Original Paper

A Survey on the Application of Game Teaching Method in English Teaching of Primary School: A Case Study of a Primary School in Our Local City

Wang Ruisi[1]

[1] School of Education, Jilin International Studies University, Changchun City, Jilin Province, China

Abstract

The game based teaching method is specifically aimed at assisting English teaching, communicating in English, and widely used in English classrooms or extracurricular activities. Compared with Chinese, primary school students lack a certain language environment for English learning and do not have a true understanding of English learning. Therefore, English teachers should use games to mobilize students' enthusiasm for learning, and follow the basic principle of "happy teaching" to adapt to students' development. However, there are still many problems with game teaching methods in English teaching. This thesis wants to explore the current situation of the application of games in English teaching and research its countermeasures, so that more front-line teachers can benefit from it.

This study is based on Piaget's cognitive development theory and happiness education theory. By using the methods of questionnaire survey and interview, this paper delves into the current application status, existing problems, and cause analysis of game teaching methods in primary school English classrooms. And the study summarized the shortcomings of current primary school English teachers in the application of classroom game teaching methods.

It is found that the main problems are: in ordinary classes, the use of game-based teaching methods is still relatively limited; students' game goals are unclear and cannot be applied to practice; the class is chaotic; and all students cannot participate in the game.

The study suggests that the teacher enrich the theoretical knowledge of game teaching methods and strengthen their application. Schools can provide training for teachers at appropriate times, or regularly order publications or books related to games. Teachers can also learn more from successful game application cases to improve the application ability of game teaching methods. For the student group, research suggests that students clarify the purpose of games and enable them to understand the true

intention of the teacher in using games in the classroom. Secondly, it is necessary to strengthen students' classroom discipline.

Through in-depth exploration of the practice of game teaching methods in primary school English classrooms, it has reference value for primary school English teachers to correctly and effectively implement game teaching methods, and has profound significance for better implementing game teaching methods in primary school English classrooms.

Keywords

primary school, the game teaching method, English teaching

1. Introduction

As globalization continues to deepen, English has become the universal language of the world, and the development of various aspects and levels of a country cannot be separated from English. As the country attaches importance to English, more and more parents recognize the importance of English and attach great importance to it.

In the early stages of English learning, children can always maintain a high degree of interest and enjoy learning. However, in the transition period from low to high English, the content of learning increases and the difficulty increases. How to keep students enthusiastic about learning and achieve better learning outcomes has become the focus of discussion. The way teachers teach has an impact on students' interest in learning. How to enable students to understand rich English knowledge and improve their development level in a relatively relaxed environment is currently an important topic facing researchers and teachers. In order to match the requirements of the new situation, combine with the characteristics of primary school teaching, and meet the overall development of students, a lively teaching method - game teaching method has emerged. However, in teaching practice, there are problems and challenges such as monotonous games, excessive games, and inability to meet the needs of all students.

Based on teaching practice and theoretical research, this article analyzes the application strategies of game teaching methods in primary school English teaching from the perspective of the current situation, existing problems, and causes of the application of game teaching methods, with a view to benefiting front-line teachers.

This study starts with the definition of core concepts and defines games and game based teaching methods through literature review. Based on Piaget's cognitive development theory and pleasure education theory, questionnaire survey and interview methods are used to analyze and summarize the current application status, existing problems, and reasons of game teaching method in primary school English teaching, and provide suggestions for this.

2. Overview of Game and Game Teaching Method

This section describes the definition of games, and analyzes the definition, characteristics, and necessity of game teaching methods.

2.1 Definition of Game

Peng Liu (2011) proposed that games are a social behavior based on material needs satisfaction, following certain rules within a specific time and space range, and pursuing spiritual needs satisfaction. Dutchman John Huizinga (1996) proposed that games are voluntary activities carried out in a certain time and space, fully following consciousness, accompanied by tension, pleasure, and a consciousness that is different from ordinary life, and has its own activity goals. Although this concept is derived from the perspective of cultural history, it has received the widest recognition.

According to the above concept of game, it is concluded that the game is an entertainment activity with game rules and preset and fixed structure. Playing interesting and stimulating activities can promote English learning and stimulate students' enthusiasm for learning. The author believes that game based teaching methods can not only adapt to the psychological characteristics of children's learning, but also adapt to the characteristics of primary school English teaching. Zhang Jie (2014) proposed that the game based teaching method for primary school English has the characteristics of purposefulness, education, standardization, challenge, and safety.

In combination with the research objectives of this article, games can be defined as a voluntary activity that proceeds from the fun of the activity itself, and can fully exert people's subjective initiative. For the primary school students studied in this paper, play is an important psychological need for children's development.

2.2 Game Teaching Method

As the name suggests, game teaching is a teaching method that follows the teaching objectives specified in the curriculum standards, combines interesting games, operates games according to certain game rules, and successfully completes teaching tasks. The game teaching discussed in this article is mainly about teaching in primary school English classrooms.

2.2.1 The Definition of the Game Teaching Method

The game teaching method is a method of using the manifestation of games to carry out teaching activities. Through games, teachers can achieve their own teaching goals, thereby achieving their own teaching goals.

Xiang Li and Guiping (2011) believe that the so-called game teaching focuses on teaching, integrating appropriate and reasonable game teaching into actual classroom teaching activities, which is consistent with the physical and mental development characteristics of primary school students. Meanwhile, considering that the fun of games can fully stimulate students' learning enthusiasm, activate the classroom atmosphere, and achieve ideal teaching effects, the purpose of game teaching is to make it easier for students to understand and master knowledge.

It allows children to naturally master the knowledge in textbooks and acquire extracurricular knowledge they need to understand in a relaxed atmosphere, in a pleasant game activity, in a fierce competition, and in a stimulating and addictive state. According to this article, "game teaching method" is defined as a combination of "game activities" and "classroom teaching". Teachers impart knowledge to students through games, and students gain knowledge and experience through games. Ling Meiye (2005) delved into the theory of game education and explored the ideas and types of game education teaching. The game teaching method completely changed the traditional classroom teaching mode, with students becoming the masters of the classroom and increasing communication and interaction with teachers.

