

GAME TECHNIQUES AS A METHOD OF THE EDUCATIONAL PROCESS INTENSIFICATION IN TEACHING A FOREIGN LANGUAGE

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Abstract

Purpose of the study: The realities of the modern world order explain the increasing interest in learning a foreign language and require a search for ways and means of intensifying the educational process. The concept of modernization of the Russian higher education system requires the use of technologies that ensure the differentiation and individualization of education (the Ministry of Education).

Methodology: Cultural approach. Basis: axiology - the study of values and value structure of the world. It is conditioned by the objective connection of a person with culture as a value system. The game is focused on group activity, which fully meets the needs of modern methods. It is also easily transformed into various forms of individual activity, giving every student an opportunity to try himself in a particular role to show individual abilities.

Results: The goal of teaching foreign languages at the present stage is not a language system, but foreign language speech activity, and not by itself, but as a means of intercultural interaction. Using educational games allows you to apply the language material creatively, turn foreign language classes into a process of communication, discussion, research. The educational project, from the point of view of the student, is the possibility of maximizing your creative potential. This is an activity that will allow expressing oneself individually or in a group, trying one's hand, applying one's knowledge, benefit, and publicly showing the achieved result.

Applications of this study: This research can be used for the universities, teachers, and students.

Novelty/Originality of this study: In this research, the model of the Game Techniques as a Method of the Educational Process Intensification in Teaching a Foreign Language is presented in a comprehensive and complete manner.

Keywords: *Student, language, education, techniques, foreign language, innovative technologies.*

INTRODUCTION

As noted by I.I. Petrichuk, "the game as one of the most amazing phenomena of human life attracted the attention of philosophers and researchers of all ages. Plato considered the game to be one of the most useful exercises, and Aristotle saw in the game a source of emotional balance, the harmony of soul and body" ([Petrichuk, 2008. P.37](#)).

The game is a powerful incentive to mastering a foreign language and an effective reception in the arsenal of a foreign language teacher, "a universal tool that helps a foreign language teacher to turn a rather complicated learning process into an engaging and favorite lesson." ([Petrichuk, 2008. p.38](#))

For schoolchildren, as noted by V.I. Kuvshinov, the game is "the path to knowledge, in addition, sometimes to the boring, repetitive, from the lesson to the lesson methodical techniques of the teacher" ([Kuvshinov, 1993. P.26](#)).

The game is inherently very close to real-life situations, and sometimes inseparable from them (E. Bern's theory) ([Bern, 1988](#)): the game thanks to the dichotomy - a fictional problem and real efforts to resolve it - allows you to simulate a socio-cultural context, play different behaviors, adjust and then play again. What is difficult or impossible to correct in life (intercultural conflict or intercultural shock) can be played over and over again in the game, working out the strategies necessary to avoid this conflict.

METHODOLOGICAL FRAMEWORK

The main methodological approaches to the modernization of learning techniques are presented in the manual for pedagogical universities students -4 ([Galskova, 2006](#)):

Systems approach. Essence: relatively independent components are considered as a set of interrelated components: goals of education, subjects of the pedagogical process - teacher and student, educational content, methods, forms, means of the pedagogical process. The task of the teacher: taking into account the combination of components.

The personal approach recognizes the person as a product of socio-historical development and the carrier of culture and does not allow the person to be reduced to nature. Personality is a goal, subject, result and the main criterion of the effectiveness of the pedagogical process. The task of the teacher: the creation of conditions for self-development making creative potential of the individual ([Novikova et al, 2018](#); [Bahreman, 2015](#); [Iravani et al, 2015](#); [Vathi Muniandy et al, 2018](#)).

Activity approach: Language activity is the basis, means, and condition for the development of language competence. The tasks of the teacher: the choice and organization of student activities from the perspective of the subject of knowledge of

labor and communication: This implies: awareness, goal-setting, planning activities, its organization, evaluation of results and self-analysis (reflection) (Luo et al, 2018; Oliveira et al, 2018).

Polysubject (dialogic approach): The essence of man is richer than his activity. Personality is the product and result of communication with people and relationships characteristic of it, i.e. not only the substantive result of the activity is important, but also the relational one. This fact of the “dialogic” content of a person’s inner world taken into account in pedagogy is clearly not enough, although it was reflected in proverbs (“tell who your friend is ...”, “who do you lead with ...”). The task of the educator: to monitor relationships, to promote humane relationships, to establish a psychological climate in the group. The dialogue approach in unity with the personal and the activity is the essence of the methodology of humanistic pedagogy. 6- (Gubareva, 2006).

