



## Նոր ժամանակի կրթություն» ՀԿ

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Հետազոտության թեման՝ Խաղային տեխնոլոգիաների  
կիրառումը առարկայի դասավանդման գործընթացում

Առարկան՝

Անգլերեն

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Մերի Թովմասյան

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## Introduction.

The school reform poses serious tasks for teachers to intensify the educational process and improve teaching methods. The modern school needs such teaching methods that could not only teach qualitatively, but also reveal the personality of a person, his creative potential. Also, modern education should teach a person to adapt to modern life, teach him to make decisions quickly and correctly, and actively master situations of social change.

[modern learning](#) includes the constant teaching of a foreign language to schoolchildren, in this regard, teachers and methodologists are constantly looking for reserves to improve the quality and effectiveness of teaching a foreign language. This is precisely what is said in one of the points of the strategy-initiative of the New School project: "In teaching a foreign language, attention should be paid to the development of an active [speech communication](#), using modern [technical means](#) learning" and the game method is one of the ways to help develop active speech communication.

Our school uses an internationally recognized "*communicative method*", which ranks first among the most actively used methods of learning foreign languages. [Communicative method](#) is aimed at the simultaneous development of basic language skills (oral and written speech, grammar, reading and listening) in the process of live, easy communication. Teach a student to communicate in a foreign language - [the main task](#) teacher. Vocabulary, grammatical structures, expressions of a foreign language are presented to the student in the context of a real, emotionally colored situation, which contributes to the rapid and lasting memorization of the material being studied.

The communicative method makes it possible to destroy [psychological barrier](#) between a teacher and his student. And when students stop feeling "distance" between themselves and the teacher, when it is interesting, fun and pleasant for them to communicate with the teacher, it is easier for them to start talking in a foreign language.

The communicative method involves the numerous use of gaming teaching methods. They bring revival to classes, support a positive emotional mood of students, and increase their motivation.

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 children. Our task is to make this subject interesting, because children pay attention to what causes their involuntary interest.

This topic is extremely important for its deep study and especially its practical application in schools.

*Herrelevance* at the present stage is obvious, taking into account new trends in the education system, giving teachers room for innovation and implementation of their own heterogeneous ideas and solutions. It is the game that is most suitable for its use in the lower grades, since it is here that there are unlimited opportunities for realizing the creative potential of both the teacher and students.

*object* research of this work is the educational process in a foreign language in the lower grades, and *subject* research - a technique for using the game in foreign language lessons.

*Target* This work is to highlight the issue of the meaning of games and their use in elementary grades in English lessons.

To achieve this goal, it is necessary to solve the following *tasks* :

to know the role of the game in the English lesson in elementary grades;

to identify the features of teaching a foreign language at primary school age;

define the concept of "game" and consider various types of classifications of games;

talk about the practical application of the game method in the classroom.

**Chapter 1.** The concept of a game method in teaching a foreign language.

Game activity functions

"Our whole life is a game". Through the game we learn to perform some vital [important actions](#), remember the rules of behavior in various everyday situations, mastering the immutable rules of social communication, "trying on" different roles, including professional ones, and most importantly, learning to interact with partners in the game.

So what is a "game"? Different scholars give it a different definition, but it is obvious that any game has a certain purpose, knowledge of the rules, as well as an element of pleasure.

About learning opportunities *game method* known for a long time. Many scientists, such as Elkonin D.B., Stronin M.F., Makarenko A.S., Sukhomlinsky V.A., D.B. Elkonin, who are involved in the methodology of teaching foreign languages, rightly drew attention to the fact that gaming activity in a foreign language lesson not only organizes the process of communication in this language, but brings it as close as possible to natural communication. *A game* develops mental and volitional activity. Being a difficult, but at the same time exciting activity, it requires a huge concentration of attention, trains memory, and develops speech. Game exercises captivate even the most passive and poorly trained students, which has a positive effect on their academic performance.

AT [modern school](#), which relies on the activation and intensification of the educational process, gaming activity is used in the following cases:

1. As an independent method for mastering a specific topic;
2. As an element (sometimes quite essential) of some other method;
3. As a whole lesson or part of it (introduction, explanation, consolidation, control or exercise);
4. When organizing extracurricular activities.

When using the game method, the task of the teacher is, first of all, to organize [cognitive activity](#) students, in the process of which they would develop their *capabilities* especially creative ones.

The use of the game teaching method contributes to the implementation of important methodological tasks, such as:

Creation of psychological readiness of students for verbal communication;

Ensuring the natural need for repeated repetition of language material;

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

The game form of the lesson is created in the lesson with the help of game techniques and situations that act as a means of encouraging and stimulating students. The situation may resemble a dramatic work with its own plot, conflict and [actors](#). During the game lesson, the situation can be played several times and each time in a new version. But at the same time, the situation of the game is the situation of real life. Its reality is determined by the main conflict of the game - competition. The desire to take part in such a game mobilizes the thought and energy of the players, creates an atmosphere of emotional tension. Despite the clear conditions of the game situation and the limited use of game material, there is always an element of surprise in it. Therefore, spontaneity of speech is characteristic of playing within certain limits. Speech communication, which includes not only speech itself, but also gestures, facial expressions, etc., has a pronounced purposefulness.

Game activity in the learning process performs the following functions:

Let's take a closer look at the features of all these functions.

1. Teaching function It consists in the development of memory, attention, perception of information, the development of general educational skills and abilities, and it also contributes to the development of foreign language skills.
2. Educational function consists in cultivating such qualities as an attentive, humane attitude towards a partner in the game, and a sense of mutual assistance and mutual support also develops. Students are introduced to the

clichés of speech etiquette to improvise a speech appeal to each other in a foreign language, which helps to develop such a quality as politeness.

3. Entertainment function It consists in creating a favorable atmosphere in the lessons, turning the lessons into an interesting and unusual event, an exciting adventure, and sometimes even into a fairy-tale world.

4. Communicative function consists in creating an atmosphere of foreign language communication, uniting a team of students, establishing new emotional and communicative relations based on interaction in a foreign language.

5. Relaxation function - removal of emotional stress caused by stress on the nervous system during intensive learning of a foreign language.

6. Psychological function consists in the formation of skills to prepare one's physiological state for more effective activity, as well as the restructuring of the psyche for the assimilation of large amounts of information.

7. Developmental function is aimed at the harmonious development of personal qualities to activate reserve capabilities *personalities*.

All of the above functions of the game help not only in teaching a foreign language, but also develop the personal qualities of the student.