2.2.2 The Characteristics of Game Teaching Method

The game teaching method has the following distinct characteristics:

1). Interesting

The games in the textbooks are rich in content, lively in form, and highly interesting, which can meet the psychological needs of pupils who are curious, active, and seeking novelty, difference, and change.

2). Episodic

The games selected in the textbook have certain storylines, and students can play certain roles in the game activities. By reconstructing the scene, students can have a more authentic learning experience. This teaching method can create a virtual environment for students, making them feel as if they are in the real world, thus obtaining a deeper learning experience and laying a more solid foundation for their ability to cope with similar situations in the future.

3). Competitive

Games are generally conducted in the form of confrontation, in which there will be victory or defeat. Games are usually played in the form of confrontations, where there will be victories and losses. The winner will fully showcase themselves, while the loser will summarize their experience and catch up. So, game teaching content can effectively cultivate students' spirit of being brave and good at competition.

4). Simplicity

Most of the games in the textbook are relatively simple, and students must find ways and means of success from simplicity, which is conducive to inspiring students to actively think, independently analyze, and decisively make decisions.

2.2.3 A Review of Research on Game Teaching Method

Based on a review of domestic and international research, the current research status of game based teaching methods is as follows:

1). Most of it is practical research, lacking theoretical research

Through summarizing the literature, it was found that most of the articles were focused on game teaching methods and strategies in primary school English, but there is little research on the definition and related theoretical foundations of game teaching. In fact, people not only need to understand the meaning of game based teaching methods, but educators should also research and summarize the current popular theoretical schools, use theory to guide practice, and make research a science. In foreign countries, people

have conducted some research on the role and application of traditional games and electronic games in primary education. The research on traditional games still remains at the theoretical level, and there are many experimental studies related to the teaching mode of electronic games. However, there are few systematic and in-depth studies on the teaching mode of "games", which also points out a direction for future scholars.

2). There are many studies on the misconceptions of game based teaching methods, and there is a lack of analysis of the reasons for them

Through the statistics of keywords, it was found that there are many articles related to primary school English game teaching, but there is not much exploration of its causes. Teachers and scholars not only need to provide suggestions for the problems that arise in the classroom of primary school English game based teaching methods, but also to analyze the reasons and take corresponding countermeasures. For example, in the process of implementing game based teaching methods, when faced with the problem of poor student participation, most scholars have proposed in their research how to change the organizational form of games and stimulate learners' enthusiasm, However, it is not possible to conduct in-depth analysis of the reasons for the problems.

3). Most of the suggestions are provided, but there is a lack of sharing of lesson examples and actionable games

In relevant articles, many people have summarized some skills and precautions related to elementary school English games, but these are only superficial analyses and cannot provide more actionable details. If teachers can design classroom games based on specific teaching examples, it will be helpful for teachers to practice rationally in teaching.

2.2.4 The Necessity of Game Teaching Method in Primary School

At present, because of the influence of the remaining test-oriented education, many schools and parents pay more attention to the students' academic achievement, and neglect their own interest and innovation ability. This is unfavorable to social development and students' overall and healthy development.

But with the implementation of compulsory education English curriculum standards, English classes are increasingly concerned about students' learning interests. In primary school English teaching, game teaching is an effective method. Through game teaching, students can learn by playing, promote the learning of new knowledge and skills, keep up with the times, and achieve comprehensive development. Interest is the best teacher, while games are the most effective way to stimulate students' interest in English learning, and also consolidate and improve the ability of primary school students to use English knowledge.

3. Theoretical Foundation

As mentioned above, the theories involved in this section should include Piaget's cognitive development theory and pleasure education theory used below.

3.1 Piaget's Theory of Cognitive Development

Jean Piaget (1950) proposed Piaget's cognitive development theory in the 1920s.He divided the cognitive development process of students into four stages: the perceptual stage (0-2 years old), the pre operational stage (2-7 years old), the specific operational stage (7-12 years old), and the formal operational stage (12-15 years old). The cognitive development of primary school students is in the concrete operation stage, and the children at this stage of development have the concrete operation ability, resulting in the concept of "conservation" and "reversibility". Operation is the core concept of Piaget's theory of intellectual development. Piaget's cognitive development theory provides us with a series of teaching ideas. During this period of education, children are still inseparable from specific objects and images. First of all, the teaching content should match the cognitive development level of students, which requires us to match the cognitive development level of primary school students in the setting of games and the selection of difficulty; Second, as the main body of learning, cognition has been further developed through its interaction with the outside world, which shows that students' cognitive development is an active process, and teachers should have continuous external influence on it. Through the stimulation of classroom games, students' cognitive ability can be continuously stimulated, thus promoting their cognitive development.

Piaget's cognitive development theory provides many useful methods for education. In order to align the course content with students' cognitive development level, Piaget divided the cognition of young children into four periods and pointed out that each period has its own cognitive characteristics, and the latter's cognition is based on early cognition. This requires teachers to choose teaching content and arrange courses reasonably based on students' cognitive development level when teaching this course.

3.2 Theory of Happy Education

The theory of happy education originated from the "live education" educational thought of Mr. Chen Heqin (1940), a famous educator in modern China, and was put forward by Mr. Ni Guyin (2009), a senior teacher, in the early 1980s. This educational idea opposed the exam-oriented education in which students studied hard and lost their happy childhood. At present, although quality education is strongly advocated, most teachers still pay attention to the knowledge in textbooks and blindly instill knowledge into students. Happy education has changed the simple mode of imparting knowledge. As a language learning, it is more necessary to start with emotional education and combine knowledge with emotion.

