THE GAME AS A METHOD OF TEACHING A FOREIGN LANGUAGE

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Abstract: Today, a modern school needs teaching methods that would help not only to educate with high quality, but, first of all, to develop the potential of the individual. Modern education aims to prepare students not only to adapt, but also to actively master situations of social change. In a foreign language lesson, a special place is occupied by forms of classes that provide active participation in the learning of each student, stimulate verbal communication, and contribute to the formation of interest and desire to learn a foreign language. These tasks can be solved with the help of game teaching methods. In the game, the abilities of any person, and especially a child, are fully manifested. The game is a specially organized activity that requires tension of emotional and mental strength. The game involves making a decision - what to do, what to say, how to win? The desire to solve these questions sharpens the mental activity of students. And if students speak a foreign language at the same time, the game opens up rich learning opportunities.

Keywords: foreign language lesson, method of teaching, linguistic phenomena, psychological mechanism of the game, methodology.

Introduction

A foreign language lesson is a certain social environment in which the teacher and students enter into certain social relations with each other, where the learning process is the interaction of all those present. At the same time, success in learning is the result of the collective use of all opportunities for learning. The use of role-playing games provides ample opportunities for enhancing the educational process. Role-playing game is a method belonging to the group of active methods of teaching practical knowledge of a foreign language. A role-playing game is a conditional reproduction by its participants of the real practical activities of people, creates conditions for real communication. The effectiveness of training here is primarily due to an explosion of motivation, an increase in interest in the subject. Being entertainment, recreation, the game is able to grow into learning, creativity, a model of human relations.

The method of teaching English has shown interest in the role-playing game for a long time. Exercises such as "read by roles", "act out a dialogue" occupy a strong place in the arsenal of methodological techniques, since in the process of dramatization there is a more complete understanding of the meaning of the text and the perception of language material. In this course work, a role-playing game is considered as a situational-variative exercise, which creates the opportunity for repeated repetition of a speech sample in conditions as close as possible to real-speech communication with its inherent features - emotionality, purposefulness, speech impact. The use of a role-playing game helps to develop communication skills, contributes to the effective perception of language program material, provides a practical orientation to learning, helps to express indifference, boredom, formalism from the educational process at school. Role-playing games in a group of children have inexhaustible possibilities for recreating the most diverse relationships that people enter into in real life.

Z.V. Manuleiko believes that the motivation of activity is of great importance in the psychological mechanism of the game. Game teaching methods use various methods of motivation:

1) the joint solution of game problems stimulates interpersonal communication and strengthens relationships between students (communication motives);

2) in the game, students can stand up for themselves, their knowledge, their attitude to activities (moral motives);

3) each game has a close result (the end of the game) and stimulates the student to achieve the goal (victory) and realize the way to achieve the goal. In the game, students are initially equal, and the result depends on the player himself, his personal qualities.

Discussion

One of the main conditions for the success of the formation of a lexical skill is the implementation of exercises with a limited number of difficulties. These exercises can take the form of game exercises or situations that will make the process of learning vocabulary interesting. In addition, the game makes it possible to use new material in communication situations that are close to natural - in any game there is an element of surprise, which means that speech will be spontaneous. The game is a situational-variative exercise in which the opportunity is created for repeated repetition of a speech sample in conditions close to real speech communication with its inherent features - emotionality, spontaneity and purposefulness of influence.

The use of a variety of teaching methods helps to consolidate linguistic phenomena in memory, create more stable visual and auditory images, and maintain students' interest and activity. Role play teaches you to be sensitive to the social use of a foreign language. Games have a positive effect on the formation of cognitive interests of schoolchildren, contribute to the conscious development of a foreign language. They contribute to the development of such qualities as independence, initiative; fostering a sense of community. Students actively, enthusiastically work, help each other, listen carefully to their comrades; The teacher only manages learning activities.

Result

In the methodology of teaching foreign languages, the question of students' interest in the educational process, in real participation in various activities during the lesson and out of class, is now becoming more and more acute. Many well-known psychologists involved in child psychology research, such as A.V. Zaporozhets, A.N. Leontiev, D.B. Elkonin, consider the game to be the leading activity of schoolchildren. The use of game moments in the lesson is a very effective teaching method that allows you to increase motivation, reduce fatigue and at the same time increase the pace of the lesson. There is a huge variety of games of various categories and varieties: oral and written, grammatical and spelling, lexical and phonetic, games for joint speech activity and communicative interaction, business games, individual and team, calm and mobile.

In modern pedagogical practice, a large number of teaching methods are used. In their selection, the teacher faces significant difficulties. In this regard, there is a need for a classification that helps to identify the general and special, essential and random in teaching methods, and thereby contributes to their expedient and more efficient use. Consider the most common classifications of teaching methods.