#### 1. Games in English lessons. Types of games. Grammar games

The purpose of this activity is to develop the ability correct use various grammatical forms, to teach students the use of speech patterns containing certain grammatical difficulties, to create a natural situation for the use of this speech pattern, to develop speech creativity and independence of students.

Lexical games

This type of games has the following goals - to train students in the use of vocabulary in situations close to the natural environment, to get acquainted with the compatibility of words, to activate speech-thinking activity, to develop students' speech reaction.

Phonetic games

They practice and develop pronunciation skills: sentence intonation, phonemes, phonemic awareness.

Spelling games.

The purpose of these games is an exercise in writing English words. Some of the games can be designed to train the memory of students, and some - on some regularities in the spelling of English words.

Creative games.

The goals of the games are to teach students to understand the meaning of a single statement, to teach them to highlight the main thing in the flow of information, to develop the auditory memory of students.

Such games develop students' speaking and listening skills. One of the tasks of this kind of games is to teach students a speech reaction in the process of communication.

#### 1.3. Game requirements

There are basic requirements for games: the game should stimulate the motivation of learning, arouse interest and desire in schoolchildren to complete the task well, it should be carried out on the basis of a situation that is adequate to the real situation of communication; the game must be accepted by the whole group; it is certainly held in a benevolent, creative atmosphere; the game is organized in such a way that students can use the language material being worked out with maximum efficiency in active speech communication.

Another important requirement when conducting various kinds of games is the use of all kinds of visualization. In addition, the teacher should always remember such elementary requirements as the appropriateness of the game for the age of the children and the topic being studied; it is impossible to allow such a moment when not all students are involved in the game. You also need to make sure that the instructions are clear and understood by everyone and that the students are ready for the implementation of the game activity.

Also, do not forget that when discussing the game, evaluating the participation of schoolchildren in it, the teacher should show tact, especially when evaluating the results of the game. A negative assessment of the activities of its participants will inevitably lead to a decrease in activity. It is advisable to start discussing the results of the game with good moments and only then move on to disadvantages.

### **Chapter 3. Practical application of the game in English lessons. Learn joyfully, teach joyfully.**

It's more than a game. It's an institution.

Thomas Hughes (1822-1896)

As a subject teacher, I consider the use of gaming technologies in the classroom an integral part of my work. I believe that it is the game elements, competently included in the educational process, that can help in the implementation [main goal](#) teaching a foreign language in the aggregate of its components - the formation of the communicative competence of students. At the same time, for the successful implementation of the main goal of training, I focus on the implementation of narrower, but no less [important tasks](#):

- 1) creating a "success situation" for each participant in the game;
- 2) increasing the motivation for studying the subject;
- 3) provision [personal growth](#) each participant;
- 4) improving skills, active and friendly interaction with each other;
- 5) activation of the mental, cognitive and creative spheres of the individual by means of a foreign language;
- 6) formation and improvement of the main aspects of foreign language speech activity: listening, reading, writing, speaking.

In the process of including game elements in educational activities, I believe it is advisable to be guided by the following methodological principles:

- 1) compliance with the objectives of the lesson;
- 2) training "in the zone of proximal development";
- 3) compliance with the age characteristics of students;
- 4) compatibility with other activities in the lesson;
- 5) expediency of the spent time;
- 6) variability.

In my work I try to use game techniques in a variety of ways:

For different types of lessons:

formation of lexical and grammatical skills

activation of lexical and grammatical material

listening

home reading

combined

repetitive-generalizing

2. As an independent unit of the educational process, i.e. game lesson.

3. At different stages of the lesson:

introductory motivational

repetition

homework checks

introduction of new material

fastening.

4. During [extracurricular activities](#):

role play - dramatization

The games included in my lesson can be considered from the point of view of different classifications: by the nature of the pedagogical process, and by the type of activity, and by the nature of the game methodology, and by the type of the game environment, and by the component aspect (lexical, grammatical, phonetic, spelling, regional studies).

From my practice, I will tell you about those games that arouse interest among schoolchildren, both in the classroom and in circle classes.

At the very beginning of learning English in grade 2, while learning the alphabet, you can play a variety of spelling games, For example:

The ABC Games

1. The teacher should have two sets of cards with letters of the alphabet.

The class is divided into two teams. Each team receives one set of cards. Students line up as far away from the board as possible. When the teacher says a word, say pencil, students with the corresponding letters run to the board and make up this word. The first team to make up the word gets the number of points according to the number of letters in the word.

Another "multifunctional" game, « The Chain of letters ». It can be replaced with a physical education minute or used at the end of the lesson, as an element of reflection. Its main place - the second grade - in the study of the alphabet, but can be used in the third and fourth grade to update knowledge. All participants in the game stand in a circle. Students take turns saying one letter of the alphabet. Anyone who makes a mistake or remembers the right letter for too long is out of the game. The one who doesn't make any mistakes wins. In this game, letters can be replaced by numbers and numbers, the names of the seasons, months, days of the week, etc.

You can also complicate the task by naming the letters of the alphabet from A before Z, adding a phrase with a word on its letter: "A is for Apple", "B is for Ball", "C is for Cat", etc.

The student who starts the game calls any letter of the alphabet. The next one to receive the ball calls the next letters to the end of the alphabet. If he coped with the task, he is given the right to continue the game.

The use of spelling games gives good results, allows you to master the alphabet, knowledge of which is necessary for further learning to read.

At the beginning of the lesson, it is advisable to play phonetic games, the purpose of which is to establish the correct articulation of the speech organs of students when pronouncing individual English sounds.

For example, a naughty monkey comes to our English lessons, who grimaces and asks the children to repeat after her, which they willingly do.

"... The monkey smiled broadly, and then she pouted her lips again..."

"... The monkey went for a walk in the forest, but it was cold outside, her paws were frozen, she began to breathe on them to warm them (sound training [h]) ..."

Everyone in the piggy bank has one, or even more than one. The heroes of such fairy tales are Tongue, Miss Chetter, Monkey, and simply magical animals. In common of these fairy tales is that they are all excellent helpers for practicing the pronunciation of difficult sounds, and the undeniable advantages are the ability to compose a fairy tale based on the characteristics of the class as a whole and taking into account the individual characteristics of students, as well as the ability to take into account the urgent needs of learning. Gradually, the role of the storyteller can be transferred to those students who make difficult sounds better, to include an element of competition.

In a playful way, you can have a physical education minute. So when studying the topic "Verbs of motion" we play the game "Repeat after me". The essence of the game is simple: first, the teacher shows and calls the verb of movement, later the leader of the students only shows the actions, while the students must repeat it and name it themselves. Thus, during the game, vocabulary is updated or consolidated and a physical education session is held.

