

**USING GAME TECHNOLOGIES IN FOREIGN LANGUAGE
LESSONS**

Annotation: As you know, childhood is inseparable from the game. The game is the most accessible and interesting activity for children, a way to assimilate the impressions received from the surrounding world.

Key words: game technology, education, innovation, foreign language.

Today, foreign language proficiency is becoming mandatory not only to meet cultural needs, but also economic needs. Modern society is focused on expanding contacts with external economic institutions. Therefore, there is a high demand in society for learning a foreign language. This is especially true for English as the language of international communication.

A game is a child's field of activity in which they interact with their peers. Children are United by a common goal, joint efforts to achieve it, and shared experiences. The game makes it possible to learn the language material imperceptibly, and at the same time there is a sense of satisfaction, increases self-esteem and motivation. From the point of view of verbal material, the game is nothing more than a speech exercise.

The game also helps to overcome the so-called “language barrier”, which is primarily a psychological problem, not just a lack of vocabulary or lack of knowledge of grammatical material. Games are a strong motivating factor in the process of learning a foreign language. They help to fix language phenomena in memory, maintain the interest and activity of students, and create a desire for students to communicate in a foreign language.

The use of game technologies helps the teacher to enliven the lesson, bring naturalness to educational communication in the foreign language being studied,

facilitate the process of learning language material, and make educational work interesting. Games should correspond to the level of training of students and be necessary for passing a certain grammatical or lexical material. With the help of the game, pronunciation is well practiced, lexical and grammatical material is activated, listening and speaking skills are developed. You can use it to relieve psychological fatigue; it can be used to mobilize students' mental efforts, develop their organizational skills, instill self-discipline skills, and create an environment of joy in the classroom.

Undoubtedly, the educational game helps to develop and correct knowledge, activate the intellectual activity of cadets. It should be noted, however, that all the most important functions of the game - the function of interethnic communication, self-realization, psychological diagnostics-work successfully only when it is well organized. A well-thought-out algorithm of game activity creates the necessary favorable ground for the comprehensive development of students, which can be achieved only if a proportional combination of different types of games in the educational process.

In English lessons, I use the following games to achieve my goals:

1. Pantomime. To create motivation for communication in the English lesson, it is necessary to use the situation, that is, circumstances when students have a need to speak a foreign language. One of these techniques can be pantomime. The cadets take turns entering the circle and performing a pantomime, while the other students try to guess the word. Depending on the goal, they can name a word, sentence, or ask questions. I also use pantomime to work on the grammatical side of speech. For example, a cadet goes to the Board and mimics some action with gestures and facial expressions. Teacher: Guess what he is doing.

Cadet 1: He is doing his morning exercises.

Cadet 2: He is washing his face.

2. Board games. I also prefer to use Board games in my classes. They will help you learn grammar and vocabulary, help you hone your pronunciation, and even speed up the process of listening to foreign speech. Every game has an

element of surprise, an element of competition, and we all like to win. Even if the victory is not the main thing, then everyone likes to test their strength, there is also live communication, competition with friends in erudition and resourcefulness, luck and wit. In any case, a good mood and a positive attitude of the entire group of cadets are guaranteed.

3. Role-playing the Age period of secondary school students is characterized by the fact that they have an increased interest in interpersonal communication in educational and work activities. In these conditions, the importance of plot role-playing games of everyday content increases, reflecting different aspects of a student's life (study, work, leisure), reproducing fragments of his real life experience. To develop the plots of such role-playing games, the following areas of speech communication of teenagers are used: at school, at home, in public places, in places of cultural leisure.

Role-playing motivates speech activity, because students find themselves in a situation where the need to say something, ask, find out, prove is actualized. The game activates the desire of cadets to contact each other and the teacher. The game allows diffident students to speak and thus to overcome the barrier of uncertainty.

For example, the role-playing game "Robbery" offers cadets to investigate a crime that happened yesterday. Thus, in addition to the fact that the cadets fix the studied vocabulary, they work out the constructions of the past tense (Past Simple, Past Continuous). Thus, it should be stated that the game is an effective way to improve the quality and productivity of teaching a foreign language. The use of various games in the lesson gives good results, increases the interest of cadets in the lesson, allows them to focus their attention on the main thing - mastering speech skills in the natural situation, communication during the game. Games help them become creative individuals, teach them to be creative about any business.

The use of game situations at the initial stage of learning a foreign language provides an opportunity to form students' interest in a foreign language, as well as to purposefully implement a personal-oriented approach to learning, in addition,

they create a positive attitude to language learning, and stimulate independent speech activity of students. However, the game as a form of teaching a foreign language is appropriate not only at the initial stage, but also at subsequent stages of learning. Thus, reading, monologue and written speech are actively developed at the senior stage of training, and the vocabulary is increased. The leading type of speech activity of students is interpersonal communication.

Game technologies provide an opportunity to introduce new lexical material in a communication situation, thereby increasing motivation to learn a foreign language. The game activates thought processes, and increases motivation to learn a foreign language. The motivation of students and their interest are the main factor in learning a foreign language. The game method has a huge educational and psychotherapeutic potential, as the game creates mental stress, without which it is impossible to activate the learning process.

Using games can only increase the effectiveness of classes if you use various techniques correctly. The experience of using games in the classroom shows that you need to gradually introduce new types of games to classes, use different variations for those already implemented. Thanks to games, students are rebuilt psychologically, they begin to think about the game process, and not about the language they are learning.

Children can apply their knowledge of English grammar in practice. At the same time, a foreign language teacher encourages children's interest in the subject, develops their grammatical skills and communicative competence.

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