LANGUAGE GAMES AT THE FOREIGN LANGUAGE LESSONS

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The **object of the research** is the actualization and use of the game in the modern conditions of learning English. The **subject of the research** is the language game and game activities at different stages of learning a foreign language.

The **aim of the research** is to investigate and identify the most popular and influential language games at all levels of English language learning.

The **main goals** of the research are: to examine the historical origins of the game; to consider the historical origin of the game; learn the role of the game during the foreign language lessons; investigate the varieties of games that can be used in English lessons; to determine the games that have the greatest impact on learning.

Research methods are: the method of pedagogical experiment, methods of statistical processing of the results analysis of psychological and pedagogical literature, comparison and generalization of facts

The **practical value** of this research is determined by the possibility of using its main results in the process of teaching a foreign language.

THE CONCEPT OF "GAME" AND ITS ROLE IN THE LEARNING OF A FOREIGN LANGUAGE

In the international pedagogy game is considered as any kind of competition, the actions of which are limited to certain conditions and aimed at achieving certain goals.

The game is a particularly organized activity that requires the tension of emotional and mental forces.

During the game all students or pupils are equal. It is accessible even to weaker students. The sense of equality, the atmosphere of enthusiasm and joy, the sense that the tasks are achievable - all this allows students to overcome shyness that prevents the use of English in conversation and has a beneficial effect on the results of learning.

MODERN GAME RESEARCH

Modern psycho-pedagogical researches of the game are characterized by the rapprochement of views on it as the leading activity of children of preschool age, by the analysis of its educational possibilities and means of their actualization. **L. Vygotsky** and the scientists of his school (O. Zaporozhets, D. Elkonin, O. Usova, etc.) specialized on these problems. They convinced that the educational potential of the game can only be realized if it is directed by adults.

One of the founders of the game theory was the German philosopher, psychologist, author of the famous works "Animal Games" and "Human Games" **Karl Gross** (1861-1946). On the basis of comparisons, the features of game activities of children and instinctive activity of baby animals, he proved that the game has a biological nature, is one of ways to prepare for the upcoming serious activity, the main content of a child's life.

The scientist D. Elkonin has defined four levels of development of children's games. **The first level** is game actions of the child, reproducing behavior of adults and directed to another person. **The second level** - game actions, consistently restoring the system of activity of adults from the beginning to the end. **The third level** is connected with allocation of a certain role of the adult in the game and its performance. **The fourth level** assumes the ability to flexibly change tactics of behavior and to move from one role to another within the development of the plot of the same game.

METHODOLOGY OF THE GAME, RULES AND REQUIREMENTS FOR THE GAME

The game is characterized by the following functions:

- **Social**: communicative, hedonistic, recreational, compensatory.
- **Culturological**: culturally creative, aesthetic.
- **Pedagogical**: educational, didactic, or teaching, developing, training function, psychotechnical function.

It is important to conduct games systematically and purposefully in each lesson, starting with elementary game situations, gradually complicating them. Rules of the game are extremely important in the game situation. The rules of the game serve as an organizing element and are a means of controlling the game. They define ways of action and their sequence, requirements for behavior, regulate the relationship of children in the game, teach them to relate their actions to the activities of other players, contributing to perseverance, honesty, intelligence, etc.

VARIETIES OF GAMES IN FOREIGN LANGUAGE LESSONS.

Games can be used at all stages of foreign language learning at school and other educational institution.

At the initial stage of training special attention should be paid to games of simple perception and reproduction of material, and at the next - the development of students' skills to identify, compare, compare phenomena and facts, analyse and summarize them.

There are the following methods of teaching a foreign language: communicative games, or so-called interactive games; didactic games; role-playing games.

ELEMENTS OF A LANGUAGE GAME IN AN ENGLISH LESSON IN THE ELEMENTARY AGE GROUP

I hear - I don't hear. The teacher pronounces a word that has or does not have certain letters in it, such as the letter **"F."** The student should raise their hand if they hear this letter in the word. For example, among the *words flag, frog, cat, got, flower, five, three*... the student should raise their hand at the words *flag, frog, flower, five*.

Guessing Game. The teacher shows or writes only part of a letter on the board. Students must guess and name the letter. After that, the teacher shows or completes the letter full.

Read Flash Cards. The teacher quickly shows the students cards for known reading rules to read correctly. An wrong word is eliminated from the game. Incorrectly read cards are put aside and then read aloud again

ELEMENTS OF A LANGUAGE GAME IN AN ENGLISH LESSON IN THE SECONDARY AGE GROUP

"In the shop" During the game students receive cards with a variety of products and their prices, as well as tasks and roles. An example of a task could be the following: ***Student A:*** *You are a shop assistant. Help a customer to buy everything he wants and don't sell your goods for low price.* ***Student B:*** *You have a party tonight. But all you need to make a good dinner. You owe $25.80.*

Instant word translation. The topic is ***Cinema***, then the teacher can name the following words: *cast, special effects, scenario, musical, extra, soundtrack, plot, star, etc*. After students respond positively to these words, the teacher might suggest constructing a story based on these words.

ELEMENTS OF A LANGUAGE GAME IN THE ENGLISH LESSON IN THE OLDER AGE GROUP

At this level we can choose the well-known game **Alias**. This is a great version of the game for the development of speech. The rules of the game is the necessity for the player to explain the word-task to his team, and it should be done quickly, briefly and as clearly as possible. It is necessary to use other words, synonyms, antonyms and to point out the key words to make the team guess as many words as possible before the time runs out. For example, to explain the word *"big"* you can say *"the opposite of small"*.

During my pedagogical practice at the university, I used one of these game activities. Students saw several drawings in front of them; our theme was **"Endurance races".** After that students had to, looking at the picture, tell about the difficulties of a particular marathon, express their opinion on whether this sport is necessary or not, and name 5 necessary things to participate in different races.

CONCLUSIONS

Having analyzed the role of the game in a foreign language lesson, we can conclude that the game is a teaching tool that activates the mental activity of both children and students. The game also makes the learning process more interesting and attractive.

During the game, students or pupils are naturally using their stock of knowledge, skills and abilities, because they see the opportunity to use situations in real life. It is language games that greatly facilitate the learning of complex grammatical constructions, expand the vocabulary, help to create real-life situations and enable students to master the necessary communicative skills.

Having researched the concepts of the game and current research, its varieties were characterized and the most important examples of language games that could cover the interests of students at different levels of learning were identified.

Language games serve as an auxiliary factor for better understanding and use of language than as the main way to introduce new grammatical or lexical materials.