THE USE OF GAME TECHNOLOGY IN INTENSIFYING THE PROCESS OF TEACHING ENGLISH LANGUAGE

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Abstract

Under the game-based training of any subject, including the future profession, we developed the technology of teaching, in which it is given preference to play as the most effective form of reading. As a result of such an experimental study, in addition to the above-mentioned characteristics, the following characteristics have been identified that allow us to examine language and speech games as one of the most effective factors. Due to the fact that the game is superior to the study, the clarification of the educational process is the most effective and economical, since in this case, as a rule, it does not require large expenses for the purchase of tools for its support, and the form of the game itself is the closest to the real professional conditions of future.

Key words: game technology, research games, imitation games, non-imitation games, collective activity, language games, active mastering exercises, educational opportunities.

Game technologies of teaching English help to create an active, productive, necessary emotional environment. They help to develop students: the ability to communicate on the topic of the language being studied, the ability to quickly find the necessary lexical units and terms, the keys to solving problems in a game situation, sociality, concentration in the right situations, self a sense of confidence, the ability to express their opinions in English, assess the likelihood of using the knowledge gained in the chosen specialty in the chosen future, and so on.

The game, according to scientists, is a developing type of social activity, a form of mastering social experience, one of the complex characteristics of a person. Therefore, the game can be considered a socio-pedagogical phenomenon.

A.N. Leontiev, S.L. Rubinshteyn and their followers argue that, for example, the game is a convenient way for students to enrich their knowledge, strengthen and explore the world. The peculiarity of the game activity is manifested in unity with practical activity and therefore has an active, productive character. The game redefines not only the techniques and methods of work, but also many other human appearances that reflect life in all its diversity.

Student Game (S.A. Shmakov) can be regarded as a socio-cultural phenomenon, which is inextricably linked with education and upbringing as an activity oriented to a person. Naturally, the game of students is perceived as a natural type of activity in which they are engaged (socio-cultural, communicative, Correctional, entertainment, etc.). On the other hand, the game acts as a tool, principle and method of organizing the life of groups of students in the process of holistic education.

The algorithm for the organization of the game includes: the selection of a game and its design; the proposal of the game to students; the equipment and equipment of the game environment; the division into teams, groups; the distribution of roles in the game; the distribution of the main process of the game and the development of the game situation; the possibility of correcting the

The most common categories of Game learning include: research, imitation games and non-imitation games, based on the principles of problem solving, the link between personal educational activities, theory and practice, and the development of creative individuality in group work. The game activates the mental activity of students, makes the learning process attractive and interesting, and also has an emotional impact on students. All this together is a strong incentive to increase the effectiveness of the educational process, a guarantee of high-quality mastering of the subject under study.

The business educational game, as a rule, serves as a form of recreation of professional activity, modeling of relationship systems specific to this type of practice, full and qualitative knowledge of the subject within the framework of the training program. According to the conclusions of many local and foreign

psychologists and teachers (J. Bruner, A.A. Verbitsky and others.), abstract method of teaching the subject, formal education becomes a game of meaningless interest, and the knowledge communicated to the students has little to do with real life. Traditional practice of teaching sees its most important function in introducing students to the social and systematized experience of mankind. At the same time, the student leaves the space-time context from the context of life and activity, and the goals of mastering the knowledge acquired by someone are imposed on him. Such educational information becomes the beginning and end of the activities of the reader.

The strongest motivating factor in teaching game technology is the teaching techniques that satisfy the need of the students for innovation of the material being studied, the variety of exercises to be performed. The use of different techniques, in turn, will help to strengthen the memory of the events on the subject under study, to create images of constant vision and hearing, as well as to ensure the interest and activity of students. In philosophy, in general, knowledge is considered a proven result of knowledge of reality, its real reflection by man, as a guide to action. It follows that knowledge is not a recalculation of information into the language of brain structures. In order for information to become knowledge, the student must understand its meaning, that is, they must reconstruct their past experience taking into account the new content received in the situations reflected in this information. The leading element for the formation of the creative thinking, creative individuality of the student, which is an integral feature of the educational process with the help of professionally oriented technology, is unknown to him a new method of cognitive, pattern or competent action, which he will have to learn independently or with the help of a teacher.