The author believes that game teaching and happy education are inextricably linked. Change the traditional classroom teaching method, provide children with a variety of games suitable for the teaching content in the classroom, so that students can improve their learning concepts, and students will actively and actively learn English happily, turn learning weariness into learning pleasure, and finally turn learning hard. In teaching, students pay more attention to stimulating and cultivating students' interest in learning. No matter how important the content of the course is, it is an external factor. Students should be willing to accept it subjectively and be interested in what they have learned, so as to achieve the

teaching objectives. Therefore, in order to make primary school students put into a good learning state happily in English learning, the teacher must adopt the game teaching method.

A good classroom atmosphere helps students focus their attention, improve their interest in learning, and cultivate their ability to learn independently. In order to play the role of games in students' early education, teachers can create a game teaching situation in the classroom to create a good game atmosphere, allowing students to quickly understand what they have learned and better master the skills they have learned in a happy game.

4. Research Methodology

The research Methodology is elaborated from four aspects: research questions, research instruments, research participants, and data collection and analysis.

4.1 Research Questions

There are still many problems with the game teaching method in teaching. The author wants to investigate and analyze the current situation of the application of games in English teaching, so as to benefit more frontline teachers.

1). What is the Status Quo of the application of game teaching method in primary school English class

2). What are the problems in the application of game teaching method in primary school English class

3). What are the causes of the problems in the application of game teaching methods in primary school English classes?

4.2 Research Participants

In order to comprehensively understand the implementation of game based teaching methods in primary school English classrooms, this study distributed a questionnaire survey to students. A total of 12 questions were distributed to students in grades three to five of primary school, and questionnaires were collected immediately after students completed their studies.

The school has a total of 8 English teachers, and the author selected 4 English teachers with different teaching experiences as the interview subjects to ensure the representativeness of the interviewed teachers.

4.3 Research Instruments

There are two main research methods used in this study, namely questionnaire survey method and interview method.

4.3.1 Questionnaire

This study distributed a survey questionnaire to students, consisting of 12 multiple-choice questions. Considering the cognitive abilities of primary school students, the survey questionnaire used simple and popular language. These 12 multiple-choice questions are all multiple-choice questions and are answered anonymously.

4.3.2 Interview

This study also designed an interview outline for teachers. This article conducts interviews from five levels. Firstly, there is a certain understanding of the basic situation of the teacher. Secondly, there is an understanding of the teacher's attitude and views on game teaching methods. Thirdly, there is an understanding of the resource allocation of game teaching. Fourthly, there is a survey of the teacher's use of games in the classroom. Finally, there are issues with game teaching methods. There are a total of five aspects and five questions.

4.4 Data Collection and Analysis

After obtaining the consent of the teacher, the author distributed the questionnaire five minutes before class, with a time limit of ten minutes. After ten minutes, the group leader of each group collected the questionnaire and submitted it uniformly. A total of 100 questionnaires were distributed, and 96 valid questionnaires were ultimately collected.

After that, the author entered the paper questionnaire into EXCEL, and further discovered the problems of game teaching method in primary school English class during the data analysis process.

The interview was conducted in the English office of the school in the form of chat and conversation, creating a relaxed and comfortable atmosphere to understand the true views of English teachers on game teaching methods. During the interview, corresponding modifications will be made to the answers of the interviewed teachers, but the overall direction of the interview will not change. Each interview and communication with the teachers will take about ten minutes.

5. Results and Discussion

The main content of this section is to collect and organize questionnaire data from students, use the collected data to understand their cognitive level of game teaching, and discover the problems of game teaching method in primary school English teaching. The analysis of the questionnaire is as follows:

5.1 The Status Quo of the Application of Game Teaching Method in Primary School English Teaching

According to the results of the questionnaire, in the question "Do you like English classes?", 55% of the students like English classes, 35% of the students have an average attitude towards English classes, and only 10% of the students do not like English classes.
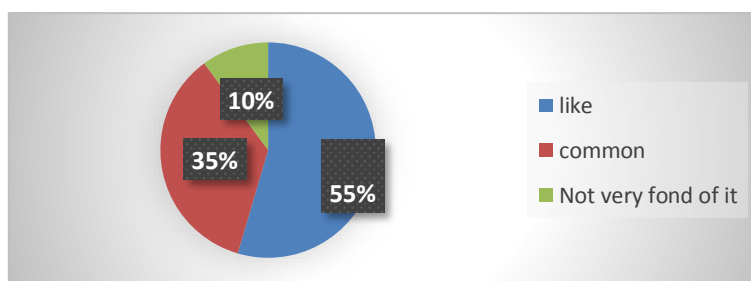

Figure 1. Do You Like English Classes?

It can be seen that the majority of students in Z School enjoy English classes, but there is also a large number of students who are not very enthusiastic about learning English.

In the question "How do you think of the current English class?", 73% of the students thought that the English class was lively and interesting, 17% of the students thought that the English class was slightly dull, and 10% of the students thought that the English class was boring.
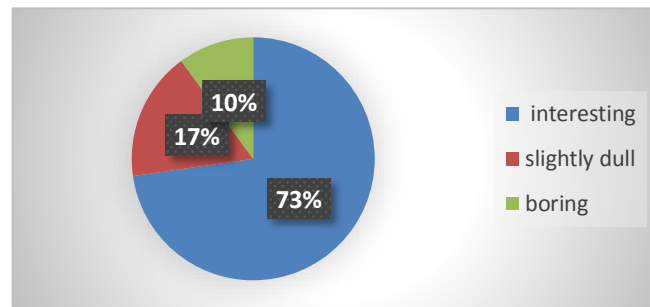

Figure 2. How do You Think of the Current English Class?