Cultural approach: Basis: axiology - the study of values and value structure of the world. It is conditioned by the objective connection of a person with culture as a value system.

The game is focused on group activity, which fully meets the needs of modern methods. It is also easily transformed into various forms of individual activity, giving every student an opportunity to try himself in a particular role to show individual abilities.

RESULTS

Thanks to its iconic nature, the game provides an almost unlimited opportunity to create fictional situations, problems, incidents, conflicts - everything that requires verbal and non-verbal activity and what is absolutely necessary for developing intercultural communication skills.

The communicative nature of the game also provides opportunities for the development of communication skills. The need to comment on one’s own and other’s actions, to interact within the group, to object, to agree, to express one’s opinion serves as a basis for the development of speech skills and communication strategies that are necessary to initiate and maintain intercultural dialogue.

The training game fosters a culture of communication and forms the ability to work in a group. All this determines the functions of the educational game as a means of psychological, socio-psychological and pedagogical impact on the individual. The psychological influence of the game is manifested in the intellectual growth of the trainees. Pedagogically and psychologically sound use of it in class ensures the development of the need for mental activity.

The use of the game contributes to the communicative-active nature of learning, the psychological focus of lessons on the development of pupils' speech and thinking activities by means of the language studied, optimization of students' intellectual activity in the learning process, the complexity of learning, its intensification and the development of group work forms. It is obvious that the formation of speech skills and abilities should go under conditions as close as possible to those that can occur in natural communication, and the learning process itself should be based on solving a system of communicative tasks by means of language material. Consequently, one cannot disagree with A.V. Konyshcheva, who asserts that “the game is a kind of social practice, an effective reproduction of life phenomena beyond the real practical setting.

Thus, it can be stated that the game as a means of ensuring a positive emotional state, increases the working capacity and interest of teachers and students.

In general, at all stages of personal development, the game is perceived as an interesting, bright, necessary for its life activity and the older the learner the more he feels the developing and educative value of the game. In this regard, one can fully agree with the opinion of the famous teacher Shatsky S.T., who stated that “the game is a living laboratory ...” which gives that fragrance, that atmosphere of young life, without which this time was useless for humanity. In the game of this special development of vital material, there is the most valuable core of intelligent school "(Stronin, 2001).

Thus, the game can be not only a pleasant pastime but also the dominant technology of education. From the disclosure of the notion of the game by teachers, psychologists of various schools, one can single out a number of general provisions:

1. The game is an independent type of children of different age’s developmental activity.
2. The game of children is the freest form of their activity, which is realized, the world around them is being studied, and a wide scope for personal creativity, self-knowledge activity, and self-expression open up.
3. The game is the first stage of the child's activity, the initial school of his behavior, the normative and equal activity of younger schoolchildren, teenagers, and youth, who change their goals as students mature.
4. The game is the practice of development. Children play because they develop, and develop because they play.
5. The game - the freedom of self-disclosure, self-development based on the subconscious, intelligence, and creativity.
6. The game - the main sphere of communication of children; it solves the problems of interpersonal relationships, gains experience in human relationships.

In modern methods of teaching a foreign language, gaming activity in the learning process performs the following functions: teaching, educational, entertaining, communicative, relaxing, psychological, and developing.

Let us consider in more detail the features of all these functions:

1. The teaching function is the development of memory, attention, perception of information, the development of general education skills and abilities, and it also contributes to the development of foreign language skills. This means that the game is like a specially organized exercise, requiring tension of emotional and mental strength, as well as the ability to make a decision (how to act, what to say, how to win, etc.). The desire to solve these issues sharpens the mental activity of students, i.e. the game is fraught with rich learning opportunities.
2. The educational function is to cultivate such a quality as an attentive, humane attitude towards the partner in the game; A feeling of mutual help and support is also developing. It is in role-playing games that discipline, mutual aid, active readiness to be involved in different types of activities are brought up, more independently, the ability to defend one's point of view, take the initiative, find the optimal solution in certain conditions.
3. The entertainment function is to create a favorable atmosphere in the class, turning the lesson into an interesting and unusual event, an exciting adventure, and sometimes into a fairy-tale world.
4. The communicative function is to create an atmosphere of foreign language communication, unite the group of students, and establish new emotional-communicative relations based on interaction in a foreign language.
5. Relaxation function - the removal of emotional stress caused by the load on the nervous system with intensive training in a foreign language.
6. The psychological function consists in forming the skills of preparing one's physiological state for more efficient activity, as well as psyche restructuring for mastering large amounts of information. Here it is worth noting that psychological training and psycho-correction of various manifestations of personality are carried out in-game models that can be close to life situations (in this case we can talk about a role-playing game).
7. The developmental function is aimed at the harmonious development of personal qualities for enhancing the personality's reserve capabilities.