Elements of pantomime are also used in the study of other lexical topics: Sports, Clothing, Appearance, Body Parts, etc.

[Modern teacher](#) constantly uses the information resources of the Internet, allowing to more effectively solve [whole line](#) didactic tasks in the classroom. Physical education minutes (and much more) can be carried out with the help of multimedia support. Bear song "I can run". (see Appendix 1, fig. 1)

Lexical games (Word games) pursue the following goals:

Train students in the use of vocabulary in situations close to the natural environment;

- to activate the speech-thinking activity of students;
- to develop students' speech reaction.

A number of games are designed to train students in the use of certain parts of speech, for example, numerals, adjectives. Other games fit certain themes "Purchases », « Appearance », « clothing ».

1. The facilitator draws cells on the board according to the number of letters of the word he has conceived. The participants in the game take turns asking him questions:

Istheretheletter ... init?

Does it have a letter?

If the named letter is in the intended word, the facilitator writes it down in the appropriate cell and the student who named it gets the right to the next question. If the named letter is not in the word, the student who asked the question is eliminated from the game. The game is continued by other guys, and the one who calls the conceived word wins.

2. Game "look sharp" allows you to repeat vocabulary. It is carried out at a fast pace, without pauses. All students take part in the game. The teacher passes a ruler to one of the students and calls any word that represents one or another part of speech (or the same topic), and quickly passes the ruler to one of the neighbors. A student who violates the rules of the game is eliminated from it and pays a fine: he usually recites a poem in English.

Examples:

One – two – three – four – five etc. (Part of speech - numeral).

Red – green – blue – brown – white etc. (Part of speech adjective).

In another version of the game "look sharp" students answering the teacher's question "What can you see in the ...?" name what they can see in the room (on the street, in the park, in the picture). The last student to name the item wins.

Working on lexical skills occurs through definition (mystery). The children are given the task at the lesson or at home to describe the animal (house, body part, toy, fruit, [fairy tale hero](#)) without naming it. Checking homework takes place in the form of a "riddle contest". The reverse method is also used when children guess a word (an animal, a fairy-tale hero, etc.), and the driver or the rival team guesses it by asking general questions. Such techniques allow not only to consolidate the studied vocabulary on a particular topic, but also to work out the grammatical structures of an affirmative sentence, a general question, a short and complete answer to it.

So when working on vocabulary "Products », « clothing "store" appears in the classroom.

In the shop

On the counter of the store are various items of clothing or food that can be bought. Students go to the store, buy what they need.

P1: Good morning! P1: Good morning!

P2: Good morning! P2: Good morning! What would you like?

P1: Have you a red blouse? P1: I would like some cheese.

P2: Yes, I have. Here it is. P2: Take, please.

P1: Thank you very much. P1: Thank you.



P2: Not at all. P2: You are welcome.

P1: On the way you have a warm scarf?

P2: Sorry, but I haven't.

P1: Good bye.

P2: Good bye.

In Game "Collect a portfolio" the whole class is involved. Come to the board as you wish.

Teacher: Let's help Pinocchio get ready for school.

The student takes the items on the table, puts them in a briefcase, naming each item in English:

This is a book. This is a pen (pencil, pencil-box)

In the following, the student briefly describes the object that he takes:

This is a book. This is an English book. This is a very nice book.

"Do you know animals?"

Representatives from each team take turns pronouncing the names of animals: a fox, a dog, a monkey, etc.

The last person to name the animal wins.

In the lessons, various variations of the game are often used. "True False" (Yes/ no). For example, in the lesson "Acquaintance" - this is the game "Are you ...?". The teacher addresses the student with the question "Are you Sasha?", if he is Sasha, then he answers Yes, if not, then -no. In the same way we remember letters, numbers, sounds. The teacher names, for example, sounds, showing the corresponding transcription icons, and sometimes makes mistakes. Students must find the error. With the help of this game, we also memorize new vocabulary, work out grammatical structures like "This house is old», « She is a nice girl».

"Pantomime"

To consolidate the vocabulary on the topic "Morning of the schoolchild" in the speech, you can play the game "Pantomime". The leader leaves the class, and a group of children is located at the blackboard. Each gesture and facial expression depicts one of the actions on a given topic. Then the teacher tells the leader : Guess what every pupil is doing.

Exemplary facilitator's responses : This boy is doing morning exercises. That girl is washing her face. That boy is sleeping. etc.

Spelling games

The purpose of these games is an exercise in writing English words. Some of the games are designed to train the memory of students, others are based on certain patterns in the spelling of English words. Most of the games can be used when checking homework.

The comb

The class is divided into two or three teams. Depending on the number of teams on the board, a word is written two or three times.

For example:

EXERCISE EXERCISE EXERCISE  
Representatives of the teams take turns running up to the board and writing words that begin with the letters that make up the word exercise, vertically. Each writes one word, and the words should not be repeated. After a while, the board will look something like this:

E X E R C I S E E X E R C I S E E X E R C I S E

A N A H N H G E A C I A E A I

T D T A K I G A K E X S A R T

L R D E T D

K T Y Y

Listening Games

Goals:

- to teach students to understand the meaning single statements;
- to teach students to highlight the main thing in the flow of information;
- to develop the auditory memory of students.

It is possible to conduct games for listening to the text, having no pictures, no drawings, no pre-prepared questions, no paragraphs of the text, etc., these are games for development auditory memory. The teacher reads the text at a normal pace, the players listen. After listening to the text, the teacher offers to write down the words that each participant in the game remembered. Then the teacher reads the text again and gives the task - to write out groups of words and memorable phrases. After that, the participants in the game restore the text from memory, using their notes. The winner is the one who most accurately conveys the content of the text. Of particular interest are games in which, after listening to the text (preferably with a large number of characters), it is necessary to play a scene according to the content of the text. In these games, children demonstrate not only their listening skills, but also their artistic abilities.

Listening training should be carried out in a variety of [interesting games](#). In them, the child can express himself as a person, as well as a member of the team. There are no universal games for teaching listening, but you can turn any exercise, any text into a game. To do this, it is necessary to prepare the necessary accessories, create an atmosphere of competition, make the task for the texts diverse, but at the same time accessible and interesting. Texts can be used from textbooks, additional books on the English language, invented by the teacher or students. The main thing is to turn an elementary text into an interesting game that attracts a child.

Whose sun is brighter?

Team captains go to the board, on which two circles are drawn, and describe the animal from the picture. Each correctly said sentence is one ray to the circle and one point. The winner is the captain whose sun will have more rays, i.e. more points.

Who knows the numbers better?

Representatives from each team go to the board, on which the numbers are written (out of order). The host calls the number, the student looks for it on the board and circles it with colored chalk. The one who circles the most numbers wins.

