

GAMING TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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ИГРОВЫЕ ТЕХНОЛОГИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Abstract. The aim of the work is to analyze the role of gaming technologies to improve the effectiveness of teaching a foreign language.

The relevance of this work is determined by the fact that the issue of improving the technology of teaching a foreign language is extremely important, and the problem of gaming technologies requires in-depth study for the practical application of this method in the school environment.

The scientific novelty of this study lies in the question of the possibility of using gaming technologies in teaching a foreign language, taking into account the various characteristics of students.

Keywords: game, game technology, textbook, student, teacher, English, social role.

This study is devoted to a detailed consideration of the classification of various gaming technologies in terms of areas of scientific knowledge. The paper compares the gaming technologies used in the classroom according to the EMC "Enjoy English. Grade 3, edited by M.Z. Biboletova and "English language. Grade 3" edited by V.P. Kuzovlev.

Currently, the game is studied as a complex socio-cultural phenomenon of many sciences: psychology, philosophy, cultural studies, sociology, pedagogy, pedagogy and education. Children's play is a historical activity in which children reproduce the actions of adults and the relationship between them in a special conditional form.

In philosophy, "game" is defined as a special type of activity that has no practical use and gives a person the opportunity to realize himself outside of his real social role [1, p. 159]. Sociology interprets the game as a type of activity in a conditional reality, their implementation often requires mental work, as well as special abilities [2, p. 320].

Play in pedagogy is a process in which a child imitates adults, studies their attitude and learns to play certain roles [3, p. 239]. Role-playing games are language skills that allow you to achieve

maximum communication communicative goals with maximum strength and flexibility in the use of language material. Such a game most accurately restores the situation and atmosphere of communication. The participants are assigned a certain character, they are in certain relationships, which implies a different linguistic reaction, including an emotional one. Children must express joy or sorrow, enthusiasm or resentment, and they must find means to express their feelings. The game gives children the opportunity to communicate with each other and with the teacher, creates conditions for equality in speech partnership and destroys the traditional barrier between teacher and student. The game allows shy students to speak and thus overcome the barrier of insecurity [4, p. 19]. Let us consider examples of games presented in the analyzed teaching materials. Let's play Word train. The game involves increasing and improving the vocabulary of a younger student and consists in the fact that students need to make as many correct sentences as possible in English using new words or constructions. Words are written in advance on cards and distributed to children. Students must make correct sentences.

roleplay. The game involves a conversation with a foreign friend about the countries and cities in which the interlocutors live. Let's play "My region". The class is divided into two groups. The task of each of them is to tell as much as possible about their region in English, using the studied lexical and grammatical material. Let's play number games. The essence of the game is as follows: the class is divided into two teams. There are numbers written on the board. The first student from each team is given a piece of chalk (marker). The teacher calls a number. The point is won by the team whose participant found and crossed out this number faster. Let's play Alphabet Race. The essence of the game is that each student could name as many words as possible for a given letter of the alphabet. The task can be complicated: the words must belong to the same thematic group. Let's play Bingo. This is a couples game. A field with many pictures is placed in front of the student. Compiling a sentence with the pictured word, the student covers this picture with a chip. The goal is to fill in a horizontal or vertical row of pictures. Assignments are usually on a lexical or grammatical topic. The partner controls the game, and if he notices an error in the sentence, he does not allow him to put a chip.

Let's play "Sweet clean house". Students are divided into groups of 3-4 people. Each player rolls a die and moves the specified number of spaces. There can be a picture and a word on the cage. The student must make a sentence using the picture and the word.

Let's play Snowball. Students come up with sentences on a specific topic, repeating the sentences that the previous students said. In addition to the above games, the textbook offers a large number of role-playing games in which various situations are played out, students are invited to solve crossword puzzles, participate in quizzes, guess riddles and rebuses. It should be noted that there are many illustrations in the textbook that allow children to understand the meaning of the task. However, most of these games are not provided with a description of the rules. Nevertheless, this moment cannot be called a disadvantage, since methodological recommendations for most games are given in the teacher's book. In addition, some games are extremely popular not only in English lessons, but also in other lessons, so such games do not need a detailed description.

Thus, the undoubted advantage of the textbook is that most of the tasks are given in English. Among the shortcomings of the textbook, it should be noted the need to use all the components of the teaching materials at each lesson: the textbook, the workbook, and the book for reading. This is evidenced by the alternation of the proposed exercises. But, in our opinion, this is not very effective, because due to the constant change in the source of information, students fail to concentrate on a specific goal and achieve it, perhaps even at the level of understanding. It is obvious that the textbook does not contain game tasks equipped with certain rules. However, we note that the wording of the task for the game is quite transparent, it describes the roles and necessary actions of students. It should be emphasized that there is currently a debate among teachers and methodologists about how often it is worth playing in foreign language lessons (there is a huge variety of didactic games, and their number is constantly increasing). A number of educators argue that games are, for the most part, only an entertaining moment in the classroom, which contributes to the emotional release of students and, only to a small extent, the learning function. However, it seems that the game is an integral part of the language teaching process, contributing to the development of the creative potential of both the teacher and students.

So, games, in our opinion, should be an integral part of any foreign language lesson at school, since

they not only have entertaining and educational potential, but are also an important motivating factor for students to learn a foreign language. We assume that by using games as often as possible in the classroom, the teacher will stimulate students' interest in the language, help them overcome language barriers and demonstrate the need to speak a foreign language, thereby strengthening and developing students' knowledge and skills in the game. All this is impossible without taking into account the age characteristics of students and the stage of learning a foreign language, since taking into account this psychological factor makes the use of games in the classroom as effective as possible.

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