

## **THE ROLE OF GAMES IN TEACHING FOREIGN LANGUAGES**

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**Abstract.** This article reveals the role of using games in the process of teaching foreign languages at school. It also provides definitions for the concept of “game” by different methodologists. The article describes the various types and forms of games used in English lessons at school, identifies the 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 of the process of learning a foreign language at the initial stage.

**Key words:** games, motivation, communication, learning a foreign language.

The problem of finding effective methods and techniques for learning to communicate in a foreign language is still relevant today. Effective personal development of students is possible if learning activities have an emotional overtone. It is generally accepted that learning motivation and creating student interest are of great importance when organizing the educational process. Thus, the most powerful motivating factors in the process under consideration are teaching methods that satisfy students’ needs for the variety of exercises they perform and the novelty of the material being studied. The use of various non-standard techniques helps to consolidate linguistic phenomena in short-term and long-term memory, create more durable visual and auditory images, form new neural connections, as well as maintain the interest and activity of students [5, 35]. The relevance of this problem is caused by the following factors. First, advanced learning seeks to find ways to keep students interested in the subject matter and engaged throughout the lesson. An effective means of solving this

problem are educational games. Secondly, one of the most important problems in teaching English is teaching speaking. Speaking is an integral part of the process of learning a foreign language. Its main goal is to create conditions for revealing the communicative function of language and bringing the learning process closer to real conditions, which increases motivation to learn a foreign language. If the conditions for the speaking process are uncomfortable or unfavorable, then the student will have difficulties. Gaming activities are a great way to engage students in oral communication. That is why an increasing number of teachers prefer so-called active learning methods, the main one of which is play [2, 7]. There are many definitions of game. According to the definition of M.F. Stronin, "a game is a type of activity in situations aimed at recreating and assimilating social experience in which self-control of behavior is formed and improved." According to M. Yu. Kurbatova, "the game easily fits into the lesson and gives students pleasure. Games for children of primary school age are very important." V. A. Sukhomlinsky said: "Without play there is and cannot be full-fledged mental development. A game is a huge bright window through which a life-giving stream of ideas and concepts flows into the child's spiritual world. A game is a spark that ignites the flame of inquisitiveness and curiosity" [4, 178].

Consequently, the gaming method of teaching is an interesting and effective method in organizing educational activities at the first stage of language teaching.

E. I. Passov identifies the following goals for using the game during the educational process:

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

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

➤ **educational** – creates the opportunity to repeat the learned material in situations close to real conditions. Thus, the child 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 in the child a desire and interest in learning a foreign language. The child will attend foreign language lessons with pleasure, quickly become involved in the educational process, which will speed up the learning 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 better reveal 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 practiced, and listening and speaking skills are also developed. This method helps, among other things, to improve the student's creative and thinking abilities. "All this is due to the fact that the gameplay involves making decisions: what to do, what and how to respond, how to win. A sense of equality and an atmosphere that involves them in the process enable children to overcome shyness, constraint and remove the language barrier" [1, 657].

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;
- grammatical - games that help the child better master speech patterns and use them correctly;

•phonetic – games that help develop pronunciation skills and practice intonation. Over time, phonetic games are carried out 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 child's imagination, create a love of creativity and help better mastery of information.

From a psychological point of view, vocabulary games are the best way to introduce and learn vocabulary for children in primary school. "With the help of lexical games, you can solve two problems:

- arouse in students the need for new words;

- give them these words in a form convenient for use" [1, 655].

Grammar games, in turn, are an effective method 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-based games with fairy-tale content in lessons to effectively introduce, consolidate and activate 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 exciting side of the game process, in turn, will add emotional coloring and fascination, which will entail increased motivation to learn a foreign language and activation of the child's mental processes. Thanks to all this, the acquired material will remain in the student's memory for a long time.

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

1. Role play can be regarded as the most accurate model of communication.

After all, it involves imitation of reality in its most essential features.

2. Role-playing involves strengthening personal involvement in everything that happens. The student enters the situation, although not through his “I”, but through the “I” of the corresponding role.

3. Role play promotes learning collaboration and partnership.

4. Role-playing has educational value [3, 66].

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

Playing a game with students is influenced by many factors that should be taken into account: the atmosphere, the right time, the rules of the game itself, the required number of participants, age appropriateness, the necessary knowledge base, and so on. Therefore, it is important to highlight the methodological aspects of the games:

- ✓ a preparatory stage must be carried out (make sure that children have the necessary knowledge base (vocabulary and grammar) and skills for this game);
- ✓ the game must be age appropriate and understandable;
- ✓ the teacher himself must, first of all, believe in the effectiveness and usefulness of the game;
- ✓ the game should be productive and evoke a desire for the student to complete the task as best as possible;
- ✓ the teacher must make sure that the game is received positively by the entire group;
- ✓ it should be carried out in a creative and favorable atmosphere;
- ✓ in the game it is advisable to use clarity and, if necessary, gestures and emotions to make the process more exciting.

In conclusion, it is worth noting that games are an integral part of the process of learning a foreign language at the initial stage. It helps to unobtrusively and engagingly present information to students, make the educational process more exciting, and deeply interest students in this subject, especially in the first years of education. The presence

of a language barrier among students is sometimes a real problem. The game, with its ease and friendly atmosphere, helps to remove them and allows the child not to be 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 the students, without giving them the image that English is boring and uninteresting, but, on the contrary, helps to engage, motivate, develop, educate, inspire and open up new opportunities.

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