Digital educational resources as a means of forming moral qualities in primary school students

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Abstract
This article examines the potential of digital educational resources in the formation of moral qualities among primary school students within the context of a modern educational environment. The authors analyze contemporary theoretical approaches to the problem of learners' moral education and reveal the pedagogical value of digital educational resources in the teaching and educational process of primary school. The relevance of the study is determined by the process of digitalization of education, which transforms teaching and educational methods, as well as by the significance of primary school age as an important period in the development of value orientations and moral behavior. As part of the study, a survey of primary school teachers was conducted, aimed at identifying practices of using digital educational resources in educational activities and determining their role in the moral education of primary school students. The results of the pedagogical research confirm that digital educational resources serve as effective tools for the formation of moral qualities in primary school students, provided that they are value-oriented and integrated into the educational process in a methodologically well-designed manner.
Keywords: formation, primary school students, moral qualities, digital educational resources.

Поступила в редакцию: 14.02.2026
Одобрена: 25.03.2026
Первая публикация на сайте: 28.03.2026

МРНТИ: 16.21.25 https://doi.org/10.65247/3105-3432-2026-1.07

THE IMPLEMENTATION OF GAME-BASED LEARNING FOR YOUNG LEARNERS

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Abstract
This study investigated the role of implementing role-playing games as game-based learning to improve speaking skills of English language learners. Game-based learning is an approach that combines educational methodologies with interactive learning to enhance learners' language skills. Additionally, the study highlights the positive effect of role-playing games on students' willingness to communicate, as they actively participate in communication without fear of making mistakes. Qualitative data from students suggest that game-based learning fosters creativity, critical thinking, collaboration, motivation, making learning process enjoyable and effective. As a result of quasi-experimental study, it was revealed that the experimental group had significant improvements compared to the control group. The study underscores the effectiveness of role-playing games.
Keywords: game-based learning, role-play, speaking skills, English language learning, experimental study.

Introduction

This study explores the significance of interactive and learner-centered approach like Game-based learning in language learning, fostering motivation and reducing anxiety of students. This study offers valuable methods to enhance learners' performance. The findings provide insights for educators to incorporate role-play games, making lessons engaging and interesting for learners. By focusing on non-digital, role-based approach study addresses limitations on technology access. This study enriches the field of Game-based learning by demonstrating the application of role-play games and their results.

This study addresses the following research question: "How does the implementation of role-play

games as Game-based approach impact the speaking skills of English language learners?". The aim of the study is to explore the effectiveness of role-play games in developing the speaking skills of English language learners of 3rd grade students in the educational center "Origin" in Astana, fostering motivation, engagement and creating a supportive, friendly and stress-free environment.

Based on the aim of the study several objectives were formulated:
- to explore the significance of Game-based approach;
- to analyze the types of games that can be implemented as Game-based approach;
- to evaluate the effectiveness of role-play games in improving speaking skills of students;
- to develop practical recommendations for language teachers;

These findings not only contribute to the academic understanding of game-based learning but also provide practical recommendations for educators seeking to implement role-play games in their classrooms.

This research analysed practical and theoretical methods with emphasis on synthesis, analysis and examination of pedagogical experimentation. This research employs the experimental design and data analysis includes both qualitative and quantitative methods, comparing improvements in speaking skills.

Main body

There are numerous motivational elements that can be used during foreign language lessons while playing games, such as rewarding, giving scores, and praising. Language simulations through games stimulate students' abilities in critical thinking [Kovalik D.L., 2007]. Since it is an imitation of real-world scenarios, such as job interviews, negotiating at marketplace or resolving a conflict, students are encouraged to understand the context, think critically what to say, ensuring that their speech is clear and concise and reflect on effectiveness of their choices. Game-based instructional technologies can increase the young learners' motivations and actions to learn English [Li R.C., 2002].

Considering all advantages of Game-based learning, this approach has certain drawbacks that may affect the learning process. This approach greatly relies on technology, such as computers, tablets, mobile phones and internet connectivity. This may create technological division between those students that have access to technological devices and those who do not [Niemann S., 2017]. Designing and tailoring games into learning programs and according to the learner preferences may be time consuming and usually teachers lack resources, since qualitative resources cost money. As a result, it leads to an ineffective learning process.