According to the survey results, most of the English classes were lively and interesting, which helped students learn in English class.
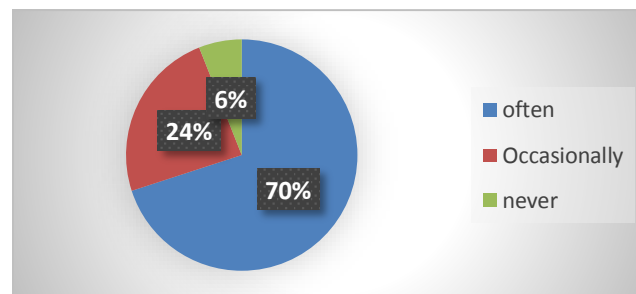

Figure 3. Teacher Classroom Usage Frequency

From this question, "Will the teacher play games related to English with you in English class?" After sorting out the data, it can be concluded that only 6% of the students selected chose not to play games. It can be inferred that the application of game teaching method in school Z is good in class. In class, 70% of teachers often play games. Therefore, the author believes that school Z should continue to encourage and promote the application of game teaching method in English class.
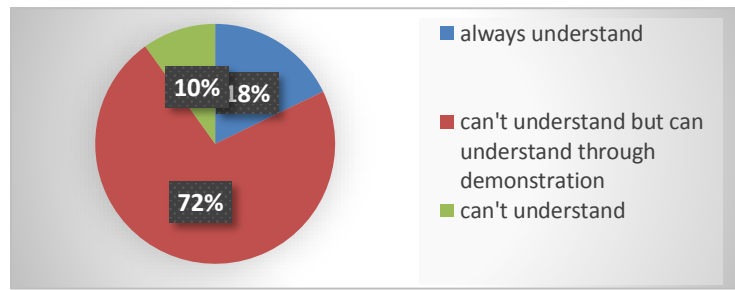
Figure 4. Students' Understanding of Game Rules

Understanding the rules is the premise for students to successfully play the game. However, the students who can always understand the rules of the game account for 18% of all the samples, while the students who choose "can't understand but can understand through demonstration" account for more than half of all the samples, accounting for 72%. So some teachers will combine demonstration with explanation, which will greatly improve students' understanding of the rules, but nearly 10% of the students still can't understand at all.
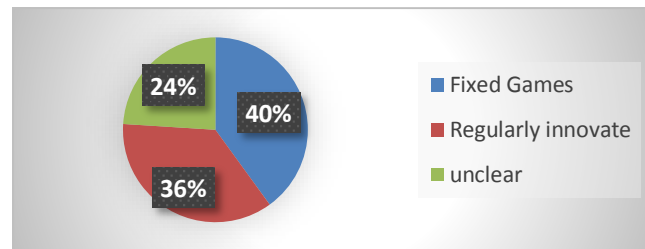

Figure 5. Does the Teacher Often Play a Few Fixed Games or Do They Often Switch to New Ones?

From the chart, it can be seen that in the classroom, 40% of teachers often play fixed games, and 36% often play new games. Although teachers are able to use game based teaching methods in most classrooms, there are more situations where teachers engage in fixed games than when they frequently engage in new games.
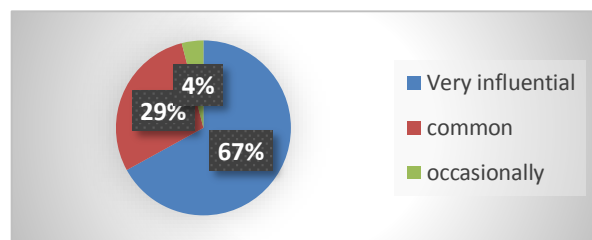

Figure 6. The Impact of Games on Class Order

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As shown in the survey results, in the process of playing games, 67% of the students felt that the implementation of games in the classroom had a great impact on the class order, and that the situation that the game had an impact on the class order accounted for more than half of the total number of students surveyed. It can be seen that the improper implementation of the game teaching method would have a negative effect on the classroom.
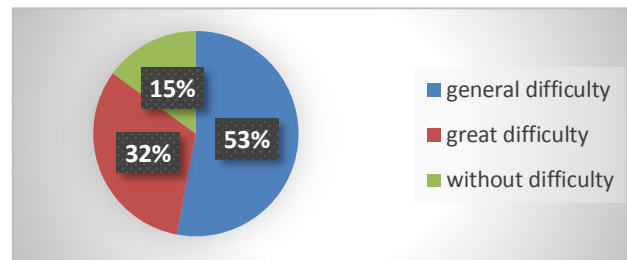

Figure 7. Students' Preference for Game Difficulty

From the survey result of the question "How difficult do you like games in English class?", 53% of students like games with general difficulty, 32% like games with great difficulty, and only 15% like games without difficulty and easy to do. It can be seen that when designing classroom games, certain difficulties will attract students more.
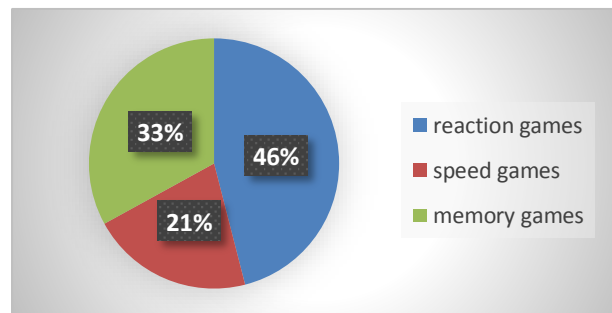

Figure 8. Student Preferences for Game Types

The result of the survey shows that 46% of the students prefer the reaction games, and 21% prefer the speed games;33% of students like to test memory games. Knowing that students' preference for classroom games is helpful for teachers to choose games. Choosing games that students are interested in will motivate students more.
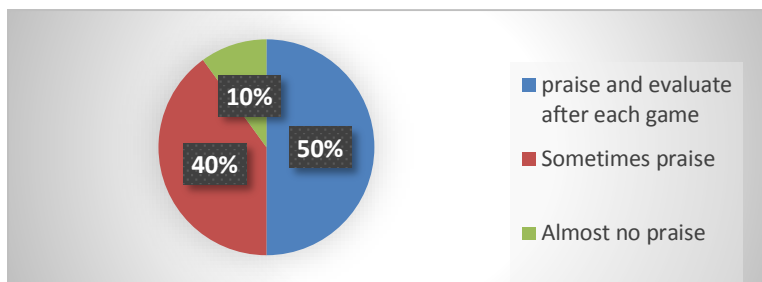
Figure 9. Frequency of Teacher Evaluation of Game Results