№	Main methods	Subgroups of methods	Individual methods	Target functionality of the method group
1	Source	1.Verbal 2.Visual 3.Practical Lecture, story, conversation, etc.	Lecture, story, conversation, etc. Demonstration of movies, videos, slides, etc. Exercises, experience, work with the book, analysis and description of samples, etc.	Demonstration of movies, videos, slides, etc. Exercises, experience, work with a book, analysis and description of samples, etc. Take into account forms of education designed to acquire knowledge, skills, and abilities
2	Exploratory (gnostic)	1.Reproductive 2.Productive	Informational, receptive, reproductive. Problematic, partially search, research	The type of search activity of the student is taken into account. Designed to reach the

				level of assimilation
3	Studying the logical structure of educational material	1. Studying the statics of an object 2. Study of object dynamics	Description of element statics. Description and analysis of the structure of elements. Methods of system analysis (system-structural method)	The logical structure of the content of the educational material is taken into account. Designed for the formation of system-structural knowledge, skills and outlook
4	Logic (logical operations)	1.Inductive 2.Deductive	Analysis, synthesis, comparison, generalization, abstraction, concretization, analogy method	They take into account the logic of cognition and psychological assimilation. Designed for the formation of knowledge and mastery of logical and psychological operations

J.V. Oller notes that role-playing makes a person more flexible, i.e. Having achieved mastery in linguistic behavior, he can easily apply the acquired skills and abilities in new situations.

Thus, the game is the main activity of the student. It serves as a kind of common language for all students. The use of the game as one of the methods of teaching a foreign language greatly facilitates the learning process, makes it closer and more accessible to students.

RPG classification

Considering the role-playing game as one of the teaching methods, the following types of it can be distinguished:

1) controlled;
2) moderately controlled;
3) free;
4) episodic;
5) long.

Controlled role playing is a simpler type and can be built on the basis of dialogue or text. In the first case, students get acquainted with the basic dialogue and practice it. Then, together with the teacher, they discuss the content of the dialogue, work out the norms of speech etiquette and the necessary vocabulary. After that, students are invited to compose their own version of the dialogue, based on the basic one and using the supports written on the board (supports can be prepared in advance on cards and distributed to students). The new dialogue should be similar to the basic one, but it should use a different accumulation, a different form of questions and answers.

The second type of controlled role playing is text based role playing. In this case, after reading the text, the teacher can invite one of the students to play the role of a character from the text, and other students to interview him. Moreover, student reporters can ask not only those questions, the answers to which are in the text, but also any other questions that interest them.

More challenging is the moderately supervised role play, in which the participants are given a general description of the plot and a description of their roles. The problem is that the features of role-playing behavior are known only to the performer himself. It is important for the rest of the participants to guess what line of behavior their partner follows, and make an appropriate decision about their own reaction.

The most difficult are free and long role-playing games, which provide an opportunity for initiative and creativity.

As for the free role-playing game, when conducting it, the students themselves must decide what vocabulary to use, how the action will develop. The teacher only names the topic of the role-play and then asks the students to make up different situations that touch on different aspects of the topic. Also, the teacher can divide the class into groups and invite each group to choose the aspect of the proposed topic that is closest to them. At the same time, if necessary, he helps students in the distribution of roles and in discussing what needs to be said in the chosen situation, or shows some other help.

Creative role-playing communication requires the development of social skills. Therefore, role-playing in foreign language lessons often includes elements of social training.

Also, role-playing games can be divided into two groups.

The first group consists of grammatical, lexical, phonetic and spelling games that contribute to the formation of speech skills. The main attention is paid to grammatical games, since the mastery of grammatical material, first of all, creates the opportunity for the transition to active speech of students. Games will help make boring work more interesting and exciting. Grammar games are followed by lexical games that logically continue to "build" the foundation of speech. Phonetic games are designed to correct pronunciation at the stage of formation of speech skills and abilities. And, finally, the formation and development of speech and pronunciation skills to some extent contribute to spelling games, the main purpose of which is to master the spelling of the studied vocabulary.

The second group is called Creative Games. The purpose of these games is to promote the further development of speech skills and abilities. The ability to show independence in solving speech-thinking tasks, quick reaction in communication, maximum mobilization of speech skills - the characteristic qualities of speech skills - can be manifested in auditory and speech games. Such games train students in the ability to use speech skills creatively.

Thus, role-playing is a method that belongs to the group of active methods of teaching practical knowledge of a foreign language. A role-playing game is a conditional reproduction by its participants of the real practical activities of people, creates conditions for real communication. The effectiveness of training here is primarily due to an explosion of motivation, an increase in interest in the subject. It is effective both at the younger stage of education, and at the middle and senior. Role-playing allows students to understand and study educational material from different perspectives. The social significance of role-playing games is that in the process of solving certain problems, not only knowledge is activated, but also collective forms of communication develop.

The structure of the role-playing game and the forms of its organization in the classroom foreign language

The secret to the popularity of role-playing games among teachers and students is simple. Being an educational model of interpersonal group communication, a specific organizational form of teaching oral-speech communication based on the communicative principle. In the lesson, the teacher has to play numerous situational roles that are not uniquely set by social relations, but are established in situations of pedagogical communication and to a greater extent depend on the type of lesson organization form, for example, the role of an observer, the role of a controller, the role of a communication partner, the role of a participant or organizer of an activity and etc.