Teachers may lack training in using games as teaching tools, since it is an innovative method. They may look at the gaming process as a waste of time rather than part of the learning process [Schick L., 2008]. Furthermore, games are not always suitable for the curriculum. Even with many advantages of games in learning, not all content can be presented through games only. Sometimes, teachers may choose games that are not appropriate for students' level [Tan J.B., 2017], for example too easy or too difficult games which would not catch the attention of students.

Teachers should carefully plan their lessons to integrate Game-based learning successfully.

First of all, games should align with learning objectives. For example, role-playing games may be the best tool to practice speaking skills in a real-world environment. It is important to remember that learning must remain as the main focus of the lesson.

Second of all, choosing appropriate games is a crucial part of implementing this approach. Games should be chosen according to the level of language, age and interests of learners [Tomlinson B., 2009]. For example board games with simple rules may be interesting for young learners, since children do not always have technological devices.

At the same time, teenagers may be interested in mobile games such as minecraft, roblox. It is crucial to keep balance between learning and having fun. The games shouldn't be only for playing and

enjoying the process or overly academic, that are hard to understand. However, learning with pleasure is a possible solution.

It is better if the teacher explains the benefit and purpose of the game and how it is connected to the lesson, so students stay focused on the lesson, rather than playing. For example in bingo games students practice vocabulary and the objective may be word recognition and usage.

Teachers also can foster discussions after the game with questions like “What new words did you learn today?”, “What was the hardest or easiest part of the game?”, “Why do you want to play this game?”. Moreover, it is best to remember that there may be competitive spirit among students, which may lead to conflicts and a negative atmosphere in the classroom. Supportive and friendly atmosphere in the classroom is key to collaborative and successful education, where students feel safe, inspired and motivated.

There are different types of games that can be implemented in a Game-based learning approach:

Digital games can be used to create interactive and captivating tasks that boost natural interest and motivation in students. They include online platforms and apps designed for educational purposes, such as Kahoot, Quizizz, Bamboozle and Flippity.

By role-playing games students become involved in scenarios while performing certain roles. It is extremely beneficial for students to practice language using in real-world scenarios. In English classrooms, students can perform fairy tales or play as shop assistants and customers.

Classic card and board games are affordable and convenient types of games that can be implemented in Game-based learning. For instance, playing a vocabulary card game may involve matching words with their definitions or creating sentences according to the words in cards. Board games can be designed according to the topic and engage students in the lesson.

Kinesthetic games are really helpful with young learners that require more physical activity. They reinforce learning through movements, which make the learning process engaging and memorable. For example, in game Simon says students learn actions through performing commands. It makes learning interesting and engaging for learners.

After analyzing different types of games, I decided to choose role-playing games in my experimental part of my research for a number of reasons. Role-playing games create various scenarios where students can practice language and overcome barriers. It fosters engagement and encourages students to experiment which leads to successfully addressing the mistakes without fear. The fun and enjoyable atmosphere of role-playing games allows to create a stress-free environment that motivates students to learn with interest. Role-playing games foster communication skills, since students have to understand and respond to each other according to their certain roles. It encourages them to repeat phrases naturally during role-play scenarios fostering memorization. Role-plays foster collaboration and teamwork and interaction with peers, which leads to creation of a friendly and supportive atmosphere in the classroom. In comparison to digital games that require technological devices and the internet, role-play games are easily accessible and can be implemented in any type of classroom. By incorporating role-play, I aim to develop students’ speaking skills.

Even though there may be potential challenges in implementing role-play games in English classrooms, such as role confusion, expensive purchases, time consumption and negative content. They can be effectively regulated by proper preparation, planning, setting time limits, simplifying game design and clearly defining the objectives of role-play games.

Literature review

Game-based Learning is an approach in the form of interactive education that can support the development of children’s learning in a world where global technology is rapidly expanding and immersive learning is currently being emphasized [Aslan S. et al., 2022: P.5]. This approach mainly focuses on games to foster foreign language education. In Game-Based Learning the educational process is tailored into game format. It makes learning extremely engaging for students, who are

usually very bored and highly unmotivated to learn foreign language. Students can be easily distracted by different factors, which greatly slows down the educational process. Modern inventions have a profound impact on the lives of children in the twenty-first century, who are the most regular users of emerging digitized technologies [Dağal A.B. et al., 2022: PP.3-5].