Riddles about animals

The teacher reads riddles to students, students must guess them. for example:

1. It is a domestic animal. It likes fish. (a cat)
2. It is a wild animal. It likes bananas. (a monkey)
3. It is very big and grey. (an elephant)
4. This animal likes grass. It is a domestic animal. It gives us milk. (a cow)

For each correct answer, the team receives 1 point.

funny artists

The student, closing his eyes, draws an animal. The facilitator names the main parts of the body:

Draw a head, please.

Draw a body, please.

Draw a tail, please.

If the drawing turned out, the team gets five points.

Clap your hands

Members of both teams stand in a circle. The leader is in the center of the circle. He names both domestic and wild animals. When children hear the name of a wild animal, they clap once; when they hear the name of a domestic animal, they clap twice. The one who makes a mistake is out of the game. The team with the most players left is the winner.

## Seasons

The teacher asks one of the students to think any season and describe it without naming it. for example: It is cold. It is white. I ski. I skate. I throw snowballs. Students try to guess : Is it spring? Is it winter? The winner is the one who correctly named the time of year.

## Puzzle games

Teacher: I have good friends. These are special friends. They came to us from fairy tales. You know them too, but can you guess who I'm talking about?

- I have a friend. Not is a small boy. Not can read, write and count, but not well. He can run and jump and play. He cannot draw and he cannot swim. / Dunno /

- I have a friend. Not is a big fat boy. He cannot read and write, but he can run, sing, dance and play. He can fly! / Carlson /

- I have a friend. He is not a boy. He is not a girl. He is green. He can swim. He cannot jump and he cannot fly. / Crocodile Gena /

## Game "Translator"

The teacher plays one of the Disney cartoons with English subtitles. The announcer pronounces the phrase, the student repeats it and translates it into Russian. Thus, listening, vocabulary, grammar are practiced. (see Appendix 1, fig. 2)

separate group take up grammar games . Grammar games

## Goals:

- to teach students the use of speech samples containing certain grammatical difficulties;
- create a natural situation for the use of this speech pattern.

In elementary school, children sometimes do not even know the names of parts of speech and sentence members in Russian, so it is also advisable to teach English grammar through a game. So, to explain grammatical symbols, the techniques proposed by Shoeva E.Yu. are used: "I replace the word "verb" with the word "action", "pronoun" - "instead of a name" and work them out from the pictures".

To work out the knowledge gained, we use a set of symbol cards: the teacher names the words, and the students must determine what sign the symbol represents.

To explain verb conjugation *to be* Shoeva E.Yu. invites students to tell a fairy tale: "Once upon a time there was a king *to be* , and he had three faithful servants: *am* , *is* and *are* . The most privileged was the servant *am* he served only one master *I* . *Is* served three masters: *he* , *she* , *it* . *Are* - also three: *you* , *we* , *they* ." If there is no action in what we are talking about, then the place is taken by the servant of the king *to be* .

After that, it is appropriate to play the game "Is there an action?" The teacher speaks a series of sentences in Russian and asks to clap when there is no action. The same tales are used to explain other topics: articles, ending -s verbs in the 3rd person singular etc. For individual tasks in the lesson, sets of cards from E.A. Barashkova's manual "English Grammar. Games in the classroom.

## picture game

For better assimilation by students of the structures in Present Continuous, you can use a game with a picture. Schoolchildren are invited to guess what this or that character depicted in the picture, which they have not yet seen, is doing. Guys ask questions , For example :

P1: Is the girl sitting at the table?

T: No, she is not.

P 2: Is the girl standing?

The student who guessed the action shown in the picture wins. He becomes the leader and takes another picture.

## Application of gaming technologies in English lessons

at the initial stage of education

Gaming technologies occupy an important place in the educational process. The value of the game is that it takes into account the psychological nature of the younger child. [school age](#) and serves his interests.

The use of gaming technologies in English lessons increases students' interest in the subject being studied, that is, it helps to positively motivate the student to learn English. And motivation, in turn, determines the significance of what is learned and assimilated by students, their attitude to learning activities, its results. The peculiarity of a foreign language as a subject lies in the fact that learning activity implies foreign language speech activity, that is, communication activity, in the process of which not only knowledge, but also speech skills are formed. Attracting the game as a learning method is an effective tool for managing learning activities, activating mental activity, making the learning process interesting. Game forms of work lead to an increase in the creative potential of students, to their disclosure as individuals and personalities in the classroom.

The intrinsic value of the game is that it is not carried out under pressure. The game is a manifestation of the desire to act. It opens up new opportunities in the field of intelligence, cognitive activity, creativity, and activity.

According to the definition given by D. B. Elkonin, "a game is a spontaneous school, ... Giving the child the opportunity to get acquainted with the traditions of human behavior."

A.A. Derkach calls the game used in the educational process a task containing a problem situation, the solution of which will ensure the achievement of the educational goal.

The general postulates of the game follow from the definitions:

1. The game is an independent type of developmental activity for children.
2. The game is a free form of children's activity, which creates a wide scope for personal creativity, self-expression, self-knowledge.
3. The game is an equal activity of younger students.
4. The game is the practice of development.
5. Game - freedom of self-disclosure.
6. The game is the main area of communication for children, in which the problems of interpersonal relationships are solved.

Thus, the game is a powerful stimulus for children in mastering a foreign language.

Game forms of work in English lessons can carry a number of functions:

Educational function - the development of memory, attention, perception.

Entertaining function - creating a favorable atmosphere for the lesson, turning the lesson into an exciting action.

· Relaxation function - removal of emotional stress resulting from intensive learning in the classroom.

Psychotechnical function - the formation of skills for preparing one's state for more effective activity and assimilation of a larger amount of material.

· Developing function - development of personal qualities.

· Educational function - psycho-training and psycho-correction of the manifestation of personal qualities in game models of life situations.

· Communicative function - team building, establishing emotional contacts and verbal communication.

The last function is most consistent with the principles of the English lesson, namely its communicative orientation.

But for effective and successful games in the classroom, you need:

1. So that the material is familiar to students, because the game relies on experience.
2. In order for overcoming to be laid, only in this case is the activity of the players' actions possible.
3. Games must be complete and correct.

4. It is necessary to design the playing space, create an image of the game.

The effectiveness of using the game in the lesson is obvious, but only if the teacher, when planning the inclusion of the game / game moment in the lesson, takes into account the following requirements:

The game should be aimed at solving certain educational problems;

· The game should be controlled and managed and not disrupt the lesson.

The game must shoot [emotional stress](#) and encourage activity.

· In the first place in the game there should be a game moment, and the training effect should be in the second place.