In addition, with the help of the game, the pronunciation is well worked out, the lexical and grammatical material is activated, skills of listening and speaking are developed ([Bocharova 1996. p.50](#)).

The basic principles of the organization of the game:

1. The absence of coercion of any form in the involvement of children in the game.
2. Principles of development of game dynamics.
3. Principles of maintaining a gaming atmosphere (maintaining the real feelings of students).
4. The principles of the relationship between gaming and non-gaming activities. For teachers, it is important to transfer the main meaning of play actions to the real-life experience of children.
5. Principles of transition from the simplest games to complex game forms. The logic of the transition from simple to complex games is associated with the gradual deepening of the diverse content of game tasks and rules - from game state to game situations, from imitation to the game initiative, from local games to game complexes, from age games to age-free, "eternal".

With appropriate pedagogical guidance methods for didactic purposes, this process can be streamlined. Some types of games are completely transferred to the mental plan; an ideal game of imagination appears (creative, plot-role-playing games).

The organization of game forms of education can develop in two directions:

Using game elements in the classroom.

Purpose: to introduce into the lesson the creative tasks of a playful nature.

Tasks:

1. Emotional attitude to gain knowledge.
2. Ability to build a dialogue.
3. Creating a figurative representation of the studied subject.
4. Obtaining specific knowledge through personal feeling.
2. Lesson - the game (role-playing games)

Purpose: through a variety of game roles, game provisions to give the possibility of self-actualization, the possibility of self-control, self-organization, and self-esteem of students.

Tasks:

1. Ability to work with the dictionary.
2. The ability to navigate in knowledge, in order to find the right words, illustrating a certain point or fact.
3. Skills and skills of work in the library
4. The ability to protect and defend (argued) their position, point of view.
5. Participate in discussions; conduct a dialogue in a businesslike and concrete manner.
6. To form the artistic abilities of students, their ability to interest listeners in this or that problem, which they pose.
7. The ability to ask a question competently, concisely and clearly.

Game classification

The place and role of the game method in the educational process, the combination of the elements of the game and the teachings largely depend on the teacher's understanding of the functions and classifications of various kinds of games.

Having considered the classification of the game functions, you should consider the classification of the games themselves. Currently, in philosophical, psychological, pedagogical and methodical literature there is no unambiguous classification.

DISCUSSION

Speaking about the classification of games, it should be noted that attempts to classify games were made in the last century, both by foreign and domestic researchers who were involved in the problem of gaming activities. For example, some Methodists identify three basic types of play, which relates to the stages of a child's development:

1. Exercise games - the first games of the child associated with capturing, actions with toys (the first year of life);
2. Symbolic games based on imitating the world of adults with the help of a special system of symbols (early preschool age);
3. Games with rules, which, in fact, are role-playing games.

N.P. Anikeeva suggests the following classification of games ([Anikeeva, 1987. P.81](#)):

1. Game-drama, based on the performance of a plot, the script of which is not a rigid canon;
2. Games of improvisation, where the characters know the main plot of the game, the nature of their role, and the game itself develop in the form of improvisation;
3. Games for overcoming stages, when stages are determined, at each of which a certain cognitive task is performed;
4. Business games in which situations are played out that are based on identifying functional relationships and relationships between different levels of management and organization.

E. Govin offers a somewhat different classification of games:

1. A game of imagination. Variants of transformations are endless; boundaries for imagination do not exist here. The child is transferred to the fictional world, acquiring the ability to pronounce phrases that he had never uttered before.
2. Game of chance. A child gets acquainted with a new concept for him that comes to him through the game; it is an accident, luck, it is something and always possible; something unexpected that can change the usual rhythm of life or at least one day.
3. Games that require a certain skill and consideration. In order for such games not to resemble specific life situations too much (exam, for example), they must combine random and compulsory, unexpected success and the desire to achieve it themselves.

Among domestic psychologists and teachers, the classification of games by M.F. Stronin, who proposes to classify games for:

1. Grammar games pursuing goals:
 - Teach students how to use speech patterns that contain certain grammatical difficulties;
 - Create a natural situation for the use of this speech sample;
 - To develop speech activity and independence of students.