As shown, 48 of the 96 questionnaires said that teachers would praise and evaluate after each game, accounting for the majority of the survey. In addition to verbal praise, game rewards play a great role in stimulating students' learning motivation.
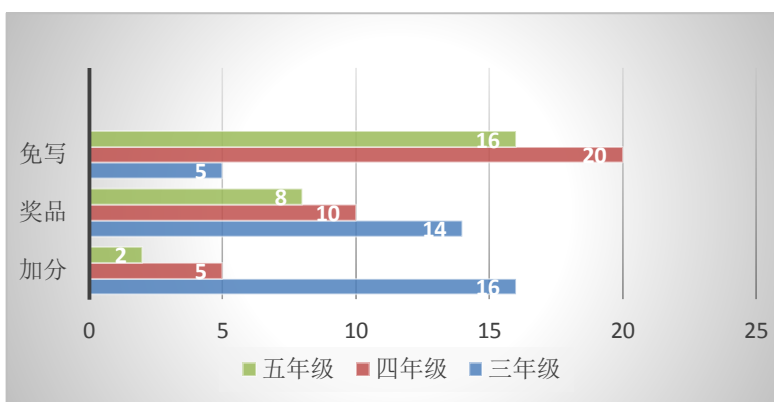
Figure 10. Students' Preference for Winning Games

Most of the primary school students in grade three want to get bonus points and rewards, and most of the students in grade four and five want to get write-free rewards. The author believes that this survey result is also related to the amount of English homework in different grades. In short, proper rewards and effect evaluation will help the development of game teaching.

Figure 11. The Impact of Games on Students' Learning of Classroom Knowledge

According to the survey, 52 of the 96 students were able to remember the words and sentences in the process of the game after class, 34 students did not have a solid grasp of the content learned in the game, and only 10 students separated the g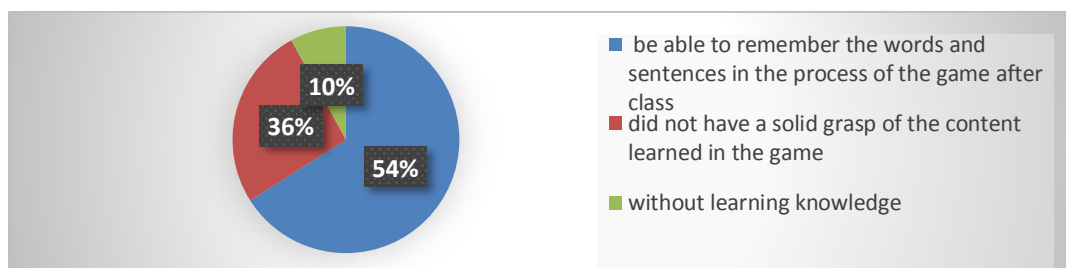ame from learning in the classroom without learning knowledge. And the vast majority of students believe that game teaching is helpful to their learning and can improve their interest in learning, but there are still 7 remaining students who believe that there is no help or even a negative impact on learning.

Based on comprehensive interviews with several teachers, it can be found that their attitudes towards game teaching methods are recognized and approved. In primary school English teaching classes, both teachers and students are very fond of game teaching methods, but English teachers have not received special training, and their application abilities of game teaching methods still need to be improved.

5.2 The Problems in the Application of Game Teaching Method

The author mainly analyzes the problems existing in the application of game teaching methods from the perspectives of teachers and students. The paper concludes the shortcomings of the current primary school English teachers' application of game teaching method in the classroom. For example, in the regular classroom, the use of game teaching method is still less; The students' game objectives are unclear and fail to achieve their practical application; Classroom is in disorder; It is not guaranteed that all students will participate in the game; Can't provide enough game resources, etc.

5.2.1 The Problems in Teacher Design in Game Teaching

The problem lies in the traditional form of classroom organization in which teachers design game teaching, and the lack of diversity of game material innovation. According to the interview, the seats of middle school students in the class are mostly fixed. The students listen below, the teachers stand on the platform, and some teachers also require students to listen behind their hands. This method allows students to maintain discipline in the class, but to some extent it will restrict their thinking and practice, which leads to the limitations of game teaching, and the teaching methods of teachers are too monotonous, let teachers and students feel extremely tired. From Figure 1 of the survey questionnaire, it can be seen that the majority of students in Z School enjoy English classes, but there is also a large proportion of students who are not very enthusiastic about learning English. Some teachers only invited a few students to perform on the stage when they played games, which made the students in the seats mistakenly think that they had nothing to do with the class and the game activities organized by the teachers, resulting in chaos in the classroom discipline and greatly reduced teaching effect. At this time, if the teacher organizes classroom discipline, it will affect the precious time of students in class and fail to reach the teaching objectives.

In addition, according to the survey results, the author also found that the game materials collected by teachers are not enough. Some young teachers can actively find the source of the game, but most of the game materials used by teachers are not rich, and the content is lack of novelty. In primary schools, games such as finding adjacent letters, guessing words and losing letters are often used. The game is easy to use,

and both teachers and students are familiar with it, but it lacks creativity and flexibility. The students' fixed seats will also greatly reduce their interest and expectations.

5.2.2 The Problems in Students Attitude to the Game Teaching Method

During the interview, the author learned from the teacher's classroom feedback that a large number of students failed to understand the learning objectives of the game designed by the teacher, and their attitudes towards the game were incorrect. They believe that English classroom games are purely casual games that only focus on the form of the game, rather than the essence of the game. According to the results of Figure 11 of the survey questionnaire, 34 out of 96 students did not have a solid grasp of content learning games, and 10 students stated that they did not learn knowledge while playing games in the classroom, which is not optimistic. It also indirectly reflects that some students have a poor attitude towards playing games in the classroom and do not have a correct gaming perspective.