A didactic game can be not only a form of learning, but also a means, because it is a source of knowledge and skills formation. It allows you to awaken and support the cognitive interests of students, diversify the visibility of the material, making it more accessible, and also activate independent work.

Classifications of games in modern didactics are different. Many methodologists and scholars divide games into *linguistic*(working out vocabulary and grammar) and *communicative*(role-playing). Some educators classify games into *grammatical*, *spelling*, *lexical*, *phonetic* (those. contributing to the formation of language skills) and *creative games*, contributing to the further development of speech skills.

Considerable experience in teaching English to younger students and the need to overcome the difficulties that students have to face at the initial stage of learning English, prompted me to systematically use [various types](#) games and game techniques in my work.

*From experience:*

*Games used in lessons in grades 2-4.*

The game "Decorate the Christmas tree!"(Grade 2, studying the topic "colors")

In front of the students there is an artificial Christmas tree and a lot of colorful toys. The teacher asks the children to "Hang up the [blue](#) dolphins, please. Etc.

Magic bag game(grades 2-3, study of the structure *isita.....?*)

I put toys (animals) in an opaque bag, students guess what kind of toy (isitacat? Is it a dog?)

A game "What he/ she does?" ("what's she/he doing?)( Grade 3-4 topic present continuous interrogative structures)

Purpose: development of grammatical skills.

The image in the picture is upside down. Students take turns asking what he/she is doing in the picture.

Chainword game ( applied in any class at the initial stage when studying any topic).

Goal: development of reading and spelling skills.

Find the words in this line. (can be used as a competition between teams).

Workeyesausagearockitexciteglass

(work, eyes, sausage, ear, rock, kite, excite, egg, glass)

Bingo game. ( in any class when repeating the topic "alphabet", "numbers").

Purpose: development of listening skills.

Students complete the field with letters/numbers. The teacher pronounces any letters / numbers in random order, the children hear and cross them out in their field. The winner is the first to cross out all the letters/numbers and yell "bingo!"

Game "Tell me what I'm doing"(grade 3-4 topic present continuous)

Purpose: development of grammatical skills.

The student at the blackboard depicts the action, the other guys take turns commenting (you are sleeping, you are dancing, you are playing football).

Game "Dress up the doll" ( Grade 2 theme "clothes")

Purpose: to teach to understand the statement;

Students make a model doll and clothes for it at home and dress their dolls in different outfits at the teacher's command. (put on the coat, take off the coat, put on the dress, take off the dress, put on....)

A game "Nameword(just say the word!)"( Grade 2 topic "sounds and letters")

Purpose: development of phonetic, spelling skills, reading skills.

The teacher spells the word, the students write and read it.

If children still do not know the spelling of letters well, you can compose these words from the split alphabet on the desk.

Game "Lucky dip!"(Grade 2 topic "Alphabet")

Purpose: development of lexical skills.

Cards with letters lie on the teacher's table, the students come up and take turns taking any card. Their task is to name the letter correctly and the word that begins with this letter.

Stop game (stop!) 2-4 grades)

Purpose: to strengthen the skills of spelling words and understanding words.

You can work in pairs. One student thinks of a word, the second, trying to guess it, asks questions: Is there a letter "E" in your word? If there is such a letter, the student writes it in the word, if not, writes the letter S in the word STOP. If the word was guessed before writing stop, then the student won!

Game "Puppet theater"(Puppet show) (Grade 2)

Purpose: to develop the skills of monologue (dialogical speech)

Children, putting a finger puppet on their hand, play dialogues in pairs (mini groups), or build a monologue on various topics (for example, the situation "acquaintance", "in the store", etc.).

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The game, as a method of teaching, transferring the experience of older generations to younger people, has been used since antiquity. The game always involves a certain tension of emotional and mental strength, as well as the ability to make decisions: what to do, what to say, how to win?

The desire to solve these questions sharpens the mental activity of the players. The fact that the game method is fraught with rich learning opportunities is also positive. The value of the game cannot be exhausted and assessed by entertainment and recreational opportunities. Its phenomenon lies in the fact that, being entertainment, recreation, it is able to develop into learning, into creativity, into a model of the type of human relations and manifestations in work.

A feature of the game method is that everyone is equal in the game. It is feasible for almost every student, even those who do not have a sufficiently strong knowledge of the language. Moreover, a student who is weak in language training can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge in the subject. The language material is imperceptibly assimilated, and along with this, a feeling of satisfaction arises, the student can already speak on an equal footing with everyone.

The use of the game teaching method contributes to the implementation of important methodological tasks, such as:

- 1) Creation of psychological readiness of students for verbal communication;
- 2) Ensuring the natural need for repeated 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 implementation of game techniques and situations in the lesson form of classes takes place in the main areas:

- 1) The didactic goal is set for the student in the form of the game task;
- 2) Educational activities are subject to the rules of the game;
- 3) The educational material is used as its means, an element of competition is introduced into the educational

activity, which translates the didactic task into a game one;

4) The successful completion of the didactic task is associated with the game result.

There are three series of games:

Series "A" includes games for working out the operational structure of lexical units.

1. These are LE repetition games. "Who will quickly remember the names of animals and birds that begin with the following letters: p, h, g, s ....?" The one with the most words wins. (Only single examples are given in the work, because for the convenience of using the material in future work, I made a selection of games on separate sheets in the application).

2. Games for combining LE with each other and their correct grammatical design. "Do they say so?"

Schoolchildren are offered pictures with the image *wolf, fox, hare, pig...* They have to say as many phrases as possible with the given words: *agreywolf, anangrywolf, ahungrywolf, wolfruns...*

Series of games "B" aims to prepare students for understanding words in listening.

Series of games "B" works out individual operations in the structure of lexical reading skills. "*Find Secret*

*Letters*" The game is played on the principle of the TV game "Field of Miracles". For each correct letter, the student receives a token. *BUT- - - - 1 - a (Australia)* or "*Who will quickly make proverbs and tell them?*"

It is important that every student in the class takes part in the work with the game exercises. Training and application of new lexical material in the form of a game helps to prevent the process of forgetting the active vocabulary.

In any type of activity in a foreign language lesson, you can add an element of the game, and then even the most boring lesson takes on a fascinating form. For example, a grammar lesson usually does not arouse enthusiasm among the guys, but if you include some *grammar games*, then it will pass interestingly and without much stress. Students in such lessons easily and simply learn the necessary grammatical structures. This comes from the fact that the game is aimed at mastering the grammatical side of speech, and not the language system. For example, [grammatical topic](#) "*Dividing Questions*" usually presents a great challenge to students. Help is provided in this case by the game « *who setailisit?* »

We draw various animals (with removable tails). There must be some tigers, dogs, etc. We write a declarative sentence on the body of the animal, and a corresponding short general question on the tail.

