



VOCABULARY ACQUISITION IN PRIMARY EDUCATION

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Annotation: *This article explores the role of gamified learning in the process of vocabulary acquisition among primary school learners. It emphasizes the psychological and pedagogical foundations of play-based education, analyzing how interactive and didactic games stimulate mental activity and social development. The author also discusses the challenges faced by young learners in mastering educational content and highlights the importance of tailoring gamified approaches to students' cognitive and emotional needs. The study draws on classic pedagogical theories as well as modern educational psychology to demonstrate how gamification can enhance vocabulary learning and overcome barriers to academic success.*

Keywords: *Gamification, vocabulary acquisition, primary education, didactic games, learning difficulties, interactive learning, educational psychology, cognitive development, motivation, child-centered approach.*

When describing children's play, psychologists focused on and especially emphasized the work of imagination or fantasy. Play in this case was considered as a reflection of a special liveliness, a high degree of development of imagination. There is nothing surprising in this approach. Even a person without pedagogical or psychological education, when observing children's games, can notice how the child transforms the objects used in the game.

The game turns into a formal activity, not connected with the specific content with which it is somehow externally filled. Such an understanding of the essence of the game cannot explain the real game in its specific manifestations. Game activity stimulates, with the appropriate pedagogical focus, the development of interpersonal communication methods in children, corrects their value orientations, and contributes to the accumulation of emotional and moral experience.

Similar features of collective play activity were noted by many outstanding teachers: Ushinsky, Krupskaya, Shatsky, Makarenko and others. The theoretical approaches formulated by them served as a starting point for studying the educational potential of children's play activity in the works of many educational researchers.¹ They saw enormous educational potential in play. They believed that play must be present in a children's group. They saw the educational significance of play in the fact that play accustoms a child to the physical and mental efforts that are necessary for work.

A significant feature of many psychological theories popular abroad is the biologization of the human psyche. Proponents of such theories give preference to play, its importance in the mental development of a child, but consider this issue from a naturalistic biologizing position.

For children of primary school age, learning is a new and unusual thing. Therefore, when first introduced to school life, play helps to remove the barrier between the "outside world of knowledge" and psyche of a first-grader.²

For quite a long time, in theory and practice, didactic play was understood only as a teaching method and was part of a lesson or a game activity unrelated to teaching. The works of modern scientists and methodologists allow using didactic play as one of the forms of teaching.

She directly linked the effectiveness of didactic games to how interesting such activity is for the child, how much it stimulates his cognitive activity, whether it gives him pleasure.

The thinking type of a junior schoolchild is visual-figurative, so it is worth using visuals when using didactic games. The game should be entertaining, interesting for children, but you should not force them to play - this will not bring

¹Kuznetsova, Ya. S., & Peshkova, D. Yu. (2020). Methods of semantization of vocabulary in foreign language lessons in secondary school. Bulletin of the Tuva State University. Pedagogical Sciences, 4(71), 44–54.

²Nikolaeva, E. A., & Kotlyarenko, Yu. Yu. (2021). Substantive gamification in teaching a foreign language to non-linguistic students. Kazan Pedagogical Journal, (2), 118–127.

the desired result in either developmental or educational terms.

In didactic games, children should be given more independence, but at the same time, they should not be given more responsibility. The main thing is that students independently monitor the implementation of the rules, so that each participant in the game feels personal responsibility to the class, group, team.

The duration of didactic games is from 7 to 15 minutes. It is worth monitoring that during the game the mental activity of the participants in the game action does not decrease, the interest in achieving the goal does not fall. This should be monitored especially closely in team games. It is not allowed that one or two children are busy looking for a solution, while the others are inactive. Most often, when the game is conducted in this way, children quickly get tired of passive waiting.

A didactic game, like any other form of pedagogical influence, has certain psychological requirements:

- like any activity, play activities in class must be motivated, and younger students must have a need for them;
- one of the leading roles is played by psychological and intellectual readiness to participate in a didactic game;
- to create a positive attitude, the teacher needs to take into account the character traits, temperament, and health status of each participant in the game;
- the content of the game must be exciting and meaningful for its participants; the game ends with the achievement of results that are valuable to its participants.

In order for a didactic game to be a means of stimulating children's activity, when using it, it is necessary to observe a number of conditions that allow the teacher to arouse the child's interest in the process:

- children have a certain amount of knowledge on the topic;
- development of children's skills in educational and play activities;
- awareness of the goals and objectives of the didactic game;

- compliance of the components and parameters of the game with the psycho-age characteristics of the students;
- children's understanding of the educational value of this didactic game;
- mandatory reflection;
- at the end of the game, the child should understand what new knowledge he received during the game, that is, "what new things did he learn?"

Every teacher in his practice has to deal with the category of difficult children. Usually, difficult children are students:

- some deviations in moral development;
- the presence of negative forms of behavior;
- problems with discipline.