Mastering the grammatical material, above all, creates the opportunity to move to the active speech of students. It is known that the training of students in the use of grammatical structures, requiring their repetition, tires the students with their monotony, and the effort expended often does not bring quick satisfaction. The use of game teaching methods will help to make a boring job more interesting and exciting. For example, a number of grammar games can be effective when introducing new material:

2. Lexical games pursuing goals:

- To train students in the use of vocabulary in situations close to the natural environment;
- Intensify students' verbal and cogitative activities;
- Develop students' speech reaction;
- Introduce students to combinations of words.

3. Phonetic games pursuing:

- Train students in the pronunciation of English sounds;
- teach students to read poems loudly and clearly;
- To learn a poem by reproducing it in parts.

4. Communication games:

a) Fun games. Game data can help achieve the following listening objectives:

- Teach students to understand the meaning of a one-time utterance;
- Teach students to highlight the main point in the flow of information;
- Teach students to recognize individual speech patterns and combinations of words in a stream of speech;
- Develop auditory memory and pupil's auditory response.

b) Speech games contributing to the implementation of the following tasks:

- Teach students the ability to express thoughts in their logical sequence;
- Teach students to apply the acquired speech skills practically and creatively;
- Teach students how to respond to the process of communication.

5. Creative games

Thus, games can be specifically linguistic: grammatical, lexical, phonetic and spelling. These are the so-called "preparatory games" that promote the formation of speech skills (Stronin, 2001, p.37). Such games can make boring work, requiring repetition of the same structures, more interesting and exciting. With the help of games, you can develop observation when describing objects and phenomena, activate attention, develop the skills of reproducing what was heard, and much more other (Maslyko, et al. 1999).

However, it should be remembered that with all the attractiveness and effectiveness of games, it is necessary to observe a sense of proportion; otherwise, they will tire the students and lose the freshness of the emotional impact.

Any game has its stages. According to Travin, the game has obvious advantages at all stages of didactic interaction.

1. The motivation for cognitive activity. The game motivates the student very effectively because it is aimed not at the result, but in the process. Even a passive student quickly connects to the game. Everyone loves to play, even those who do not like to learn. But the fact of the matter is that when they play, they learn without even knowing it.
2. Activation of cognitive action. In the game, everyone is active, because the participants are driven by excitement. Children can play for hours, overturning all ideas about physiological fatigue. The teacher will rather have problems with excessive activity than with the usual passivity.
3. Organization of the discipline. The rules of the game themselves determine the scope of the necessary prohibitions. Players and teams honor them by playing.
4. The content of teaching. While making up a game, the teacher does not have to worry about popularizing the content of the material, because the game is as meaningful as everyone can understand it. Most gamers call this feature of the game "democratic". Games in the classroom allow one to master the material at the level of subject phenomena, others at the level of knowledge, the rest at the level of logical conclusions.
5. Evaluation of success. Assessment of the student's knowledge and actions in the classroom is a required element and desirable in the game. But the form of evaluation in the game is preferred gaming.

SUMMARY

When conducting games, the teacher must take into account some methodological recommendations ([Biryukov, 1997](#), .139):

1. To prepare a methodical material in sufficient quantity;
2. Read the description of the game carefully; record the main points, steps. Consider how to explain the game, provide for your help;
3. Decide what role the teacher will assume: an observer, assistant, participant;
4. Consider how to organize feedback at the end of the game;
5. Make notes, comments, notes, notes, questions arising during the game.

N.I. Arzamastseva notes several other methodical recommendations when conducting games ([Arzamastseva, 2007, p. 4](#)):

1. The teacher begins the new game (the role of the lead), and then this role is transferred to a well-prepared student.
2. The same game is repeated several times by substituting new lexical units.
3. At the junior stage of training, it is necessary to teach students to comment on their actions in a foreign language.
4. It is desirable to give the game the character of competition, in order to get the greatest effect from it.

CONCLUSION

Thus, having studied the role of the game in the learning process and having considered the need for the use of didactic games at the English lessons, it can be concluded that the educational and developmental value of learning in a playful way lies in its content and focus on solving the tasks set by the teacher. The game is an excellent way to spur students, to make them work actively in the classroom. After a difficult oral exercise or other tedious activity, a fun game is an ideal opportunity to relax.

As a result of the study, we conclude that:

- The use of games and gaming moments at foreign language lessons is an important method for stimulating the motivation of students' learning and cognitive activity;
- No matter how dynamic the teacher is, there are always moments when the attention of the students is dissipated. Fast, spontaneous play enhances attention, revives, and improves perception.
- Games help to remove stiffness, especially if we exclude the element of competition from them or minimize it. Although the element of competition often adds excitement and increases activity, it is he who creates a lot of psychological pressure on students.

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