However, the deviation of the teaching objectives caused by games will affect the classroom rhythm and disrupt the classroom plan. The learners just want to enjoy the fun of playing, and do not understand the purpose of the teacher's guiding us to do game activities. The main problem caused by this mentality is that the game activities carefully prepared by the teacher only become a way for students to relax themselves, and cannot achieve the purpose of truly using the game activities.

Through the results of questionnaires and interviews, it can be concluded that the chaos of classroom order is also one of the important factors leading to the ineffective implementation of game teaching methods. Primary school students have poor self management skills. Once the classroom atmosphere becomes active, it is difficult for teachers to effectively and orderly manage the classroom. Poor classroom discipline can lead to various situations such as ignoring the rules of the game or breaking the rules of the game.

5.3 The Cause Analysis of the Problems in the Application of Game Teaching Method

The author also analyzes the reasons for the problems in the application of game teaching methods from two aspects: teachers and students.

5.3.1 Influence of Traditional Teaching Methods

The author found through investigation that the traditional teaching methods in actual English classrooms are still deeply rooted, the dominant position of learners is not fully recognized, and students' learning enthusiasm and initiative are not fully stimulated. In terms of teaching, it still centers around teachers, especially older teachers who pay less attention to games. During the interview process, many teachers still expressed that traditional teaching methods are the most effective way to achieve teaching objectives, while neglecting students' absorption of knowledge. English class is a minor subject in primary school, so teachers are not willing to devote a lot of energy to designing classes to develop students' abilities in all aspects, and only pay attention to the teaching of knowledge and the reflection of achievements. From Figure 5 of the questionnaire survey, it can be concluded that teachers are more likely to engage in fixed games than those who frequently participate in new games. However, as an application-oriented major, its teaching focus should be on students' ability to use and dare to use, especially in the context of quality

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education, there should be no such phenomenon as "dumb English". Through interviews with fourth and fifth grade English teachers, they stated that the atmosphere in the classroom will be more solemn than in third grade. Teachers rarely play games in class. Most of the time in class is for students to do exercises and discuss exercises. So students' interest in learning is not high, and the classroom will also be very dull. Therefore, the deep-rooted traditional teaching mode will make teachers overlook the application of game teaching.

5.3.2 Teacher's Lack of Knowledge of Game Teaching Method

In addition, teachers need to have certain theoretical knowledge of games to support before carrying out the game teaching method, so as to carry out game design and selection on this basis. However, most teachers have very little theoretical knowledge about game teaching. Through interviews with teachers, some of them mentioned that they have not systematically studied game based teaching methods. In ordinary classroom teaching, the games used are basically designed or selected by teachers based on their own teaching experience. Some teachers directly copy the games created by other teachers. Although the school will organize English teachers to prepare lessons collectively and other teaching and research activities every week, the training on game theory has not been carried out, and teachers will not be organized to give lectures and seminars specifically on game related theoretical knowledge. Teachers also have some deficiencies in the self-learning work of game theory. They can not enrich their game knowledge at ordinary times. For example, some students are depressed, introverted, sensitive and self-confident. Such students will also feel nervous when playing games. They can not express themselves in English calmly, and are afraid of making mistakes in the process of playing games. Through interviews with teachers on the issues that may arise in the game based teaching method, some teachers mentioned that a small number of students may choose not to participate in the game during the process. Therefore, students with excellent performance and extroverted students will participate in the game to a large extent, even more than once in class, but students with learning difficulties and introverted students still prefer to give their own opportunities to others, only participate in what they are interested in, and even do not actively participate. Teachers cannot flexibly adjust the game teaching method when facing different types of students. Some English teachers or senior teachers with more than ten years of teaching experience have very rich practical experience in the classroom, and also have good experimental ability. However, because the senior teachers do not know the specific game knowledge, they can not design games based on the game knowledge completely, and then design more scientific games, which also leads to the teachers' relatively simple use of games and lack of diversity.

5.3.3 Students' Psychological Age Characteristic

Based on Piaget's theory of cognitive development, from the psychological age characteristics of students at the present stage, primary school students are in a period of strong curiosity, liveliness, and competitiveness. The entertaining and interesting nature of the game can easily make the primary school students feel high and become extremely excited. According to Figure 6 of the questionnaire survey, 67% of students believe that the implementation of games in the classroom has a significant impact on

classroom order during the process of playing games. Because game teaching has its own characteristics of play and their mental age characteristics, it is easy to lead to classroom discipline disorder and noisy scenes. Their self-control ability is very weak. Once their emotions are high, it is difficult to maintain calm and orderly play and teaching. In the teacher interview, the teacher mentioned that one of the main issues in guiding students to use games is that students' self-control ability in games is relatively weak. Because they can't control their words and actions in the game, they are easy to ignore class discipline, violate class discipline and destroy the rules of the game set by teachers.

In summary, the reasons for the problems in the application of game teaching methods are complex. In terms of teachers, the author mainly analyzes from the deep-rooted traditional teaching mode of teachers and the lack of relevant theoretical learning and skills training; In terms of students, the author mainly analyzes the unclear purpose of students' games and their current psychological age characteristics.

6. Findings and Suggestions

The educational reform is still ongoing, but the idea of exam oriented education is deeply rooted. Most teachers, students, and parents regard exam results as the purpose of learning, but neglect the correct guidance of learning methods, resulting in a relatively single teaching method for teachers. Through research and analysis of questionnaires and interviews, it can be concluded that although games are very important in primary education and many people are learning game teaching strategies, some excellent teachers continue to try, but there are still many problems.