This approach fosters natural interest in students and catches their attention no matter how old they are. Game-Based approach can be suitable for learners of all ages. It is important to choose games based on learner preferences and learning objectives to achieve more effective outcomes. Digital-age children want an active learning experience that is social, participatory, and supported by rich media [Mou T.Y. et al., 2021: P.12].

Games allow for differentiated learning processes through tailored them according to individual learning styles and preferences and pace of each student. The approach is aligned with the finding that children can examine and comprehend their surroundings by engaging in activities and games as a means of mastering certain learning goals [Zosh J.M. et al., 2018: PP.7-8].

Moreover, games provide a supportive, collaborative atmosphere which promotes teamwork, fostering social skills and cooperation. It reduces stress and anxiety and creates a friendly atmosphere in the classroom, which leads to establishing a very pivotal bond between peers and students and teacher. When anxiety is reduced in the classroom, students can freely communicate with each other, ask questions and benefit from the educational process. It helps the children to maintain their attention and motivation in a teaching and learning session by providing a fun and interactive experience [Taouil M. et al., 2018: P.6]. It was found that the gaming approach benefited the students' learning achievement and motivation [Hwang et al., 2017: P.5]. It has to be mentioned that instead of drilling the new information learnt during the lesson, learning through gamification is more effective and it can be a valuable tool for teachers of foreign language. Games create a fun and enjoyable learning environment, which greatly increases student participation. Moreover, games can promote active learning and critical thinking skills [Navarrete C.C., 2013: P.54].

One of the most important parts of using games during the lessons is that games can simulate real-world scenarios, allowing students to feel an authentic atmosphere. Smith, Drobisz, Park, Kim, and Smith in their study emphasize that language learners increase their vocabulary ability through game-based approaches [Smith G.G. et al., 2013: P.23].

Methods

I have conducted an experimental study to assess the speaking skills of 3rd grade students in the educational center “Origin” in Astana. I chose two groups as my experimental and control group:
1) Experimental group - 3rd grade (10 students).
2) Control group - 3rd grade (10 students).

To evaluate the speaking skills of students, tasks were prepared according to the level of students. Through this pre-evaluation experiment I aimed to compare levels of students with post-experiment results to check the effectiveness of role-playing games in developing speaking skills. First of all, I selected two groups as experimental and control groups. In experimental group lessons were conducted through implementing role-playing games, meanwhile the control group followed a regular curriculum.

To check the speaking level of students I created a task according to the level of students. The task was created through a random picker. Number of topics were written to a random picker spinner. Students were given a task to tell 5-7 sentences according to the chosen topic.

During the process of pre-evaluation experiment it was noted that most of the students’ struggle:
- with delivering spontaneous speech without preparation;
- with pronunciation of specific words;
- to speaking in front of their peers.

When analyzing the results and evaluating I paid attention to the following criteria:
1. Accurate use of grammar (10 points).
2. Correct pronunciation of words (10 points).
3. Relevant vocabulary (10 points).

According to the results students were divided into high, medium and low levels of speaking skills.
25-30 points - high.
15-25 points - medium.
0-15 points – low.

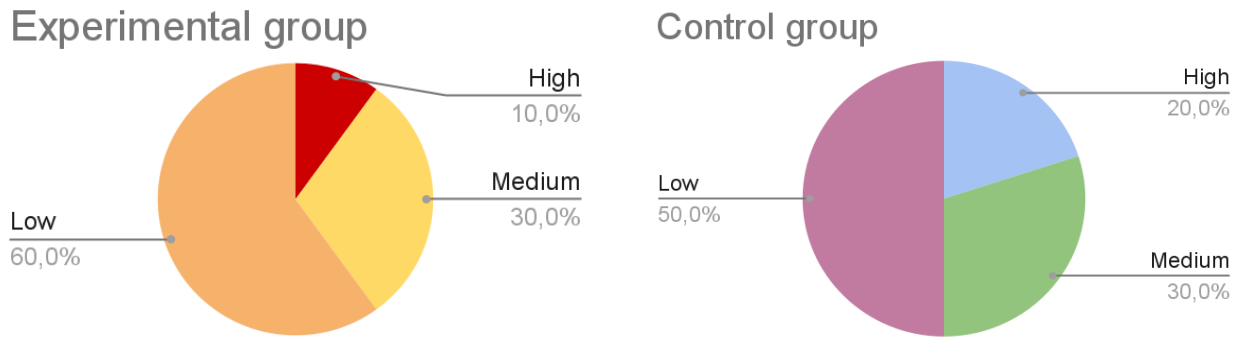
Results

The results of the pre-evaluation experiment are presented in tables in accordance with figures below (Table 1, Figure 1-2).

