Primary School English Teaching**

There are methods of teaching, but there are no definite methods, and it is important to get the right method. Complying with the principles of the game teaching method in elementary school English teaching can fully integrate the game teaching method into the teaching, realize teaching with fun, enhance the fun of the English course, stimulate students' interest in learning, help students understand English knowledge independently, and achieve the effect of twice the result with half the effort.

### ***4.1 Fully Stimulate the Subjective Initiative of Students to Learn English***

It is extremely hard for elementary school students to experience the art and fascination of language, so the main task for teachers is to make students want to gain an understanding of English and learn it, and to fully mobilize students' subjective initiative. The cultivation of students' core literacy illustrates the importance of developing students' self-directed learning skills, so elementary school English teachers can use small games to lead students to the colorful language world of English. The first and greatest thing English teachers should do is to make teaching fun, so that students are motivated to learn English and are capable of asking and studying questions during the classroom analyses and knowledge acquisition process given by the teacher. In the game, students' minds are more flexible, and when the game is combined with the teaching content, students' understanding of the learning content can be more vivid and the learning efficiency can be naturally improved. Integrating tedious knowledge points into games can make students quickly enter into the learning state and raise their interest in classroom learning. At the same time, students can also exercise other aspects of their skills in different types of games. During this period, the effective combination of the game teaching method with traditional instructional methods of theory can give English teachers great convenience and make it easy to improve the teaching environment, which in turn can stimulate students' interest in involvement, and likewise to encourage students to dig deeper into their knowledge and to propose the overall development of students' listening, speaking, reading and writing skills at the primary level. The classroom learning merely relies on rote memorization, which is certainly not a complete teaching task. It will also make students to gradually lose interest in English. In English learning, teachers should be

good at using flexible teaching methods and teaching aids to create a better quality classroom and make students more interested in the subject of English and stimulate their initiative.

#### ***4.2 Focus on the Scientific And Rational Organization of Games.***

In the daily teaching process, teachers, students and teaching materials interact with each other to make teaching a dynamic and unified process, in which teachers take certain forms of organization to accomplish certain teaching tasks, so as to realize the "teaching" of teachers and "learning" of students. "In this process, teachers adopt certain forms of teaching to accomplish certain teaching tasks, so as to achieve the purpose of mutual integration and mutual promotion of teachers' teaching and students' learning. However, there is no definite method of teaching, and any teaching method and organization form are changed according to certain teaching contents and teaching objects. The application of games in the primary English classroom can activate the classroom atmosphere, improve the quality of teaching, and let students feel the infinite charm of English. Of course, this teaching method should not be misused. Teachers should choose suitable games according to the demands of the content, make targeted game plans, avoid separating the teaching and content from the games, highlight the role of game teaching and maintain the scientific rationality of the game teaching method. After choosing games, teachers should arrange the games scientifically and properly, explain the application objectives and rules of the games to students before the games are played, and make appropriate adjustments to the content and form of the games according to the cognitive level and learning ability of students. In the process of choosing the games, students can actively participate in the cooperative work by playing in groups, and teachers should guide students in the process, respond to emergencies, and control the game process. Teachers should be aware that games are only a tool to support the smooth development of English teaching activities and should not take away from the normal order of teaching. When teaching games, teachers must emphasize the management of the game classroom and reasonably control the process of the game to bring out its favorable influence. In addition, they should control the time and discipline of the game to guide students to acquire relevant knowledge in English learning and avoid their being indulged in the game and neglecting English learning. The game design should also be competent, and competition is also the game design principle. Listening is the focus of English teaching in elementary school, and listening training has a very high demand for students' concern. Elementary school students are in the active stage and their concentration is easily distracted, so the competitive game teaching method can make full use of students' competitive mentality and make the English classroom rich. The competitive game model can provide a platform for students to demonstrate themselves. Before the game begins, teachers should group students according to their understanding and the principle of homogeneity within the group. Each group member is a discrete system. After the groups are separated, they are ready to start the game. The student who takes the least amount of time in each group gets a prize. The group competition can make them highly focused and complete the learning task successfully.

#### ***4.3 Strengthen Teacher-student Communication Connection in Game Activities.***

With the continuous promotion of China's new curriculum reform, educational scholars have proposed a new the basic content of this new teacher-student relationship is that teachers and the basic elements of this new teacher-student relationship are that teachers and students are equal in personality, democratic in interaction, and harmonious in the atmosphere of getting along. The basic elements of this new type of teacher-student relationship are that teachers and students are equal in personality, democratic in interaction, and harmonious in the atmosphere. The new teacher-student relationship requires that teachers should not only communicate with students in the teaching process not only to communicate with students, but also to understand and grasp their psychological changes, but also respect their individuality.

When elementary school English teachers apply the game teaching method, they should actively cooperate with students as a guide to communicate with them, understand their interests and cognitive development needs, and create a relaxed and pleasant teaching ambience in the classroom. In the conventional teaching philosophy, the teacher's position is supreme and immovable.. But this also leads to the limitation of teaching, as teachers just give lectures and students do not have the chance to raise their own opinions and questions. With the new curriculum reform, the status of students has gradually increased, and in order to effectively improve the relationship between teachers and students, it is especially important to use the teaching method, which can strengthen the connection between teachers and students, build students' self-confidence, and form a good teacher-student relationship Game

teaching method is scientifically used in primary school English teaching. In order to improve the quality and worth of the game teaching method, it is necessary to improve communication between teachers and students. The game teaching method strengthens the connection between students and teachers, and enhances the feelings between teachers and students, which can facilitate the effective development of English teaching classroom activities. Teachers need to use the power of the eyes in the classroom to convey encouragement and affirmation to students. In English games, English teachers must pay more attention to the learning process and focus on students who are inattentive by looking at them more often. In addition to the power of the eyes, teachers can also use the powerful power of the voice. When teaching short texts in English, teachers can use their own voice to read the story aloud, paying close attention to the changes in tone of voice, which can effectively raise students' attention and allow them to imitate their own voice, which can also strengthen the connection between teachers and students.

## 5. Conclusion

The article illustrates the value of adding game teaching method in primary English teaching, and confirms that game teaching method has a positive impact in primary English teaching, which not only can improve students' interest in learning English, active classroom atmosphere, but also can enhance teacher-student relationship, as well as stimulate students' English learning motivation, enhance learning motivation and learning confidence. Therefore, the game teaching method is an effective attempt to guarantee the quality of English teaching in elementary school.

In the class observed in this paper, some students tend to have some special members who are overly dependent on other students and teachers, and they start to study or pretend to study when the teacher is nearby, and they become inattentive or messy when the teacher is not nearby in order to seriously affect the learning atmosphere of other students around them. Secondly, there are individual differences among students, and some students are unable to integrate into the game teaching process because of their differences. But as long as teachers can fully grasp the order and direction of students' thinking development, they can use games to make students' English learning more productive. Teachers should closely focus on teaching objectives, let primary school students learn English in a relaxed and pleasant environment, feel the charm of the English language, experience the rich and colorful English culture, cultivate innovative thinking in learning English, make the game teaching truly serve the English classroom, improve classroom efficiency, and realize Teaching is fun.

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