*The tiger likes sweets, doesn't it? etc.* Then, the tails are separated from the body and mixed, and sad animals without tails are waiting for their savior. It can be one of the participants or a whole team that will return the tail to the beast.

So, the above forms of the game are, as it were, preparation for a more serious *role play*. Almost all study time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, because he must understand and remember the partner's remark, correlate it with the situation and respond correctly to it.

Basic requirements for a role-playing game

1. The game should arouse interest and desire among students to complete the task well, it should be carried out on the basis of a situation adequate to the real situation of communication
2. The role play should be well prepared in terms of both content and form, clearly organized
3. It must be accepted by the whole group
4. The game is certainly held in a friendly, creative atmosphere. The freer the student feels in the role-playing game, the more initiative he will be in communication. Over time, he will have a sense of self-confidence, that he can use different roles.
5. The role-playing game is organized so that students can make the most of the practiced speech material in active role-playing communication.

The role-playing game is also good because in its process, students not only pronounce the words of the role, but also perform the corresponding action, which, by its naturalness, helps to relieve the tension that usually occurs at the moment of speech. The role-playing game is built on the dialogic speech of students. Mastering dialogic speech is carried out in three stages:

1. Mastery of dialogic units
2. Mastering microdialogues
3. Creation of own dialogs of various functional types. Role play is used in each group.

So, we can say that learning games (lexical, grammatical, role-playing) are a strong motivating factor in the process of learning a foreign language. The game contributes to the consolidation of linguistic phenomena in memory, maintaining the interest and activity of students, the emergence of a desire among students to communicate in a foreign language.

Games help the teacher to enliven the lesson, bring naturalness to educational communication in the foreign language being studied, facilitate the process of mastering the language material, and make educational work interesting.

#### I. Lexical games

##### 1. *"Who ran away?"*

Students are given a picture of an animal. They examine it for 1-1.5 minutes. Then they are shown another picture that has some of the animals in the first picture. The students must say who ran away.

##### 2. *"Many words from one word"*

The teacher says the word. Students must name animals whose names begin with the letters that are in this word.

##### 3. *"The cat meows, the dog barks, and the tiger?"*

Names of animals and verbs are written on a piece of paper (board)

4. *"Who will quickly name the animals and talk about them?"* Students are presented with a series of pictures depicting various animals. They name the animals and talk about them. The winner is the one who names the most animals and tells more about them.

Ex. This is a fox. It is not big. It is red. It is smart. It is wild. The fox eats hens and hares.

##### 5. *"Who will remember and repeat better"*

Students listen to tongue twisters. Then they have to reproduce them from memory. The winner is the one who remembers the most tongue twisters.

##### 6. *"Find a rhyme"*

Students listen to a quatrain, for example: A frog is green A parrot is bright A fox is orange A hare is .... (white)

##### 7. *Chainword*

The teacher writes any word on the board. Then the participants in the game take turns writing words, the first letter of which is the last letter of the previous word. Students translate each word into Russian (orally). Words in a chain are not repeated.

Ex. boy - yard - door - red - des! - know - white... Those who could not remember the right word in the allotted time (5-10 seconds) are eliminated from the game.

8. *"Looksharp"* - allows you to repeat vocabulary. It is fast paced and everyone is involved. The teacher offers one of the students a wand and calls any word that is a particular part of speech or related to a topic. The student calls another word on a given topic and passes the wand to another. The last student to name the item wins. Violating the rules of the game leaves it or pays a fine (poem).

Ex. sleep - get up - play - draw - read... a desk - a book - a lesson - our teacher...

##### 9. *"Who is more?"*



For a certain time (5 minutes), you need to write as many words as possible on the sheets, using only the letters of the compound word written on the board. Ex. examination, constitution.

#### 10. "Crossword"

A compound word is written vertically on the board, each letter of which can be included in one of the words of the crossword puzzle horizontally (horizontal words will refer, for example, to a topic). school room boy sport crossword word floor record friend

#### 11. "Remember, repeat and add a word"

P, and rap - a pen and a book - a pen, a book and a pencil ...

12. "Edible - inedible" - activates lexical units in speech, develops the speed of reaction to a sounding word. The driver says a word in English, throws the ball to one of the children. He catches the ball and says "yes" (if the given word means what they eat) or "no".

13. "Colorful house" - name the colors of objects.

The class is divided into two teams. Students build beautiful bright houses for Winnie the Pooh and Carlson, who make sure that the guys correctly name the color of each "brick". If the student makes a mistake, he loses the right to put his "brick". The first team to build a house wins.

Ex.

This brick is red

This brick is brown, etc.

14. "Make an identikit" - learns to describe the appearance of a person. The class is divided into three teams, each of which is a police department. With the help of a counting rhyme, three leaders are selected. They turn to the police with a request to find a missing friend ..., describe the appearance, and the children make the appropriate drawings. If the picture matches the description, it is considered that the missing person has been found.

Ex. I can't find my sister. She is ten. She is a schoolgirl. She is not tall. Her hair is dark. Her eyes are blue. She has a red hat on and a white hat on.

#### 15. "Favorite heroes of fairy tales."

The teacher says that characters from fairy tales came to visit the children. But you can only see them by guessing who they are. Students take turns describing the characters in the story. If the children guessed correctly, they are shown the corresponding pictures.

Ex. This is a girl. She is a small girl. She has a nice dress and a red hat on. She has a grandmother. She often goes to see her.

## II. Grammar games

1. "The Gate" - to repeat and reinforce all types of interrogative sentences. Two strong students ("gatekeepers") stand in front of the class, joining their hands and forming a "gate". The rest of the participants in the game take turns approaching the "gatekeepers" and asking them questions about a certain structure. Depending on the correctness of the question, the answer follows: "The door is open (shut)". A student who asks a question incorrectly can make another attempt.

Ex. Are you going to .. (do smth)?

What are you going to do in (on, at)?

2. "Guessit" - to fix common questions. The facilitator thinks of some object in the class. Trying to guess the subject, students ask only general questions, to which the host answers "yes" or "no" (the number of questions is limited). The team that guesses the item by asking the fewest questions wins.

Ex. Is it a thing? Is it on the wall? Can I see it? Can I eat it? Is it white?

3. "20 Questions" - for middle and senior stages of education. As in the previous game, special questions are excluded. Question types are expanded, but in such a way that they can only be answered with "yes" or "no". For

the first time starting the game, the teacher explains the purpose, conditions, course of the game. He can give the students sample questions.