Table 1

Results of pre-evaluation experiment of experimental and control groups

Level of speaking skills	High	Medium	Low
Experimental Group	10%	30%	60%
Control Group	20%	30%	50%



Figures 1-2. Results of pre-evaluation experiment of experimental and control groups

As a result of evaluation of speaking skills of experimental and control group indicators of two groups differ slightly. In the experimental group 10% of students showed high results, meanwhile in the control group 20% of students showed high results. In both groups 30% of students showed moderate level of speaking. 60% of students in the experimental group struggled with answering and 50% of students in the control group showed low level of speaking skill.

In order to implement role-play games effectively learning objectives were created:
- to practice basic conversational skills, such as greetings, offering help, requests;
- to expand vocabulary within specific context, for example shopping, ordering food;
- improving pronunciation and listening in realistic scenarios.

Moreover, suitable scenarios, such as ordering food at a restaurant, buying groceries in a supermarket, and role-playing with toys were chosen. Scripts and materials were prepared for implementing role-play games.

The next stage of the experiment was implementing role-play games into the English classroom and to gather the data from students to prove the effectiveness of role-play games.

During the lesson we worked with:
- Materials for role-playing;
- Printed material.

While preparing tasks and exercises I focused on A1 level of English language. The chosen topics and materials allowed to work on developing the speaking skills.

The methodology of working with experimental group is described below:

I had four weeks of conducting experimental practice in the educational center “Twinkle stars” in Astana. Each lesson was devoted to a different topic of role-playing.

The lesson devoted to the topic of animals & fruits and vegetables is presented below. During this lesson students learned new words and phrases connected to the topic. For role-playing the script was prepared, where students had to choose a bear and any other two animals. The two animals had to offer fruits and vegetables to the bear.

The scheme of work:
1) The topic was introduced to students and carefully explained to students;
2) Students in pairs answered lead-in questions;
3) Students practiced phrases using new vocabulary;
4) Teacher explained the role-play scenario and gave a printed script to each student;
5) Students chose roles;
6) Teacher or volunteer student demonstrates the performance first;
7) Students are divided into small groups and perform role-plays;
8) Students got feedbacks;
9) Discussion was organised and students reflected on what they have learnt;

As a result of the conducted experiment, it was proven that the speaking skills of learners of the experimental group were higher than the speaking skills of learners of the control group. At the same time, both groups had improvements.

To confirm this statement the post-evaluation experiment mirroring assessment done in the pre-evaluation experiment was conducted. It let me compare initial and final results of experimental and control groups.

During the post-evaluative experiment it was easier for students to do the task. They became less anxious and stressed while answering, which proved their improvements.

As a result of conducted study, it was found out that students:
- improved their communication skills, students became confident in speaking, improved clarity of expression and active listening skills;
- became better at collaborative teamwork;
- learned to think creatively while acting out the scenarios and use their imagination to contribute to the performance.

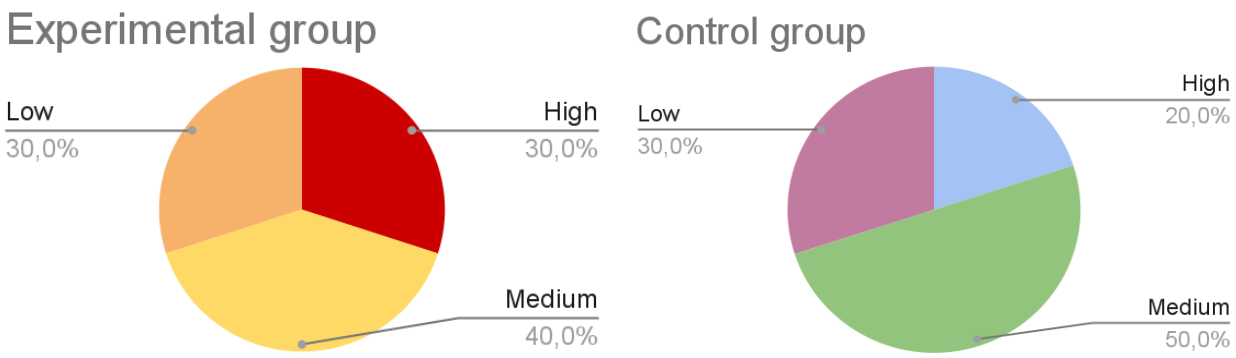
The results of post-evaluation experiment of experimental and control groups are depicted in Tables 2 and Figures 3-4.