6.1 Findings

In recent years, with the increasing research on games by English teaching and education professionals, game based teaching methods have gradually become a hot topic. In primary school, using games to teach and learn English has become a common phenomenon. Based on the exploration of games, the application of games in English teaching can enhance students' interest in language. Through this study, it has been concluded that game teaching is a practical and feasible teaching method with great promotion and development value. It can be said that this is a practical and feasible English teaching method. Teachers should organize appropriate activities at appropriate times to create an interesting and enjoyable learning environment. Researchers firmly believe that game based teaching methods are superior to traditional teaching methods, especially in terms of student participation. English teachers should adopt appropriate teaching methods based on students' physical and mental development characteristics, so that they can learn English with interest, improve their imitation ability and curiosity, and deepen their memory. However, there are also certain shortcomings, such as insufficient understanding ability, lack of concentration, unwillingness to play repetitive games, and unwillingness to engage in mechanical training. However, through games, children can gain many benefits, such as learning knowledge easily and happily, increasing confidence in speaking English, and developing teamwork spirit.

So in English teaching, teachers need to make full use of various forms of games to make students feel a relaxed atmosphere during the learning process. Teachers should constantly update games based on

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teaching content to stimulate students' enthusiasm, in order to enable students to achieve good grades in English classes. In order to improve the quality of teaching, teachers should enhance their skills in game teaching, and any independent teaching method has different requirements.

China has made significant progress in game teaching, but research on it is still in its early stages. This article mainly focuses on game education in primary school English. The author attempts to propose an effective game education strategy, hoping to be helpful to frontline teachers. Although many teachers have applied games to English teaching and achieved great benefits, there are also many issues that need to be taken seriously by teachers and classmates.

Research has found that in regular classrooms, the use of game based teaching methods is still relatively limited, and teachers' choices of games are also relatively unreasonable. The implementation effect of game based teaching methods by teachers is poor, students have incorrect attitudes towards game based teaching methods, game goals are unclear, and practical applications cannot be achieved. The classroom environment is chaotic, resulting in poor learning outcomes.

For the teacher community, the reason for the problems with the application of game based teaching methods is that the traditional teaching methods in actual English classrooms are still deeply rooted. Secondly, most teachers have little knowledge of the theoretical knowledge of game based teaching. Faced with different types of students, teachers are unable to flexibly adjust game teaching methods. The use of games by teachers is relatively simple and lacks diversity. For the student community, due to the unique characteristics of game teaching and psychological age, it is easy to lead to chaotic classroom discipline and noisy scenes.

In response to these issues, the author provides suggestions for teachers and students, as well as how teachers can improve and adopt strategies in the face of students' negative situations. Of course, due to limited conditions and my limited academic and theoretical level, there are still some shortcomings in this article that will be gradually improved in the future.

6.2 Suggestions

In English classrooms, in order for students to achieve better learning outcomes through games, it is necessary for teachers to continuously guide and create corresponding situations to guide students to continuously improve their own level in English teaching. Therefore, in order to achieve better application of game based teaching methods in frontline teaching, this study proposes suggestions for the following two aspects:

6.2.1 Suggestions for Teachers

First of all, teachers should enrich their theoretical knowledge of game teaching method. The happy education proposed by Mr. Ni Guyin has changed the simple mode of imparting knowledge. As a language learning, it is more necessary to start with emotional education and combine knowledge and emotion. At present, most primary school teachers' educational level is still lower than that of other school teachers, and their grasp and understanding of education and teaching knowledge is not deep enough. Schools can provide teachers with game application training at appropriate time, or regularly

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order some publications or books about games to help teachers understand the game and guide the practical application of the game. Teachers should learn more from successful game application cases, learn from each other, further improve the level of game theory, and make the game teaching method become a normal teaching method in primary school English classroom.

Secondly, teachers should strengthen the use of game teaching methods. In order to make every English teaching activity have a good effect, it is necessary to strengthen the organization and execution ability of teachers. Teachers should support students to play games in class, and become the key to students' deep participation and cohesion in class. They must fully mobilize students' enthusiasm, guide students to talk and do more in class, guide students to think, give students full opportunities to discover their potential in the process of playing, overcome obstacles encountered, do not control and interfere with students, and give students a certain degree of autonomy. The explanation of the rules of the game should also be brief and concise. The demonstration should be carried out in advance to help students understand and give students more time for the game.

6.2.2 Suggestions for Students

Although the games used in the classroom have their own characteristics, their essence is still to serve the classroom. As a learner, first of all, one should adjust their gaming mindset and clarify what they want to learn and improve while playing this game. Don't play games just for the sake of playing them, but rather understand the teacher's true intention of using games in class, and make games a teaching aid. Before playing games, teachers should first educate students that the purpose of the game is to help them better use English and cultivate their English expression skills, rather than just playing. If there are such students in the game, they need to take some reward and punishment measures. For example, students who can set an example for others will receive corresponding rewards. If students perform poorly, students will be punished or suspended. Let students deeply understand that the significance of games in the classroom lies in better learning knowledge, rather than indulging in it.

During the game, there will be exchanges between teachers and students, and between students and students. At the same time, the game is also an activity that students are interested in. When playing, students make a lot of actions that violate the classroom discipline because they are too excited or because they can't participate in it or feel irrelevant, which will make the teaching effect of the game unsatisfactory and affect the achievement of the game goal. In order to ensure the completion of the game effect, it is necessary to improve students' game discipline. English teachers can take the following measures to deal with this problem.

First of all, before the game, the teacher should announce the disciplinary requirements. Before the game, the teacher should preset some violations of classroom discipline or game rules that may occur during students' participation in the game. Standardize the game discipline, and publish the rules of the game, including the discipline requirements of students who participate in the game, and the discipline requirements of students who do not participate in the game. Include the discipline provisions in the game rules, and discipline the students in turn. In order to carry out classroom game teaching smoothly,

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specific classroom behavior norms must be formulated in advance. The time of a class is limited, so when preparing for class, one should consider how long each teaching session will take. To ensure effectiveness within the specified time frame, teachers must inform students of specific rules during the teaching process.

