

ВИДЫ РАЗВИВАЮЩИХ ИГР В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

А.Д. Горянина

бакалавр

О.А. Налетка

ст. преподаватель

Владивостокский государственный университет экономики и сервиса

Владивосток. Россия

В статье акцентируется значение игровой деятельности в формировании мотивации к обучению иностранному языку в образовательных учреждениях. Автор дает классификацию обучающих игр, описывает методику проведения каждого вида игры и делится собственным опытом проведения данных видов игр в обучении младших школьников английскому языку.

Ключевые слова: обучение иностранному языку, развивающая игра, мотивация, общение, методика.

TYPES OF EDUCATIONAL GAMES IN TEACHING ENGLISH

The article emphasizes the importance of games in developing motivation for learning English in educational institutions. The author gives a classification of educational games, describes the methods of conducting each type of game and shares her own experience in holding these types of games in teaching English to younger students.

Keywords: teaching a foreign language, an educational game, motivation, communication, technique.

The skill of an English teacher lies in his ability to organize the learning process in the classroom so that the teacher and student act as speech partners who are able and willing to communicate. To arouse the desire to speak is the central task of the communicative method of teaching in communication, and this is the central task of communicative teaching of English speech.

The organization of active speech activity is the most difficult of the tasks that English teachers face. And the successful solution of this problem is greatly facilitated by educational games, especially at the initial stage of language learning. In the process of developing games, not only speech skills are formed, but also speech behavior and manner of communication are brought up, involuntary memorization also works very effectively. And most importantly, there is joy and a desire to communicate in English. [3]

Educational games are undoubtedly effective in teaching a foreign language as they give good results in mastering new material and memorizing what have been learned. This is the tool that creates an atmosphere of creativity and immersion in the language environment; moreover, it helps to remove psychological and conversational barriers. It is also a great way to spend time in a friendly company and with benefit to the students' level of knowledge. A competent teacher knows that tasks and games for mastering a foreign language should be properly selected, prepared and meet a number of requirements:

- Tasks should be simple, concise and have clear instructions in order all participants are able to complete them:

- Tasks should not cause discomfort and negativity;

- Conducting games should not occupy the major part of the lesson, it should be remembered that a game is an additional tool in educational process, not the main one;

- Each student should be involved in the entertaining process, as it is important for increasing motivation, stimulating activity at the lesson.

A common classification defines the four types of educational games for teaching foreign languages:

1. Lexical games;

2. Phonetic games;

3. Grammar games;

4. Conversational games;

5. Spelling games [1].

1. Lexical games are known to be an effective method of developing and expanding vocabulary. They also contribute to the development of speech activity, better memorization of new words, and therefore

develop communication skills. By organizing lexical games a teacher always sets certain goals, and namely: to develop speech activity, to facilitate the use of vocabulary in situations; to intensify the speech and thinking activity of students; to evoke students' speech response. To reach these goals and achieve good results various phonetic exercises and tasks have been already developed and are still being invented by creative teachers. It can be recommended to give the students such tasks as:

- Solving riddles. This can be a team game. The teacher reads riddles to students; the teams must guess them and tell the teacher their answer.

For example: 1) It is a domestic animal. It likes fish. 2) It is a wild animal. It likes bananas. For each correct answer, the team receives one point.

- «Clap your hands». Participants should form a circle. The leader (teacher) standing in the center of the circle, names domestic and wild animals. On hearing the name of a wild animal the children clap their hands once; when they hear the name of a domestic animal, they clap twice. The one who makes a mistake is out of the game. The student who stays in the circle is the winner.

- Phonetic games contribute to the formulation of competent pronunciation, help students pronounce sounds correctly. Games for learning English phonetics are a great way to train perception of foreign sounds and speech in general. Game-based tasks are equally effective for developing speaking skills in younger and senior students. Phonetic tasks for younger students should be as simple as possible, but at the same time entertaining. For example, they can be asked to act the task as a dialogue:

- The game is called «Bees». The teacher tells the children that one bee, the other is Russian. The English bee buzzes [ð], and the Russian one pronounces the Russian sound [ʒ]. The bees met on a flower and talk to each other, sharing news [4].

- «Come up with a rhyme». The teacher pronounces a word and the children name the rhyme from their memory or from the chain of words provided by the teacher. Those who fail to pronounce a rhyming word are out of the game.

At every stage of learning a foreign language various tongue twisters can be used to train distinct pronunciation of sounds. A competition (team or personal) can be held as who will pronounce the tongue twister better and faster. According to the age and level of the students tongue twisters can vary from simple to more complicated ones:

- «Pat's black cat is in Pat's black hat»;

- « If you, Andy, have two candies give one candy to Sandy, Andy »;

- « She saw Sharif's shoes on the sofa. But was she so sure those were Sharif's shoes she saw?»