Table 2

Results of post-evaluation of speaking skills of experimental and control groups

Level of speaking skills	High	Medium	Low
Experimental Group	30%	40%	30%
Control Group	20%	50%	30%

As a result of evaluation of speaking skills of experimental and control group indicators of two groups showed different results. In the experimental group 30% of students showed high results, meanwhile in the control group as in the pre-evaluation experiment 20% of students showed high results. In the experimental group 40% of students showed a moderate level of speaking. At the same time in the control group 50% of students demonstrated a satisfactory level of speaking skills. 30% of students in the experimental group struggled with answering and the same percentage was shown in the control group.



Figures 3-4. Results of post-evaluation experiment of control group

It was found out that implementation of role-play was extremely beneficial for learners of the experimental group, making the lesson fun, interesting and engaging students into the learning process. Considering these results, educators can integrate role-play in English language classrooms to promote speaking skills.

Discussion

Recommendations for educators in implementing role-play games in English language classrooms:
- ensure that role-play activities align with learning objectives and participants understood well the purpose of the activity;
- the scenarios of role-play are relevant and were chosen according to the learning preferences of students;
- make sure that students step out of their comfort zone, exploring new perspectives;
- give clear instructions and rules, minimizing anxiety and stress;
- show the performance first or ask volunteer student to perform as an example;
- prepare supporting materials like scripts and objects;
- create supportive, non-judgemental and friendly environment, where students will not be afraid to make mistakes;
- encourage creativity and improvisation;
- act as facilitator;
- start with simple activities to familiarize students with role-playing and build confidence;
- evaluate and gather feedback of students for continuous improvement.

Implementing role-play games in English language classrooms may have some challenges but teachers can avoid them with better planning and following certain strategies. The role-play games designed to improve speaking skills of A1 level students were proven to be effective.

Conclusion

In conclusion, the study highlights the effectiveness of role-play games as a Game-based approach in developing speaking skills of English language learners. By focusing on a learner-centered approach, the research emphasized the importance of reducing the anxiety and fostering motivation and interest of students in learning language and creating a supportive and friendly atmosphere.

Firstly, I explored deeply the concept of Game-based learning approach and its significance in learning language, especially developing speaking skills.

Secondly, I analyzed the different types of games that can be implemented as a Game-based approach with a keen focus on role-play games. I studied closely the advantages of role-play games.

Then, I implemented role-play games in an English language classroom to prove the effectiveness of Game-based learning approaches in developing speaking skills. Through careful planning and examination, a series of interactive lessons were created.

Finally, the practical recommendation for language teachers was developed.

The implementation of role-play games helped to boost interest and motivation of learners which led to development of academic performance of learners.

As a result, the research question "How does the implementation of role-play games impact the speaking skills of English language learners?" was successfully addressed and the effectiveness of the Game-based learning approach was proved.

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Жас білім алушыларға арналған ойынға негізделген оқытуды енгізу

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Аңдатпа
Бұл зерттеу ағылшын тілін үйренушілердің сөйлеу дағдыларын жақсарту үшін ойынға негізделген оқыту ретінде рөлдік ойындарды енгізудің рөлін зерттеді. Ойын арқылы оқыту – оқушылардың тілдік дағдыларын арттыру үшін білім беру әдістемелерін интерактивті оқытумен біріктіретін тәсіл. Сонымен қатар, зерттеу рөлдік ойындардың студенттердің қарым-қатынас жасауға дайындығына жақсы әсерін көрсетеді, өйткені олар қателесуден қорықпай диалогқа белсенді қатысады. Оқушылардан алынған сапалы деректер ойын арқылы оқыту шығармашылықты, сыни ойлауды, ынтымақтастықты дамытады және мотивация береді, оқу процессін қызықты және тиімді етеді. Квазиэкспериментік зерттеу нәтижесінде эксперименттік топта бақылау тобымен салыстырғанда айтарлықтай жақсартулар бар екені анықталды. Зерттеу рөлдік ойындардың тиімділігін атап көрсетеді.
Түйін сөздер: Ойын арқылы оқыту, рөлдік ойын, сөйлеу дағдылары, ағылшын тілін үйрену, эксперименталды зерттеу.

