GAMES IN FOREIGN LANGUAGE LESSONS AS A MEANS OF FORMING THE MOTIVATION OF STUDENTS' EDUCATIONAL ACTIVITIES

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Abstract

The article deals with games in a foreign language lessons as a teaching tool that activates the mental activity of students, makes the learning process attractive and interesting, has an emotional impact on students and is a powerful incentive to master the language.

The relevance of the study is due to the need to increase motivation to learn English. The introduction of gaming technologies into the learning process, along with traditional classes, contributes to the activation of the educational process, stimulation of the cognitive activity of students. Game activity, being one of the methods that stimulate educational and cognitive activity, allows using all levels of knowledge acquisition.

The purpose of the study is to theoretically substantiate and experimentally test the effectiveness of game methods for the formation of learning motivation among students in foreign language lessons at university.

The article emphasizes that the motivation created by the game should be presented in a foreign language class along with communicative, cognitive and aesthetic motivation. Games that meet the needs of students in the novelty of the material being studied, in the variety of exercises performed, create the most powerful motivating factor. The use of a variety of games contributes to the consolidation of linguistic phenomena in memory, the creation of more stable visual and auditory images, maintaining the interest and activity of students.

Particular attention in the study is paid to the use of role-playing and language (speech) games. Language games contribute to the activation of students in the classroom, develop their speech initiative. The game form of work makes it possible to repeat and consolidate the acquired lexical units and typical phrases, diversify the forms of the lesson and maintain the attention of students in the classroom. Language games are designed to form pronunciation, spelling, lexical and grammatical skills and train the use of language phenomena.

The result of the research is the conclusion that the game serves as a means of increasing the effectiveness of the lesson only when it is pedagogically and methodically focused. It is necessary to gradually introduce new types and types of games, modify and complicate their content and material. While playing in the classroom in a foreign language, students practice in speech activity, which, thanks to this, is automated and constantly expanding. As a result of the work carried out, it was found that students who actively participated in the games mastered speech skills in the process of a natural situation of communication during the game, as they creatively approached tasks, showed independence and initiative. Thus, game methods allowed to form the motivation of students' learning activities in foreign language classes.

Keywords: university, student, foreign language teaching, language game, motivation, learning activities, communication.

1. INTRODUCTION

The enhancement of education system in the context of globalization specifies the importance of highly qualified personnel training on the basis of latest educational technologies and innovations. Interactive techniques applied in class facilitate the solution of this issue (Andreeva, Chumarina, Korneva, 2017).

The intensification of the educational process at the university sets the task of finding means of maintaining students' interest in the material being studied and energization their activities throughout the lesson, since the lack of motivation to learn a foreign language is one of the main difficulties that a teacher faces (Voronina, Kondrateva, Sabirova, Latypov, 2020).

Educational games become an effective means of solving this problem. In the process of gaming activity, students are involved in oral communication, which makes it possible to bring the learning process closer to the conditions of real learning, which increases the motivation to learn a foreign language.

The game, a specific type of activity in the learning process, has been and remains the subject of research by scientists (Rogov, 1998; Leontiev, 2002; Khammatova, 2004). Like any other type of activity, the game begins with a motivating cause, pursues a specific goal, has a specific content and an executive part - game actions.

According to the psychologist A.A. Leontiev, the motivation created by the game should be presented along with communicative, cognitive and aesthetic motivation. All of these things put together make up the motivation for learning. The most powerful motivating factor is games that meet the needs of students in the novelty of the material being studied, in the variety of exercises performed. The use of a variety of games contributes to the consolidation of linguistic phenomena in memory, the creation of more stable visual and auditory images, maintaining the interest and activity of students (Leontiev, 1975).

2. DISCUSSION

The use of role-playing and language (speech) games provides ample opportunities for enhancing the educational process. Language games contribute to the activation in the classroom, develop their speech initiative. The game form of work makes it possible to repeat and consolidate the learned lexical units and typical phrases, diversify the forms of the lesson and maintain the attention of students in the classroom. The game serves as a means of increasing the effectiveness of the lesson only when it is pedagogically and methodically focused. It is necessary to gradually introduce new types of games, modify and complicate their content and material. While playing in the classroom of a foreign language, students practice in speech activity, which is automated and constantly expanding.

The game is also considered as a situational-variative exercise, where an opportunity is created for repetition of a speech sample in conditions as close as possible to real speech communication with its inherent features - emotionality, spontaneity, purposefulness of speech influence.

Games contribute to the implementation of important methodological tasks:

1) Creation of psychological readiness of students for verbal communication;

2) Ensuring the natural need for repetition of language material by them;

3) Training students in choosing the right speech option, which is a preparation for situational spontaneity of speech in general.

