

THE ROLE OF GAME ACTIVITY IN TEACHING FOREIGN LANGUAGES AT THE UNIVERSITY

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Abstract: in this article, we examined the role played by the use of games in the process of teaching foreign languages in higher educational institutions. The definitions of the concept of «game» of different methodologists are given. The article describes various types and forms of games used in English lessons at the university, identifies goals, functions, lists the factors influencing the conduct of the game, and highlights methodological aspects. It is noted that the game is an integral part in the process of learning a foreign language.

Keywords: games, communication, motivation, foreign language learning.

РОЛЬ ИГРОВОЙ ДЕЯТЕЛЬНОСТИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ В ВУЗЕ

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Аннотация: в данной статье мы рассмотрели роль использования игр в процессе обучения иностранным языкам в высших учебных заведениях. Даны определения понятия «игра» разных методологов. В статье описаны различные виды и формы игр, используемых на уроках английского языка в вузе, определены цели, функции, перечислены факторы, влияющие на проведение игры, выделены методические аспекты. Отмечается, что игра является неотъемлемой частью процесса изучения иностранного языка.

Ключевые слова: игры, общение, мотивация, изучение иностранного языка.

The problem of finding effective methods and techniques for teaching to communicate in a foreign language is relevant to this day. The effective personal development of students is possible if the learning activity has an emotional connotation. It is generally accepted that the motivation for learning and the creation of interest in the student are of great importance in the organization of the educational process.

Thus, the most powerful motivating factors in the process under consideration are teaching methods that satisfy the needs of students in the variety of exercises they perform and the novelty of the material being studied. The use of various non-standard techniques contributes to the consolidation of linguistic phenomena in short-term and long-term memory, the creation of more stable visual and auditory images, the formation of new neural connections, as well as maintaining the interest and activity of students.

The urgency of this problem is caused by the following factors. First, the in-depth learning process sets itself the task of finding means of maintaining students' interest in the subject being studied and involvement throughout the lesson. Educational games are an effective means of solving this problem.

Secondly, one of the most important problems of teaching English is the teaching of speaking. Speaking is an integral part in the process of learning a foreign language. Its main goal is to create conditions for the disclosure of the communicative function of the language and bring the learning process closer to real conditions, which increases the motivation to learn a foreign language. If the conditions for the speaking process are uncomfortable or unfavorable, then the student has difficulties. The involvement of students in oral communication is greatly helped by gaming activities. That is why an increasing number of teachers prefer the so-called active teaching methods, the main of which is the game [1].

There are many definitions of a game. By definition, M.F. Stronin, «play is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved» [1].

According to M.Yu. Kurbatova, «the game fits easily into the lesson and gives students pleasure. Games for children at primary school age are very important» [2]. V.A. Sukhomlinsky said: «Without play, there is not and

cannot be full-fledged mental development. The game is a huge bright window through which a life-giving stream of ideas and concepts flows into the spiritual world of the child. The game is a spark that ignites the flame of inquisitiveness and curiosity» [3]. This statement is true for students as well.

Therefore, the game teaching method is an interesting and effective method in organizing learning activities at any level of language learning.

E.I. Passov identifies the following goals for using the game in the course of the educational process:

- formation of skills;
- development of speech skills;
- ability to communicate;
- development of the necessary abilities and mental functions;
- memorization of speech material [4].

It is worth noting that the gameplay has a number of functions:

- training - creates the possibility of repeating the learned material in situations close to real conditions. So, the student will be able to learn to express his thoughts in a foreign language, and, more importantly, will not be afraid to use the acquired knowledge in the future - in the present conditions;

- motivational, emotional - helps to arouse the student's desire and interest in learning a foreign language. The student will attend foreign language classes with pleasure, quickly join the educational process, which will speed up the assimilation of the material;

- educational - if the game is well thought out, then the student can develop and strengthen a sense of responsibility, flexibility, independence and the ability to work in a team.