Внедрение игрового обучения для младших обучающихся

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Аннотация
В этом исследовании изучалась роль внедрения ролевых игр в качестве игрового обучения для улучшения разговорных навыков изучающих английский язык. Игровое обучение — это подход, который сочетает образовательные методики с интерактивным обучением для улучшения языковых навыков учащихся. Кроме того, исследование подчеркивает положительное влияние ролевых игр на готовность учащихся общаться, поскольку они активно участвуют в общении, не боясь совершить ошибку. Качественные данные, полученные от учащихся, свидетельствуют о том, что игровое обучение способствует развитию креативности, критического мышления, сотрудничества, мотивации, делая процесс обучения приятным и эффективным. В результате квазиэкспериментального исследования было выявлено, что экспериментальная группа продемонстрировала значительные улучшения по сравнению с контрольной группой. Исследование подчеркивает эффективность ролевых игр.
Ключевые слова: игровое обучение, ролевая игра, разговорные навыки, изучение английского языка, экспериментальное исследование.

Поступила в редакцию: 26.02.2025
Одобрена: 29.03.2025
Первая публикация на сайте: 25.09.2025

МРНТИ 15.41.39 https://doi.org/10.65247/3105-3432-2026-1.08

ИНКЛЮЗИВТІ ОТБАСЫНДАҒЫ ҚАРЫМ-ҚАТЫНАСТАРДЫҢ ЕРЕКШЕЛІКТЕРІ

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Аңдатпа
Бұл мақалада инклюзивті отбасындағы қарым-қатынастар мәселелері, ерекше қажеттілігі бар бала тәрбиелеп отырған отбасыларда болатын түрлі күйзеліс факторлары, мүмкіндігі шектеулі балалардың өз бауырларына әсер ету аспектілері зерттеліп, қарастырылды. Инклюзивті отбасыда ерекше баланың тәрбиеленуі, осы отбасы мүшелерінің қарым қатынасына, олардың қоғамдағы рөліне, жалпы өмір сүру сапасына қалай әсер ететінін зерттеу үшін мүмкіндігі шектеулі бала тәрбиелеп отырған екі отбасымен зерттеу жүргізілді. Зерттеу мақсатына сәйкес ғылыми мақалаларға талдау жасалды, зерттеу объектісін бақылау, әңгімелесу, сұхбаттасу, талдау, кейс стади әдісін пайдалана отырып сапалық нәтижелерді сараптау, В.Ткачеваның мүмкіндігі шектеулі бала тәрбиелеуші ата-аналар типологиясында берілген психологиялық портреттер арқылы инклюзивті отбасындағы ата-аналардың типтері анықталды. С.Д.Забрамняя бағдарламасының бейімделген нұсқасын пайдалана отырып, ерекше қажеттілігі бар балаларға диагностикалық зерттеу жүргізілді. Бұл әдіс арқылы бала туралы жалпы мәліметтер, даму тарихы, отбасы, физикалық жағдайы, танымдық іс-әрекеттің ерекшеліктері туралы ақпараттар жинақталып, «Алия және оның отбасы» және «Марат және оның отбасы» жайында кейстер құрастырылды. Ата-аналармен әңгімелесу, сұхбаттасуға негізделіп К.Эттин және Э.Хартман *әдістемесі* бойынша балаларға жеке *«Экокарта»* толтырылды. Бұл әдістеме нәтижесінде бала мен отбасының әлеуметтік ортада болатын байланыстары туралы ақпараттар графикалық бейнелеу ретінде беріліп, талданды. Отбасы мүшелерінің ішкі эмоцианалды күйлерін тұрақтандырып, жағымды қарым-қатынастарын қалыптастырудың жолдары ұсынылды.
Түйін сөздер: инклюзивті отбасы, отбасындағы қарым-қатынас, ерекше қажеттілігі бар бала, мүмкіндігі шектеулі бала, инклюзивті отбасындағы бала тәрбиесі.

Кіріспе

Соңғы жылдары инклюзивті қоғам, инклюзивті отбасы мәселелері педагогика және психология саласындағы зерттеулерде кеңінен қарастырылуда. Инклюзивті отбасы – ерекше қажеттілігі бар мүшелері бар немесе отбасында ерекше баланың дені сау бауырларымен бірге