It is also recommended for students to learn poems and songs, act out fairy tales and short stories to practice pronunciation and intonation [3].

3. Grammar games help students to use correctly speech patterns containing certain grammatical difficulties and apply knowledge of grammar. They contribute to the development of speech activity of students, creating natural situations for the use of grammatical structures. There are different exercises for training grammar patterns. The exercise below proved to be rather effective in learning tense forms:

- The game is called «A magic box». A student takes out a card with a word from the magic box. His task is to make a story using this word in all studied tense forms. For example, if he takes out a word «to clean», he can make a story similar to this one: «I clean my room three times a week. «Yesterday I didn't clean my room. That is why tomorrow I will clean it».

An example of a grammar game for learning how to use prepositions correctly can be the following one:

- The game is called «Hide-and-seek in the picture». The students «hide» in the picture where a furnished room is depicted and write their position on the paper that is given to the teacher. Then they try «finding» the leading student asking him questions that contain different prepositions, for example: Are you under the bed? Are you behind the door? Are you on the chair? Are you in the box? [3]

4. Conversational or speech games are important in the process of learning English. They allow organizing purposeful speech practice of students in a foreign language, training and activating within its framework of the skills and abilities of monologue and dialogic speech, various types of interaction of communication partners.

Its main goals are to develop students' understanding of the meaning of a single statement, to highlight the main thing in the flow of information; develop auditory reaction, auditory memory, and speech reaction in the process of communication; to teach students the ability to express thoughts in their logical sequence. To achieve good results the games below can be recommended:

- Last Word Chain. To start the game, the teacher says the first sentence. The next student must come up with a sentence that would begin with the last word of the previous sentence. If a student finds it difficult, he skips a move, and the move passes to the next student:

I have got a cat. The cat is grey. The grey cat is under the chair. The chair is near the table. The table is in the room. The room is mine.

4. Spelling games contribute to formation and development of speaking skills. The main goal of these games is to master the spelling of foreign words. Some of the games are designed to develop the memory of children, others – to reproduce the spelling image of the word.

– Letters crumbled. The game progress: the teacher writes a word in large letters on a piece of paper and, without showing it, cuts it into letters, saying: “I had a word. It broke into letters. Then he shows the letters and scatters them on the table: “Who will quickly guess what word it was?” The winner is the one who first correctly writes down the word, reads it and makes up his sentence.

– **Word composers can also develop spelling skills. The teacher writes a very long word on the blackboard, for example «representative». The students are to make new words with the help of the letters of this word. The one, who writes the last word, wins the game.**

Games must be introduced into the process of teaching a foreign language from the first lessons. For example, when teaching counting, you can use various “counting tables”, not just learning them by heart, but using them to distribute roles in the subsequent outdoor game used as a physical education session, which is so necessary for young children to relieve fatigue that accumulates during the lesson [4].

The use of technologies based on games for the development of speech skills makes it possible to lay the foundations for the formation of the main components of educational activity: the ability to see the goal and act in accordance with it, the ability to control and evaluate one's own actions and the actions of other children. The game arouses interest and activity of children, takes into account their individual abilities, gives students the opportunity to express themselves in activities that are exciting for them, contributes to faster and stronger memorization, and, consequently, contributes to a faster process of organizing speaking. Bright, colourful materials evoking interest and motivation are of no insignificant importance when learning a foreign language [1].

It can be concluded that the use of games in learning English is one of the means of developing teaching the English language, it gives good results, increases students' interest in learning the language, concentrates their attention, and increases activity. From the point of view of psychology learning through games has many advantages for learner's personal development: while playing a game students not only memorize new words, expressions and rules, but also develop attention, memory, thinking, observation and creativity. Students learn to see the unusual in the most ordinary things [2]. It also introduces an element of competition into the lesson, allowing the children to focus on the main thing – mastering speech skills in the process of a natural communication situation during a game. Moreover, games create a relaxed atmosphere in which learning is easier in comparison to some traditional teaching methods that force students to memorize material by learning it by heart sometimes without interest and understanding it.

1. Артамонова Л.Н. Игры на уроке Английского языка и во внеклассной работы // Английский язык. – 2008. – № 4. – С. 363.

Петрова Л.В. Игровые технологии на уроках английского языка// Английский язык, №11, 2008 – с.5

2. Выготский Л.С. Игра и ее роль в психологическом развитии ребенка // Вопросы психологии. – 1966. – С. 45.

3. Голышкина И.В., Ефанова. З.А. Изучаем английский играя. – Волгоград: Учитель, 2007. – 128 с.

4. Калимулина О.В. Ролевые игры в обучении диалогической речи // Иностранные языки в школе. – 2003. – № 3. – С. 17–20.