The use of games in foreign language lessons helps the teacher to reveal more deeply the personal potential of each student, his positive qualities (hard work, activity, ability to work in cooperation, initiative, independence, etc.), maintain and strengthen learning motivation. In addition, thanks to the game, lexical and grammatical material is activated, pronunciation is perfectly worked out, and skills and abilities of listening and speaking are developed. This method helps, among other things, to improve the creative and thinking abilities of the student. «All this is due to the fact that the gameplay involves making a decision: how to act, what and how to answer, how to win. The feeling of equality and the atmosphere involving the process enable the children to overcome shyness, stiffness and remove the language barrier» [5].

Games, in turn, are different, perform different functions and have their own directions. M. F. Stronin divides games into the following categories:

- «lexical - games that contribute to the memorization of new words, their high-quality memorization and use in situations close to real conditions;

- grammar - games that help the student to better learn speech patterns and use them correctly;

- phonetic - games that contribute to the formation of pronunciation skills and the development of intonation. Over time, phonetic games are held at the level of words, sentences, rhymes, tongue twisters, poems, songs;

- Spelling games for mastering the correct spelling of words in English;

- creative games develop speech skills and abilities. In this case, bright and colored materials, cards, toys, figurines, posters, pictures, and so on are good helpers. They train the student's imagination, create a love for creativity and help better assimilation of information» [1].

From the point of view of psychology, vocabulary games are the best way to present and master vocabulary for elementary school students. «With the help of lexical games, two problems can be solved:

- arouse in students the need for new words;

- to give them these words in a form convenient for use» [1].

Grammar games, in turn, are an effective way of working in the formation of grammatical skills. The ability to play is expressed in the fact that students easily accept an imaginary situation. This allows you to use story games of fairy-tale content in the classroom for the effective introduction, consolidation and activation of grammatical material.

Each of these categories plays an important role in the process of teaching English. It is best to use them in combination, alternating them with each other. Thus, such a mechanism will contribute to more effective memorization, repetition, consolidation and assimilation of information. The fascinating side of the game process, in turn, will give emotional coloring, fascination, which will lead to an increase in motivation to learn a foreign language and the activation of the student's mental processes. Thanks to all this, the acquired material will remain in the memory of the student for a long time [6].

Another category that is relevant today is the role-playing game, which is becoming more popular among foreign language teachers, as it has great learning opportunities.

1. «Role-playing can be regarded as the most accurate model of communication. After all, it presupposes the imitation of reality in its most essential features.

2. Role play involves strengthening personal involvement in everything that happens. The student enters the situation, although not through his «I am», but through the «I am» of the corresponding role.

3. Role play promotes the formation of educational cooperation and partnership.

4. Role play has educational value» [7, 8].

Thus, the game gives educational communication a communicative orientation, strengthens interest in learning a foreign language and significantly improves the quality of mastering it.

There are many factors that influence the game with students, which should be taken into account: the atmosphere, the right time, the rules of the game itself, the required number of participants, the necessary knowledge base, and so on. Therefore, it is important to highlight the methodological aspects of the games [9]:

- a preparatory stage should be carried out (make sure that the students have the necessary knowledge base (vocabulary and grammar) and skills for this game);
- the game must be age-appropriate and understandable;
- the teacher himself, first of all, must believe in the effectiveness and usefulness of the game;
- the game should be productive and cause a desire to complete the task by the student as best as possible;
- the teacher must make sure that the game is accepted by the whole group positively;
- its holding should be in a creative and favorable atmosphere;
- in the game it is desirable to use visibility and, if necessary, gestures and emotions to bring fascination to the process.

In conclusion, it should be noted that the game is an integral part in the process of learning a foreign language. It helps to unobtrusively and excitingly present information to students, to make the educational process more exciting, to deeply interest students in this subject. The presence of a language barrier among students is sometimes a real problem. Playing with its ease and friendly atmosphere helps to remove them and allows the student not to get upset because of mistakes, gives a greater sense of confidence and freedom.

The game makes it possible to facilitate the learning process for both the teacher and students, without giving them an image that English is boring and uninteresting, but, on the contrary, it helps to involve, motivates, develops, educates, inspires and opens up new opportunities.

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