Working with such children brings difficulties for the teacher, and sometimes even leads to a dead end.

By the difficulties of the educational activity of a junior school student S.N. Kostromina understands:

- omissions of letters in written work;
- spelling errors, despite good knowledge of the rules;
- inattention and absent-mindedness;
- difficulties in solving mathematical problems;
- difficulties in retelling the text;
- restlessness;
- difficulties in acquiring new knowledge;
- constant dirt in the notebook;
- poor knowledge of addition (multiplication) tables;
- difficulties in completing tasks for independent work.³

³Pirogova, N. G. (2019). Approaches to teaching vocabulary in classical and modern methodology. Problems of Modern Education, (6), 189–200.

To a greater extent, the above-mentioned difficulties relate to children with deviations from the individual optimum of educational activity.

A list of difficulties in teaching primary school students and possible psychological reasons were identified by psychologists M. Anufriev and N. Kostromina:

- 22% of schoolchildren in the entire class skip letters when writing. This phenomenon is caused by several reasons - weak concentration, low level of phonemic hearing, individual-typological personality traits, lack of self-control techniques.

- 18% of children periodically make spelling mistakes. However, they can answer any rule by heart, such a case can be called "underdevelopment of spelling vigilance". This can happen due to the lack of formation of methods of educational activity, low level of development of short-term memory, low level of development of arbitrariness, low level, volume and distribution of attention, weak development of phonemic hearing.

- 16% of schoolchildren are inattentive and absent-minded. The most common reasons are: weak ability to concentrate and sustain attention, low level of attention span, low level of development of arbitrariness.

- About 14.4% of children experience difficulties in solving mathematical problems due to poorly developed logical thinking, weak understanding of grammatical structures, inability to navigate the system of features, and a low level of development of figurative thinking.

- 13.3% encounter difficulties retelling the text. The reasons may be: weak logical memorization, inability to plan their actions, low self-esteem.

- 13% of children are restless. Most often due to a low level of development of arbitrariness, individual-typological personality traits, low level of development of will.

- 12.4% of children have difficulty understanding the teacher's explanations the first time. Psychologists have identified the following reasons: arbitrariness of attention and low level of perception, weak concentration, and the method of learning activities is not formed.

- 11.7% of children usually have dirty notebooks. Insufficient attention span and weak fine motor skills of hands may be the root causes. 10.4% of children do not cope well with addition and multiplication tables. Perhaps long-term and mechanical memory are at a low level of development, as well as weak concentration.

- 9.5% of children cannot cope with independent work. The reasons are unformed methods of educational activity, the development of arbitrariness is also at a low level.

- 9.4% of children always forget their textbooks and other school supplies at home. The reason for this is the arbitrary attention and low level of perception, weak concentration and the main reason is increased impulsiveness and high emotional instability.

- 8.9% - could not learn to work according to the model. And 8.3% of children do their homework perfectly, but work poorly in class. The reasons may be different - mental processes proceeding at a slow speed, arbitrariness of attention and perception at a low level, weak concentration of attention.

- 6.9% - the teacher has to repeat the task several times before the student starts doing it. Probably, the arbitrariness of attention and perception are at a low level, weak concentration of attention, they cannot do the tasks according to oral instructions, written instructions can help with this.

- 5.3% of schoolchildren have poor orientation in their notebooks. The reasons are a low level of spatial orientation and poor development of fine motor skills of the hands.

- 4.4% - can raise their hand, but when the teacher asks, they remain silent. Possibly low self-esteem, or not perceiving themselves as schoolchildren, there may also be difficulties in the family or a stressful situation.

- 0.91% - insert their comments in response to the teacher's assessments and actions. This happens due to difficulties in the family, there is an effect of projection of the mother's function onto the teacher.

- 0.7% of schoolchildren can search for their desk for a long time. Some are hampered by poor spatial orientation, in which case imaginative thinking and self-control are at a low level.⁴

The individuality of children is revealed in the process of acquiring knowledge, therefore individualization of education by excluding from their program academic subjects and topics that are difficult for them to perceive, together with the introduction and expansion of those that are well perceived, cannot be considered correct from the point of view of personality formation. The main task is to provide a complete system of knowledge, a type of game element for each student for the purpose of his development. It is impossible to modify or shorten the program for only some students. It is important to build a harmonious development of the entire learning process for primary school students by adding interactive gamification methods.

In conclusion, the integration of gamified strategies into vocabulary teaching significantly enriches the learning experience for primary school students. Play-based learning not only promotes cognitive engagement but also supports emotional and moral development. Didactic games, when effectively applied, provide an accessible and enjoyable path to knowledge, especially for learners facing educational challenges. Therefore, a thoughtfully structured gamified learning

⁴Vlasenko, S. V., Koryagina, O. V., & Karpova, V. O. (2021). Role of educational games in primary education. *Science and Reality*, 4(8), 139–144.

environment can serve as a powerful tool to foster both linguistic and personal growth in young students.

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