Secondly, in the game, the teacher should always control the disciplinary behavior. In the process of implementing the game activities, the teacher should strictly strengthen the classroom discipline and game rules of each student. When finding that the students who participate in the game activities do not strictly abide by the rules and regulations of the game activities, the teacher should give criticism and correction as soon as possible, and reduce their scores. At the same time, the teacher must pay attention to all the students who do not participate in the game, Don't let such students have the idea that "the class has nothing to do with me". They must also strictly abide by the discipline. The teacher can arrange these students to carefully observe the game activities of other students, or serve as supervisors to supervise the actions of students participating in the game, or let students make judgments, so that each student can add people in the game, have a deep feeling of the game teaching method, and strengthen the students' memory of classroom knowledge.

Finally, after the game, the teacher should calm the students' emotions in time. After the game, because the students are too excited, if they can't keep calm, it will seriously affect the later learning. When solving this situation, the teacher can stipulate a principle, that is, after the game is completed, the student's performance and the performance in the game will be linked as a whole, and the score will be added or subtracted on the basis of the game performance according to the student's discipline, so as to decide which group will be the first. In addition, the teacher also spot-checks the students who have not joined the game to observe the learning situation below. The students will judge the performance of a student in the game. If they observe well and put forward their own opinions or opinions, they will also be praised and rewarded. In this way, the autonomy of each student can be stimulated to the maximum extent, making each student become the main body of the activity and the main role of the whole class.

7. Conclusion

Primary school students are an age group with high energy and low concentration. The traditional English teaching method is too monotonous, which affects students' learning enthusiasm and makes some students who are not interested in English lose their interest in learning. However, when games are added to the English class, the class becomes more lively and interesting. Many students actively raise their hands to participate in the game. They are looking forward to the English class very much. Improving the fun of primary school students in learning English is the main goal of English teaching and research in primary school. More and more primary school English teachers use a variety of game teaching methods in the class, but there are some shortcomings in the actual operation.

On the basis of sorting out a large number of domestic and foreign literature on English game teaching methods in primary schools, this paper takes Piaget's "cognitive development theory" and Ni Guyin's

"happy education theory" as the theoretical basis, surveys some teachers and students in the sample schools through questionnaires and teacher interview and analyzes and summarizes the collected sample data. It is mainly concluded from the two levels of teachers and students, and the reasons for these problems are analyzed. Therefore, how to effectively use game teaching in primary and secondary school English classes is an urgent problem for the majority of primary and secondary school English teachers to solve.

The results of this study were based on a questionnaire survey and interviews with students and teachers from sample schools, and identified the problems that frontline teachers face in applying game based teaching methods in actual offline classrooms. This led to more frontline English teachers paying attention to the teaching of game based teaching methods. This paper aims to provide some useful reference for the majority of front-line English teachers, and apply it to the primary school English teaching.

Due to the limitation of its own research level and the lack of practical experience, the research still has the following shortcomings: First, this study takes the primary school of Z School in H City as the research object, and the research results of this paper infer that other regions with different teaching resources have corresponding limitations, and the observed situation is not very sufficient. Second, the countermeasures and suggestions put forward in this paper need to be tested in practice, and also need to be constantly improved in practice. It is expected that the majority of primary school English educators will actively explore the game teaching mode suitable for the development of students, so as to promote the quality education of primary school students in China.

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Appendix I

Questionnaire Survey on the Current Situation of English Game Teaching Methods for Primary School Students

Dear classmates:

Hello everyone! This is a survey questionnaire on the application of game based teaching methods in English classrooms. The questionnaire is in an anonymous form. Please read and fill out the questions carefully based on the actual situation. Thank you for your cooperation!

1. Do you enjoy English classes? ()

A. Like B. Generally C. Not very fond of it

2. What do you think of the current English class? ()

A. Vivid and interesting B. Slightly dull C. Dull and uninteresting

3. Will the teacher play English related games with you in English class? ()

A. Frequently do B. Occasionally do C Never do it

4. Do English teachers always play a few fixed games in class or do they often switch to new games? ()

A. Fixed Game B. Frequently playing new games C. Not clear

5. Can you understand the rules of the game explained by the teacher in English before playing the game? ()

A. Always able to understand

B. Some may not understand, but they can be understood through demonstration

C. Unable to understand or understand the rules of the game

6. Will it affect class order during the game organization process? ()

A. Special Impact B. General C. Occasionally

7. How difficult do you like games in English classes? ()

A. Difficult games make me more challenging

B. Games with average difficulty make me more motivated

C. Games without difficulty, simple and easy to do

8. What kind of games do you like teachers to play in class? ()

A. Specific reaction B. Race speed C. Test memory

9. After the game, will the English teacher praise the students and groups who perform well? ()

A. The teacher always gives praise and suggestions at the end of each session

B. Sometimes praise

C. Almost no praise

10. What reward would you prefer for winning the game? ()

A. Bonus B. Prize C. Write free

11. Can you grasp the knowledge content taught by the teacher after the game is over? ()

A. Deep memory

B. I will master the basic knowledge during the game, but I will forget the knowledge content of this lesson later on

C. My attention is focused on the game, I don't know what the teacher is going to say

12. Do you think game teaching in English classrooms is helpful for your learning? ()

A. Yes, it will enhance my interest in learning English

B. Not much time difference in peace, not much help

C. It's not helpful, but it's even more challenging

Thank you again!

Appendix II

Teacher Interview Outline (Interview Questions for Primary School English Teachers)

1. Could you please explain your educational background, teaching experience, and current grade.

2. How do you view the importance of game teaching?

3. Do you have a good grasp of game teaching theory? Has the school arranged any training or lectures on game teaching?

4. When using games, can all students in the classroom be taken into account? How would you treat students who are unwilling to participate in games?

5. What do you think are the main problems faced by using game based teaching methods in class?