Ex. Object number 1 is a human being. Is it a man or a woman? Is he (she) alive or dead? Is he present here? He (she) is a pupil (teacher), isn't he (she)? Do you know him (her) in person? Is he (she) your relative (friend)? Etc

4. *"Travel around the world"* - the construction There is / are is fixed and the skill of using articles is being worked out. "Journey" can go through a class or a thematic picture. The teacher starts the game: "There is a blackboard on the wall in front of the pupils". Further the description is continued by the students: "Near the blackboard there is a door...". The one who made a mistake leaves the ship.

5. *"Theater of facial expressions and gestures"*

The two teams will line up facing each other. Each team chooses its own actor. Actors alternately perform any actions, and the team comments on his actions. The team that correctly described the actions of their "actor" wins.

6. *"What are you drawing?"* - Present continuous.

Each student has a piece of paper and a pencil. He guesses what the neighbor on the desk is drawing, asking questions:

Are you drawing a horse? - No, I'm not drawing a horse. - Are you drawing a pig? ...

7. *"Make an offer"* - subordinate clauses of time and conditions. The class is divided into two teams. Each team is given a variant of the main sentence, for example:

G And read you a book if...

Participants write their own variants of subordinate clauses: you drink milk. you give me sweets. A correctly written proposal brings the team a point.

8. *"Beauty Contest"* - in the study of the possessive case of nouns. To do this, the guys bring dolls to class. Each doll has a name, it is written on a card and attached to clothes. Then each student evaluates the haircut (outfit) and writes his opinion on a piece of paper. I like Ann's hair-cut. I like Kate's dress. The doll with the most cards is rewarded.

### III. Role-playing games

#### 1. *"At the fair"*

Equipment: pieces of fabric, samples of materials, [Business Cards](#). The class is divided into 2 groups. Members of one group are representatives of trading firms, the other group are industrial enterprises. Each has a business card on his chest with the name and name of the company or enterprise. Representatives of the company conduct dialogues with representatives of enterprises, make orders. Whoever makes the most sales wins.

Ex.

- Good morning! I'm mister Black. I'm from London.

- Nice to see you.

- I'd like some cotton for dresses.

- What colour?

- Here you are. This is a very good cotton. It's quite bright. And these are some dresses made of this cotton. Do you like them?

- Yes, I do. I'll take two hundred meters.

- Fine!

#### 2. *"Fashionistas"*

Equipment: dolls with a set of dresses. The game is played in pairs. Students learn to talk about clothes.

- Do you like my new dress?

- Yes, I do. It's really nice. What is it made of?

- Cotton. Do you like cotton things?
- No, I don't. I prefer things made of wool. They are very warm.
- I've got some dresses made of wool. But I wear them only in winter. And what about you?
- I have a nice coat. It is made out of wool too.

### 3. "Shopping"

On the first desks are the departments of the grocery store. Each row receives the task to buy all the products for lunch, breakfast and dinner. Then a representative of each row makes a purchase. Whoever buys everything wins.

Ex.

- Good afternoon! I want to buy some meat for soap.
- Here is some good beef. Will you take it?
- Yes, I will. How much does it cost?
- 80 rubles a kilo.
- All right. I take it.

### 4. "Buying tickets"

Equipment: ticket window, tickets, map. The teacher plays the role of the cashier. Students are divided into 2 groups and choose the shortest route to the destination. Then a representative of each group buys tickets. The winner is the one who clearly communicates with the cashier and buys tickets.

Ex.

- Good morning. I need 5 tickets to Rostov. Return, please.
- When do you need them for?
- For the 16th of June.
- Do you want a sleeper?
- Yes, a sleeper, please.
- 1 thousand rubles.
- Here they are. thank you.

### 5. "What, where, when?"

Equipment: top, envelopes with questions, portraits of writers (poets). The class is divided into 2 teams that take turns sitting at the table. The game is played by analogy with the famous TV show. Each team receives an envelope containing a photo of a famous person and the question "What do you know about this person?" The jury determines the correctness of the answers, counts the number of points.

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"Without the game, there is not and cannot be a full-fledged mental development ... The game is a spark that ignites the flame of inquisitiveness and curiosity" V.A. Sukhomlinsky.

Learning a foreign language in a small rural school often has its own problems. One of the most significant is quite [low level](#) motivation of students to learn a foreign language. To solve this problem, it is important to [initial stage](#) learning a foreign language to allow students to feel successful in studying the subject, to form the foundations of communicative competence, which will allow them to move on to qualitatively new stages of development in the future.

It takes a long time to lay the foundations of communicative competence, because students need to familiarize themselves with the language being studied as a means of communication from the first steps. They have to learn a lot:

Understand [foreign speech](#) aurally;

Express your thoughts by means of the language being studied;

To write, that is, to learn how to use the graphics and spelling of a foreign language when performing written tasks aimed at mastering reading and speaking, or be able to express one's thoughts in writing.

And to lay the foundations for each of [listed species](#) speech activity, it is necessary to accumulate language means that ensure the functioning of each of them at an elementary communicative level.

It is known that the training of students in the use of grammatical structures, lexical units, speech patterns, which requires their repeated repetition, tires the children with its monotony, and the efforts expended do not bring quick satisfaction. This is where games can help make boring work more interesting and fun.

The learning possibilities of using the game method in foreign language lessons have long been known. The effectiveness of its use is explained by the fact that the game manifests itself especially fully, and sometimes unexpectedly, the abilities of any person, and a child in particular.

Game activity is designed to perform the following functions in the lesson:

Communicative; entertainment; Diagnostic; Therapeutic; aesthetic; Self-realization and socialization.

Games in the lesson contribute to the implementation of important methodological tasks:

Creation of psychological readiness of children for verbal communication;

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

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

When using gaming teaching methods, the task of the teacher is, first of all, to organize the cognitive activity of students, in the process of which their abilities would develop. As experience shows, the use of gaming forms of learning makes the educational process more meaningful and better, because.

one). The game draws each student individually and all together into active cognitive activity, and thus is an effective means of managing the educational process;

2). Learning in the game is carried out through the students' own activities, which are in the nature of a special type of practice, during which up to 90% of information is assimilated;

3). The game is a free activity that gives the opportunity for choice, self-expression, self-determination, self-development;

4). The game has a certain result and stimulates students to achieve the goal;

5). The pleasure received from the game creates a comfortable state in the lessons of a foreign language and enhances the desire to study the subject;

6). In the game, everyone is equal. It is feasible for almost every student. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of tasks - all this enables the student to overcome shyness and has a beneficial effect on learning outcomes.

