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## **МЕТОДОЛОГИЧЕСКИЕ ПРИНЦИПЫ ИСПОЛЬЗОВАНИЯ ИГР НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

В статье авторы рассматривают основные понятия игр в учебном процессе, их функции на занятиях по английскому языку. Авторы подробно представили современные требования к использованию игр в процессе обучения иностранным языкам на примере обучения английскому языку.

***Ключевые слова:*** импровизация, творчество, коммуникативная деятельность, клише, обучающая игра.

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## **THE METHODOLOGICAL PECULIARITIES OF GAMES' USAGE AT THE ENGLISH LESSONS**

The authors of this article review the basic concepts of games in the teaching process, their function at the lessons of English. The authors presented the current requirements for the use of games in teaching foreign languages in details, for example English language teaching.

***Keywords:*** improvisation, creativity, the activity of communication, clichés, educational game.

English is the means of international communication. The different spheres of activity are pierced by international cooperation, based on the knowledge of English. The information age is filled with lots of easily accessible information. Because of this, the level of motivation to learn new knowledge is reduced. The English language teachers' task is to increase students' motivation to learn new knowledge.

The main feature of any foreign language as a subject is that academic work involves a foreign language speech activity, i.e. the activity of communication, in which process language skills are formed, in addition to the knowledge.

Cognitive motives of students included in the learning activity, give this activity personal meaning. The source of the cognitive motive is a conscious cognitive need of the students. The real needs of learners of a foreign language connected with the desire to communicate in this language, to express their opinion, to use the language orally and in writing, to know it. The latter leads to the need of thoughtful selection of the tools and techniques of teaching foreign language speech activity to maintain motivation. In this regard, the use of gaming techniques in teaching foreign language communication is becoming very important.

The attraction of games as a teaching technique is an effective tool for management training activities (activities on the mastery of foreign language communication), which activate mental activity of students, allowing to make educational process fun and interesting.

Puchkova U.A. in her book «Games at the English lessons» provides the following definition of it: «Game – is an objectively spontaneous process, the seeming chaos, giving the child the opportunity to see the traditions of the behavior of the people around him» [1].

The most acceptable is the definition given by Konyshova A.V., who called the educational game as the educational process that contains the teaching (problem, problem situation), the solution of which will ensure the achievement of specific teaching objectives [2, p. 19].

The game is a powerful stimulus to foreign language mastering and effective technique in the arsenal of the foreign language teacher. The use of games and the ability to create speech situations provoke students' readiness, desire to play and socialize.

We can conclude that the game has no single precise definition. Different scientists differently define it. But it is obvious that any game involves a definite purpose, the knowledge of the rules, and there is an element of fun.

Educational game is specially organized task requiring the exertion of emotional and mental strength. The positive fact is that the student speaks a foreign language and, consequently, this method has great teaching opportunities. Game is fun for the students.

Game in the classroom contributes to the implementation of important teaching tasks:

- the creation of the psychological readiness of students for speech communication;
- do natural need for students' frequent repetition of linguistic material;
- training students in choosing the right speech option.

Everyone is equal in the game. It is feasible for almost every student, even those who doesn't have strong enough knowledge in the language. Moreover, the student weak in language training can become the first in the game: resourcefulness and ingenuity are more important than knowledge in the subject. The sense of equality, the atmosphere of enthusiasm and joy, a sense of affordability of tasks - all this allows the student to overcome the shyness that prevent t to use in their speech words of a foreign language fluently, reduces the fears of bugs, and has a beneficial effect on teaching outcomes. The game is all «for fun», it is possible to hide behind the mask of someone else, i.e. to absolve themselves of responsibility for the mistakes and to present the situation in light of the fact that «I'm a different person, and the hero, which I represent». In this case, psychological stress is less during communicating. Language material is assimilated imperceptibly, and there is a sense of satisfaction.

Game activities in the learning process perform the following functions:

1. Training function consists of memory development, attention, perception of the information, the development of extracurricular skills.

2. The educational function consists of bringing up of such qualities as the attentiveness, humane relation to the partner of the game; Students are introduced phrases-cliches of speech etiquette for improvisation of speech with each other in a foreign language that helps to form politeness.

3. Entertaining function consists of creation of favorable atmosphere at a lesson, transformation of a lesson into an interesting and unusual event, a fascinating adventure, and sometimes the fairy world.

4. The communicative function consists of creation of the atmosphere of foreign language communication, to unite the team of students, establishing new emotional and communicative relations based on interaction on a foreign language.

5. Relaxation function - removal of the emotional tension caused by stress on the nervous system at intensive learning a foreign language.

6. Psychological function consists of the formation of skills of preparation of physiological condition for more effective activity.

7. Developing function is directed to harmonious development of personal qualities to enhance the reserve capacity of the individual [3, 28-29].

The position of the teacher is of great importance in the organization of the game in any classroom. It is important to be 100% sure in its usefulness, it is necessary to consider all the necessary details of its preparation, and to control it confidently. The simplicity and complexity of the organization and conduct of the game depends on the game type, and from the audience, and from the nature of the relationship between students and teacher, i.e. on many factors. It is obvious that the games during the lesson are able to simulate real verbal communication that is so important for the communicative approach.

Games at the foreign language lesson can be very useful, but they should consider a number of requirements:

- to be time-efficient and aimed at solving specific educational tasks;

- to be «managed»; not to knock down a set rhythm of academic work in the classroom and to avoid situations when the game gets out of control and disrupts the entire class;

- to relieve tension and to stimulate the activity of pupils;

- not to leave any student passive or indifferent.

The game requires each student's activity, the inclusion in the joint activity. Participants should have the satisfaction of knowing that they are able to communicate in a foreign language. The game will be welcome and effective, if it will have to wait as recreation and entertainment on the background of difficult and sometimes hard work. Consequently, by the time it should not occupy most of the classes.

Ease and improvisation during the game is the results of the careful preparation, the teacher should know and clearly understand the desired result, in order manage to the game effectively.

The attraction of games as a teaching technique is an effective tool for management training activities (activities on the mastery of foreign language communication), which activate mental activity of students, allowing to make educational process more fun and interesting.

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