

# PEDAGOGICAL SCIENCES

## GAME TECHNOLOGIES OF FOREIGN LANGUAGE LEARNING

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**Introductions.** Today the problem of introduction of innovative forms and methods of organization of educational process within the limits of traditional teaching should be solved through introduction in education of the person-oriented approach not only in study, but also in upbringing.

The formation of a socially active personality requires the use of non-standard forms of pedagogical interaction. One of such forms is the game as a means of developing the creative potential of the future specialist. The game method of teaching involves determining the purpose aimed at mastering the content of education, the choice of the type of educational and cognitive activities and the form of interaction between teacher and students. [1]

**Aim.** The aim of this article is to cover the forms and methods of game technologies in foreign language classes; how to use games to learn lexical items, practice grammatical structures and develop oral speech. The most important task of a foreign language teacher is to teach a student to speak a foreign language. This article discusses how to make this task easier and more interesting.

**Materials and methods.** The article is based on the material of psychologists Andreeva G.M. and Wegner L.A., who noted that learning is necessary from the point of view of psychology, because only with the help of an individual approach to students can form certain knowledge, skills and abilities. After all, the priority in the work of a teacher is knowledge of the psychology of certain age categories of

students, which determines their successful assimilation of certain educational material.

The article considers the methods of stimulation and motivation of educational and cognitive activities, namely the method of game technologies, interactive learning technologies and the person-oriented approach, through which critical and abstract thinking is more actively developed, contribute to the assimilation of educational material based on generalizations.

Game is a kind of activity in the conditions of the situations directed on reproduction and assimilation of social experience in which self-government by behavior develops and improves. [2]

With the help of the game, develops an interest in a foreign language and the first encounter with the language world of another country takes place. With the help of the game it is easier to focus students' attention, to involve them in active work. This is due to the psychological characteristics of their body. The game provides an opportunity to make the process of repetition of vocabulary and grammatical constructions exciting for the students. The use of educational games provides an opportunity to think actively, to expand creative abilities while doing some tasks. The use of games as a means of teaching oral speech allows the teacher to formulate such speech tasks, which have a motive and purpose of speech action and which dictate the use of the necessary patterns of communication. [3]

The game can be used at different stages of the lesson. Most often I use the game at the consolidation stage and during the knowledge test. The game, which is used during the knowledge test, allows you to be more creative in assessing them, as well as to involve all the students in the group. Sometimes the game can be the background to build the whole lesson. [4]

For example, to master the vocabulary on the topic of "Food", I use the game "Crazy Scientists". Regardless of the number of people, students work individually or in pairs. Each participant chooses a card with the image of an animal, and the other - with food. Their main task is to help the animal avoid extinction by crossing them with different foods and get a new species - **foodimal**. Students need to draw this

new species and think of a name for it (for example: pizza + owl = pizzowl). Then they have to present their animal and tell what it eats, what its enemies are and how it is adapted to survive on our planet.

Also an interesting game is the game "Who am I?" in which students master the vocabulary on any topics, as well as work out general questions. For example, I took the topic "Work and Professions". I give everyone a piece of paper on which they write a profession, without showing their groupmates. Then, they sit in a circle and I glue a piece of paper to their foreheads. Everyone has to guess who he\she is by asking questions.

The best application for the development of dialogic speech is the game "Oscar is awarded to...", where students are transformed into famous actors, investing all their emotions and feelings. Before the lesson I prepare the dialogues on various topics, as well as cards with emotions. I give each couple a card with a dialogue, which they first get acquainted with. Then everyone receives a card with an emotion that will not always coincide with what is happening in the dialogue. The student's task is to dramatize the dialogue, using the emotion he\she got. Before the dramatization, they need to think of the characters in which they are transformed. Other students try to guess the movie and the characters as well as the emotions that were conveyed by each couple. And of course the most expressive couple deserves an Oscar and the applause of the audience.

The game "Mr. X" is perfect for revising the vocabulary related to clothes, appearance and body parts. I divide the group into two subgroups. I hand out a blank piece of paper to each subgroup. The purpose of this exercise is to draw a person together. The student begins to draw a person (we start drawing from the head, then the neck, body, etc.). Everyone draws only one part of the body. After each stage, students fold the sheet so as to hide the part of the body that they drew and pass it to another one. Thus, the student contributes something of his\her own without seeing the general picture. Of course, some accessories will be a great addition, as well as memorable features (mustache, scar, glasses, tattoos, etc.). After the final exchange, students unfold their sheets and look at the final result. This game is great for both

low-level and high-level students. For low-level students, the task is to describe the appearance and clothing of the person in the picture they got, and for high-level students - using their imagination, to tell personal information about Mr. X (name, occupation, marital status, place of residence, hobbies), and also interesting facts from his life.

**Results and discussion.** With the help of these teaching methods it is possible to really form and consolidate in students certain knowledge and skills, because the most important thing in learning is the formation of motivation, where a successful stage is to achieve certain results in learning the material. The most difficult stage in learning a foreign language is the structuralist approach, when it was not mastered in the early stages of language learning. And structuralism asserts the idea that all of the parts to learning English are intertwined and because they are all interrelated, they don't have the same meaning when in isolation. It includes a focus on 4 main skills:

- Understanding the grammatical structure;
- Speaking properly, according to the rules of proper grammar and mechanics, using proper sentence structure;
- Reading properly, according the rules of comprehension;
- Writing properly according to the rules of proper grammar and mechanics, using proper sentence structure.

Therefore, in order to obtain some progress in the structuralist approach, it is possible to use the methods of stimulation and motivation of educational and cognitive activities.

**Conclusions.** So using these game technologies in foreign language classes, students can be interested in learning the language, thereby mastering or revising vocabulary, working out grammatical structures and developing dialogic speech. For example, using role-playing games, students, getting used to the role, go through realistic life situations, which in turn allows them to use a foreign language at the appropriate level.

## References

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