The place of the game in the lesson and the time allotted to the game depends on a number of factors: the preparedness of the students, the characteristics of the educational material being studied, the specific goals and objectives of the lesson. For example, if the game is used as a training exercise during the initial consolidation of the material, then it can be given up to 15 minutes of time in the lesson. In the future, the same game can be played for 3-5 minutes and serve as a kind of repetition of educational material. The same game can be used at different stages of the lesson. Much also depends on the specific working conditions of the teacher, his temperament, and creative abilities. It should be noted that for all the attractiveness and effectiveness of the game method, it is necessary to observe a sense of proportion, otherwise the game will lose the freshness of the emotional impact. The game method must necessarily be combined with other teaching methods, otherwise it will lose its main meaning.

Of great interest in foreign language lessons is the use of role-playing games, which are necessary to simulate a real situation of communication. Role-playing games contribute to the development of students' conscious discipline, diligence, mutual assistance, activity, independence. As a game situation in the lesson, it is also quite

interesting to use various fairy tales. At the same time, the principle of visibility is very important, which creates conditions for sensory perception. The thinking of children of primary school age is concrete and is based on visual images and ideas. That is why, when teaching a foreign language, visualization plays an important role - bright, colorful, attractive, arousing interest.

Another most effective way to influence the feelings and emotions of schoolchildren is music, singing, learning poetry. Songs and poems can be used for phonetic exercises, for fixing lexical and grammatical material, for relaxation in the middle or at the end of a lesson, when children are tired and they need a release that relieves stress and restores their working capacity.

There are various types of games that a teacher can use in their practical activities: educational, training, developing, cognitive, communicative, creative, etc. These games are used to form listening skills, to practice lexical and grammatical material, develop spelling skills, conduct dynamic pauses, etc.

From my experience, I can recommend the following:

#### I. Alphabet Learning Games:

1. Throwing the ball, calling the letter of the alphabet in teacher-student, student-student, student-teacher, student-class, class-student modes;
2. Naming the alphabet, add a phrase;
3. One student calls any letter of the alphabet, the other must continue it;
4. The student calls the letter, the other calls the extreme standing letters;
5. Sign lowercase letters to capital letters and capital letters to lowercase ones;
6. Sign the missing letters;
7. Correct the order of the letters in the alphabet;
8. Find mistakes in writing the alphabet;
9. The student guesses a letter, the class guesses his letter by asking a question;
10. Listen and clap your hands if there is an error in the telegram (telegram from letters of the alphabet);
11. Clap your hands when pronouncing vowels;

#### II. Lexical games

1. "Field of Miracles": the teacher guesses a word on the board, the students guess it by asking questions.
2. Textbooks of the new generation have a large number of crossword puzzles for memorizing vocabulary;
3. Picture dictation is also good for memorizing vocabulary and developing writing skills:
  - "Insert the missing letter in the word and write the sound of this letter or the first letter of the word";
  - "Find the meaning of the word using colored pencils and write the sound of the first letter of the word";
  - "Find the highlighted word"

#### III. Grammar games help to unobtrusively memorize and practice basic grammar forms:

1. "Gate": the activation of all kinds of interrogative sentences, lexical units and speech patterns can be trained at the board, where two students form a gate. The rest ask questions.

IV. Role-playing games, dialogues, polylogues are allocated in a separate group. Having special paper dolls for playing out "cartoons", students are happy to imitate the characters.

Examples of using entertaining tasks in English lessons:

#### II class

- spread the letters and sounds in their houses;
- make words from letters;
- find an extra word in the list;
- make a sentence out of words;
- make up a dialogue from phrases;
- make up a coherent story from the sentences;

- make a crossword on the topic;
- read and find the appropriate answer to each question;
- read the answer and think of a question to it;
- listen to the sentence and raise the card with which the corresponding question will begin;

III class

Make up a story / dialogue / poem from the sentences;

- listen to the story and put the given sentences in a logical sequence;
- read the beginning of the sentence and find the corresponding end;
- read the beginning of the sentence and think of the end;
- compose interview questions on a given topic;
- make a menu, etc.

This, of course, is a very small list of games and entertaining exercises used in foreign language lessons in elementary school: it can be replenished indefinitely. Moreover, one game can simultaneously carry lexical, grammatical, and phonetic material. The game may be planned, or it may be improvisation. It can wedge into any stage of the lesson or permeate the entire lesson. At [last case](#) for a lesson, you can have time to disenchant the princess, defeat the evil wizard, find the golden key, build a house, grow a garden, and, of course, work out all the grammatical, lexical, and phonetic material. And for this it is not at all necessary to invent complex costumes and other attributes, sometimes, in order to immerse yourself in a fairy tale game, it is enough to whisper the magic words or wave the magic shelf and ... And the students themselves will tell the plot of the fairy tale. For the teacher, the main thing to remember is that the game is only an element of the lesson, and it should serve to achieve the didactic goals of the lesson. Therefore, it is necessary to know exactly what kind of skill, what skills are trained in this game, what the child did not know how to do before the game, and what he learned during the game.

## Conclusion

The main obstacle in teaching English is language and speech difficulties. One of the ways to intensify the educational process, increase the level of language proficiency is to use development of educational gaming technologies. Reliance on the game is the most important way to include children in educational work without psychological shifts and overloads. At the same time, the game is a teaching tool that activates the mental activity of students, makes the learning process attractive and interesting, and has an emotional impact on students. 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 this together constitutes the motivation of the teaching. The game arouses children's interest, and then the study of the language, since without possession, which is impossible to participate in the game. During the game, the student naturally overcomes language and speech difficulties without noticing it, easily and naturally.

So, the game is creativity. Thanks to the game, the need for creative activity in search of possible ways and means of updating the accumulated knowledge, skills and abilities. In addition, games allow you to create a favorable emotional background in the classroom, which leads to the removal of the language barrier, contributes to the development of learning motivation, and increases interest in the subject.

The result of the study on the problem of using the gaming methodology in the system of foreign language classes allows us to formulate important provisions for the implementation of gaming technology:

- 1) The traditions of the educational process are inextricably linked with the child's play activities. The game takes important place in the life of a junior schoolchild, being for him a means of cognizing reality. The game also helps involuntary memorization, which is predominant in younger students, it contributes to synthetic perception, which is leading in childhood.
- 2) The main success in achieving the success of teaching a foreign language is the systematic use of educational games, depending on the purpose of the lesson;
- 3) The development of perception, thinking, creative imagination and memory in younger students will be facilitated by the inclusion of search and game tasks in the traditional methodology, which will create a diverse foreign language activity for schoolchildren in foreign language lessons with elements of problem-based learning.

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