In accordance with the above, professional training in a foreign language should be organized so that educational activities act as a means of solving "quiz-professional" tasks by students. Modeling of situations in educational activities that are close to Real reality is considered one of the most effective ways to accelerate

the educational process, allowing to find the right solution to professional and subjective problems.

According to the profile of the subject under study, one of the methods of modeling communication is speech games. The use of speech games in the process of teaching a foreign language to students didactic games in school education D.B. Elconin performs four tasks defined by him: motivational-a means of developing the sphere of need; a means of cognition; a means of intelligent action and a means of developing behavior with freedom. The game always involves making decisions-what to do, what to say, how to win, how to win. In the game, students learn social functions, norms of behavior. According to Vigotsky, the game will lead to development. The evolving value of the game is inherent in its nature, because the game is always emotions, and where there are emotions, there is activity, there is attention and imagination, thinking becomes more active.

Teaching as a communication of people who are similar to the subject requires collective activity, taking into account personal and interrelations: teacher-group, student-student, teacher-student, student-group. The learning process entails the interaction of all existing students in the group, especially in professional-oriented training. At the same time, group activities have a positive impact on the student's personality. In the intensive study of the subject with the use of professional-oriented educational technology, teachers and students enter into certain social relations with each other. Success in such a study of the subject is the result of collective use of all educational opportunities.

Language games as a type of speech games not only help to activate students' activities in foreign language lessons, but also develop their speaking knowledge and skills. The game form of the work in foreign language lessons allows you to repeat and reinforce the learned lexical units and standard phrases, diversify the lesson forms and maintain the attention of students in the group. When conducting lessons in the form of a game, it is desirable to use new terms for conducting work within the framework of the studied topic, communicative mastering of the most common idiomatic expressions, vocabulary and active mastering exercises.

Special exercises are included in the educational language games, which are used to develop the necessary professionally important listening skills, and they are aimed at developing the skills of perceiving, recording and processing information on the subject under study, its characteristics. Experience shows that for the development of forms of business communication with knowledge on the subject under study, the formation of skills for conducting activities in specific situations of professional communication of work, the most convenient exercises for communication in an interactive mode.

The technology of using games is a form of activity in conditional situations aimed at recreating and mastering the social experience formed in the methods of performing socially defined actions, in the sciences of Science and culture.

A distinctive feature of the game activity is its voluntary character, high activity and contact dependence of students. This is a special sphere of human activity, in which a person does not pursue other goals than pleasure, satisfaction from the manifestation of his physical and spiritual abilities.

The variety of speech games we used was explained by a number of cases, in particular, the lack of professional pedagogical direction in the practice of professionally-oriented technology of Foreign Language Teaching by other authors. Also E.I. Passov recommends using games in teaching a foreign language to achieve the following goals:

a) the formation of certain skills (for example, the skill of asking questions when playing a puzzle);

b) the development of certain speech skills, for example, after passing through the topic "Apartment" (students are interested in playing with the location of furniture in a new apartment);

c) the study of the ability to communicate (for example, to conduct a contest for the politest interlocutor or the kindest person in the group);

d) the development of the necessary skills and;

e) memorization of speech material (for example, Games accompanied by words with facial expressions and gestures, rhyming games, etc.).

In the process of teaching a foreign language to future teachers, we filled in their play-speaking activities and methodological content so that during the study of the necessary material on the topic they were in the position of active creators of educational situations. A new game is launched by the teacher, who plays the role of a leader, so that future teachers can organize the representative and creative activities of students in their combination, and this role is assigned to a well-trained student.

In conclusion, in our opinion, in order to get the greatest effect from the game, it is worthwhile to give the character of the competition to the game. With the help of games, you can solve any task (phonetic, lexical, improving grammatical skills, etc.) or a whole set of tasks: the formation of speech skills, the development of observation, attention, creativity, etc. Conditionally all games can be divided into language and speech. From the point of view of terminology, it is necessary to distinguish language games from games of speech or communication, educational games and business games.

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