Considering the structure of the role-playing game, the following components can be distinguished:

The first component is roles. The roles that students perform in the classroom can be social and interpersonal. The former is determined by the individual's place in the system of objective social relations (professional, socio-demographic), the latter are determined by the individual's place in the system of interpersonal relations (leader, friend, rival, etc.). position, the best human qualities of a person.

The second component of the role-playing game - the initial situation acts as a way of organizing it. When creating a situation, it is necessary to take into account the circumstances of

reality and relationships. The following components of the situation are distinguished: 1) the subject, 2) the object (the subject of the conversation), 3) the relation of the subject to the subject of the conversation, the conditions of the speech act.

The third component of the role-playing game is the role-playing actions that students perform while playing a certain role. Role-playing actions as a kind of game actions are organically linked with the nature of the role and include verbal and non-verbal actions, the use of props.

Also, the structure of the role-playing game as a process includes:

a) the roles assumed by the players;

b) game actions as a means of realizing these roles;

c) game use of objects, i.e. replacement of real things with game conditions;

d) real relations between the players;

e) plot (content) - the area of reality, conditionally perceiving in the game.

The task of the teacher is to select the necessary situations-illustrations and situations-problems on a specific material, prepare didactic material: (task cards for each); select groups of students and distribute roles, set a task on which students should express their point of view, think over expected answers and remarks, show interest and attention to students during the game.

English authors A. Meili and A. Duff offer various role-playing games in which students can try their hand at acting. In games, they bring elements of naturalness and immediacy that accompany real situations of communication. One of the role-playing games they offer is called "Intruders". When conducting this game, A. Meili and A. Duff propose to divide all students into groups. Each pair of groups is given the same situations, for example, such a plan: "A man arrives to repair a woman's TV set. He completes the job, and while doing so, settlers down to lives in the room."

Having received cards with a description of the situation, each group distributes roles and determines a line of conduct that will lead to the resolution of the current conflict situation. Then the two groups given the same tasks present the role play in front of each other. At the final stage, participants comment, analyze and discuss the method used in resolving the conflict, the effectiveness of the use of group funds by another group.

Other researchers, F.Dubin and E.Olstein, propose to base role-playing games on the comparison of two languages - native and foreign. They explain the effectiveness of this approach by the fact that it is very difficult for a child to imagine himself as a representative of another culture, speaking a foreign language. It is much easier for the student to be who he is, i.e. the child understands the situation and what is required of him, and only then participates in the game in a foreign language. The authors believe that this technique increases the motivation to communicate in a foreign language, since the opportunity to first "speak out" in their native language relieves fear and tension.

Recently, teachers often use role-playing games, the basis of which is knowledge of the situation or their complex.

J.F. Callahan and L.H. Clark offer the following scheme for such a game:

🞣 setting the goal of the game;

🞣 determination of game situations that meet the goal;

🞣 scenario development;

🞣 briefing of participants;

🞣 conducting the game;

🞣 analysis and development of recommendations for the future.

Role-playing games with "survival situations" included in them must be used in the process of teaching middle school students. For greater approximation to real conditions, when playing situations such as ordering and choosing dishes in a restaurant, buying New Year's gifts, the student feels like a real participant in this or another process.

I would like to note that the work on the role of different students proceeds in different ways. You can use individual, pair and group forms of training. All of them have an independent

didactic value, they allow you to link together classroom and extracurricular, educational and educational work.

At the end of the role-play, a motivated assessment by the teacher of the participation of each student in the preparation and conduct of a specific role-play follows. In addition to linguistic correctness, the teacher comments on the expressiveness of role-playing behavior, as well as the initiative of schoolchildren at all stages of the game.

Conclusion

Thus, as the learning results show, the use of role-playing in foreign language lessons contributes to positive changes in students' speech, both qualitatively (a variety of dialogic units, initiative of speech partners, emotionality of the statement), and quantitatively (correctness of speech, volume of statements, rate of speech).

In conclusion, I would like to note that role-playing games are built on the principles of teamwork, practical usefulness, competitiveness, maximum employment of each student and unlimited prospects for creative activity within the framework of a role-playing game. In the process of a role-playing game, the consciousness of belonging of its participants to the team is formed, the degree of participation of each of them in the work is jointly determined. In the process of role-playing, logical thinking, the ability to find answers to the questions posed, speech, speech etiquette, and the ability to communicate with each other develop. Therefore, the use of a role-playing game in a foreign language lesson increases the effectiveness of the educational process, helps to maintain students' interest in the language being studied at all stages of learning.

Role play is one of the most effective methods of implementing the communicative principle in teaching a foreign language. Role play is learning by doing. Role-playing is highly motivating because it contains an element of play and an unpredictable denouement. In addition, students see the possibility of applying the situation played out in a role-playing game in real life, which cannot be given by mechanical training in the use of lexical units and grammatical structures. During the role-playing game, there is an emotional upsurge, which has an extremely positive effect on the quality of learning.

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