The game is a specially organized activity that requires tension of emotional and mental strength. The game always involves making a decision - how to act, what to say, how to win. The desire to solve these questions sharpens the mental activity of the players. And if the student at the same time speaks a foreign language, this provides great learning opportunities. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of tasks - all this allows the students to overcome shyness that prevents them from freely using the words of a foreign language in speech, and has a beneficial effect on learning outcomes. The language material is imperceptibly assimilated, and along with this, a feeling of satisfaction arises.

The main element of the game is the playing role, no matter what; it is important that it helps to reproduce the various human relationships that exist in life. Only if you isolate and base the game on relationships between people, it will become meaningful and useful. As for the developing value of the game, it is inherent in its very nature, because the game is always emotions, and emotions provide activity, attention, imagination, thinking.

Language games are intended for the formation of pronunciation, lexical and grammatical skills and training in the use of linguistic phenomena in the process of mastering a foreign language.

3. RESULTS

In foreign language classes for beginners, lexical games can be used, the purpose of which is: 1) training students in the use of vocabulary in situations close to the natural environment; 2) activation of the speech-cogitative activity of students; 3) development of students' speech reaction; 4) consolidation of phrases.

The purpose of the game "Picture" is: to check the assimilation of the spelling of the studied lexical material on the topic "Meals". During the game, each participant receives a picture with the image of the products. Representatives of the teams go to the board, divided into two parts, and write down the words corresponding to the products shown in the picture. After the student has written the word, he must read it and show his picture. The team that writes down all the words faster and with fewer errors wins.

The "Alphabet breakfast" game is designed to consolidate the vocabulary on the topic "Meals", develop sound-pronunciation skills and improves attention and memory. The first player says: "Today for breakfast I have some apples". The second student repeats the same phrase, but the product name must begin with a B, and so on. The student with the most alphabetical names wins. As a complication of the game, the second and subsequent players repeat the phrase of the previous student and add their name to something edible. For example, "Today for breakfast I have some apples and bananas" and so on.

The purpose of the game "Hide - and - Seek in the Picture" is to practice the use of prepositions of place. A large picture of the room is required. One of the students "hides" somewhere in the picture, writes on paper where he hid and gives it to the teacher. Students, asking general questions to the player, "look for" him in the picture.

For students of more advanced levels of learning English, business and role-playing games can be successfully used. Business games are applied as means of active training in economy and business, awareness of behavior standards and development of decision-making processes. Nowadays, business game method is understood as an experimental teaching technique of a competitive character that creates necessary motivation to study key sections of a course; it can be used in any discipline of the curriculum. Role-playing is a training method aimed to model the activity of any organization, enterprise or firm. Events, people's specific activity (a meeting, project development, etc.), a situation and conditions in which the event may occur or the activity may take place can be modelled. The scenario of the game has a plot, description of its structure and purpose of processes and objects modelled. Participants accept roles of various positions and occupations, and act according to these roles (Andreeva, Chumarina, Korneva, 2017).

The purpose of the role-playing game "Choosing a Restaurant" is to develop the communication skills of students, including the skills of unprepared speech, to consolidate the lexical material on the topic "Meals". The group is divided into 3 or 4 teams (2-3 people each). Each team represents a restaurant of a certain cuisine of the world (Russian, Tatar, Italian, and so on). One student is selected, who is a customer who intends to celebrate an important event in one of the restaurants. Students are given time to prepare, during which the teams discuss presentations of restaurants (history of creation, location, specific features, cuisine, atmosphere, service, promotions), and the customer prepares questions that will be asked to restaurant representatives after the presentations. The teams answer each question in turn impromptu, which creates a real situation of live communication.

During the business game, representatives of different companies can conduct business negotiations in mini-groups in order to discuss the terms of delivery, shipment, payment and contract conclusion.

In the course of language games, it is important not only to memorize new words and structures, but also to develop the individuality of each student. It is necessary to understand what kind of game exercises can captivate students in order to maintain interest in the English language, increase motivation to study it.

4. CONCLUSIONS

The result of the study is the conclusion that the game serves as a means of increasing the effectiveness of the lesson only when it is pedagogically and methodically targeted. It is necessary to gradually introduce new types of games, modify and complicate their content and material. While playing in the classroom in a foreign language, students practice in speech activity, which, thanks to this, is automated and constantly expanding.

As a result of the work carried out, it was found that students who actively participated in the games mastered speech skills in the process of a natural situation of communication during the game, as they creatively approached tasks, showed independence and initiative. Thus, game methods allowed to form the motivation of students' learning activities in foreign language classes.

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