



Game as a Motivating Tool in Teaching a Foreign Language

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ABSTRACT

The given article deals with motivating tool in teaching language as – a game. There are given educational material, including games, for practicing and consolidating pronunciation skills, vocabulary, grammatical skills. Also, there are means and techniques which activate the learners' mental activity, make the learning process effective and at the same time attractive and interesting.

Keywords:

game, motivation, foreign language, techniques, music, role-play game, dramatization.

Introduction

Psychologists argue that the assimilation of theoretical knowledge through educational activity occurs when it is combined with other types of activity - labor, social organizational affairs, game. For children, such an activity, of course, is a game, the role of which in teaching a foreign language has been said quite a lot.

Actively using games in the classroom, one must remember the following: there can be no game for the sake of playing. It should be aimed, first of all, at the development of memory, thinking, attention, because it is these components of foreign language abilities that underlie the process of mastering a foreign language [1; 66].

Methodology

When selecting the content of educational material, including games, one should proceed from the goal of learning at stage of each age. In second grade, this is the development of language abilities, the formation of a positive attitude towards the language, communication skills: speaking, listening, reading, writing (with a predominance of speaking and listening). Hence a set of games for practicing and

consolidating pronunciation skills, vocabulary, grammatical skills.

Results And Discussion

Teachers are well aware of “Chamomile game”, with which children memorize the endings of verbs. During the game, they are invited to “collect” a chamomile. Pronouns are placed in the middle of the flower, and verbs with personal endings are written on the petals. During the game, second graders connect the verb with the desired pronoun. Using this game, you can transform it into another version: a verb without an ending is written in the middle of the chamomile, pronouns are written on the petals. In this case, students, using verbs in the required form, pronounce their endings aloud [2; 63].

The use of two variants of the game helps to preserve the effect of novelty, and hence interest in it, which helps to better assimilate the educational material.

Rhymes, songs, quatrains are aimed at developing and improving pronunciation skills, creating a favorable emotional mood for the lesson.

Children are very fond of physical education in a foreign language. For this

purpose, rhymes, short verses are used. Saying them out loud, children do various exercises.

Physical education activities not only relieve fatigue and stress in students, but also develop their attention and memory. In addition, children practice pronunciation.

Game exercises already at the very beginning of the lesson set the guys up for further active speech activity. But in order for this interest not to fade away, most of the exercises in the lesson should be given a playful character, especially if they are associated with memorizing and training speech samples on a specific topic, which in itself is a rather boring activity.

Psychotechnical games are interesting in this regard. Their main functions in teaching a foreign language are the creation of internal visibility for students, which is necessary for presenting a certain situation in the classroom, intensive training in the use of the studied lexical and grammatical material. Here are examples of psychotechnical games that can be used in foreign language lessons.

“Heavy”: Learners are invited to remember 5-10 objects of different severity and imagine that they are carrying, moving, shifting them. At the same time, they should comment on their actions (“How difficult”, etc.), ask others to help them, not interfere, give advice, etc.

“Street Sonar”: The teacher asks the children to imagine that they are walking along a noisy, crowded street, and try to imagine visually what is happening around and describe all the events in a foreign language, and also listen to the steps of individual passers-by and, by the sound of steps, draw an external the type of passerby, guess where he is going, what his character is, what his tastes are, with whom he is talking, etc.

“Remember the moves.” The teacher offers to follow the movements of his hands and memorize. He imitates various actions, commenting on them (sewing, cooking in the kitchen, washing, and others). Then the learners explain the movements of the teacher, they must be able to quickly switch from one group of movements to another and respond to these switches in their foreign language speech.

“Book in a circle”: The players pass the book to each other. Passing it to a neighbor, each participant must name some object, for example: “This is a hat.” The player must characterize the item and explain their actions with it, and then pass the book to the next player, naming the new item [3; 70].

One of the main tasks of training is the further development of communicative skills and abilities. Particular attention should be paid to lexical and role-playing games. Lexical games contribute to faster and more productive memorization of a fairly large number of new vocabulary, and role-playing games, in turn, are designed to teach children to use this vocabulary in a particular situation.

When organizing and conducting a role-playing game, be sure to give children the opportunity to choose their own roles, and when summing up, note even the smallest of their successes, which increases the effectiveness of the game and makes it more attractive to children (“At the park”, “In the store”, “In the school yard”).

For primary school learners, the “Birthday” project is suitable. Children write invitations for their birthday, express their wishes about what they would like to receive as a gift, and discuss the festive menu. The holiday is held in the form of a role-playing game with tea drinking. A pleasant surprise is the presentation of gifts that the children prepared secretly from each other in advance. Filled with poems, songs, cheerful congratulations, the holiday will be remembered for a long time by all its participants.

Speaking about the means that contribute to the development of interest in the language, one cannot help but dwell on one more thing - singing. The song became a natural element of the lesson in primary grades. Turning to singing in the classroom, several tasks are solved: singing helps to improve foreign language pronunciation, develops memory; carries a great aesthetic and educational potential: there is an introduction to the musical culture of the country of the language being studied. In addition, singing brings variety to the lesson, relieves fatigue.

The effectiveness of using a song increases dramatically if the text of the song is linked to the content of the lesson material. At the beginning of language learning, children sing an alphabetical song, later they move on to thematic songs, which become more complicated from year to year (their number and volume increase, vocabulary changes) [4; 52].

At the final stage of language learning at school, work to develop and maintain interest in it continues. By this time, children have a certain vocabulary, the necessary knowledge of grammar; due to regional information, their horizons are expanding. As a result, it should be more actively used in dramatization lessons: "First School Day", "Birthday", "Schedule for Tomorrow", role-playing games "Visiting Grandma", "New in the Class", as well as grammar games, which are much more complicated and are often competitive.

It is clear that one cannot force a person to communicate freely in a foreign language in a formal way. It is important to create conditions so that communication becomes necessary, so that the child wants to talk, wants not to get a good grade, but because communication has become a need for him. At the same time, it is necessary to take into account the natural fear of a person before speaking in a foreign language. Overcoming the existing psychological barrier, internal tightness is one of the most important tasks facing the teacher. When solving it, it is necessary to take into account the fact that the educational process will be effective only if each individual student turns from a passive contemplator who allows himself to be taught into an active and creative participant in the process.

Theoretically, this statement is true. However, in practice, children often experience a lack of language experience and feel difficulty in expressing themselves in language. To overcome these difficulties and create positive emotional and linguistic motivation, elements of theatricalization, dramatization and staging can be used in the lessons.

The theatrical-linguistic society should be understood as a special sociolinguistic space

within which the studied educational material is activated, its interpretation at a new language level with access to practical communication through dramatization and theatricalization [5; 51].

One of the forms of theatrical-linguistic society can be musical theater.

Most poetry and prose texts should be written using authentic sources as much as possible. At the same time, the studied program material becomes the basis for creating a script, and in the lessons it is necessary to involve as much regional, cultural, and musical material as possible.

An example of the implementation of this approach in practice is the work on the creation of a performance.

Conclusion. Thus, the above means and techniques activate the learners' mental activity, make the learning process effective and at the same time attractive and interesting.

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