



**GAME TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE
VOCABULARY**

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Abstract

This article discusses modern game technologies of teaching, in particular foreign language vocabulary. Difficulties of using games in foreign language lessons are highlighted and methodological recommendations for teachers on the effective organization of game activities are offered.

Keywords: game technologies, game activities, vocabulary, lexical games, English.

Currently, one of the most urgent tasks in teaching foreign languages is the search for new and most effective methods and forms of teaching that allow students to master a new language at a high-quality level. This problem can be solved by using game-based learning technologies. Such technologies ensure intensive participation of all students in the course of the lesson, as well as the development of their interest and desire to learn a foreign language.

The main goal of game training is to teach students to work effectively together in painstakingly created educational conditions. According to the researchers, game-based learning technologies in primary school make it possible to form new personality traits, learn the norms of behavior in society and raise a person. At the same time, the game performs a large number of important functions that affect the development of the student's mental abilities, his arbitrary behavior, as well as the sphere of cognition. So, E. I. Passov refers to the main functions of game activity:

- formation of conversational skills;
- development of language skills and mental functions;
- developing communication skills;
- mastering the techniques of memorizing material, etc.

In addition, scientists note that the game is considered a certain form, the content of which should be "learning, mastering the types of speech activity", where motivation,



collective education, development of mental skills and abilities, and interest in learning play a huge role. It should also be noted that the game is a way to achieve all learning objectives. When using game technologies in foreign language lessons, you should take into account: what skills and abilities are being developed; what tasks are being set; what is required of the student; what they have learned during the game, and so on.

At the moment, there are a large number of works that are devoted to the organization of AI training using game technologies, for example, "110 games in English lessons" by J. R. R. Tolkien. Steinberg, "The game method in teaching a foreign language" A.V. Konyshchev, "The use of game techniques in foreign language lessons" M. B. Grigoriev. In all these works, various game technologies that allow you to effectively learn English are considered, their positive and negative aspects, their impact on the learning process, etc. are investigated.

One of the most frequently used types of games in foreign language lessons is lexical games. These games contribute to the fastest and most productive memorization of new vocabulary. Let's look at examples of games that can be used to learn vocabulary in elementary school English lessons.

1. Board games "Proslova Angliyskiy yazyk" and "3D Angliyskiy yazyk". Construction games can help you develop fine motor skills, logical thinking, memory, and quickness of mind. They are intended for children of preschool and primary school age. With the help of the constructor, children can learn new words, spell them, and create crosswords, including three-dimensional ones.
2. The game "Name the sixth". Game play: Students sit in a circle. The driver starts the game by listing words from the learned vocabulary, for example, 5 professions, animals, fruits, etc. The one who was asked to continue the list should quickly add another name, that is, name "the sixth", without repeating the list before. If the person answering immediately calls the sixth word, then he becomes the leader, if the student hesitates, then the leader remains the same. Пример: dog, cat, bear, rabbit, parrot... (lion)
3. "Try and guess". This is a variation of the game "crocodile", but in this case, students need to explain the word. There are two ways to play the game. The first method is that the student chooses one card from several suggested ones and tries to explain to other students the word that is written on the card. The explanation doesn't have to consist of long, complex sentences; on the contrary, it will be better and more fun when the student pauses between sentences so that others can think a little. The second method is that one



student takes a card and looks at what word he came across. His task is only to briefly answer the questions of other students, that is, Yes/No (yes/no). Questions must be asked until the word is guessed.

It should be noted that when organizing games in foreign language lessons, difficulties may arise such as:

- different levels of students ' readiness for the game;
- insufficient involvement of students in the game;
- difficulties in establishing the rules of the game;
- difficulties in identifying the game location and time;
- the need to create competitive motivation among students;
- difficulties with ensuring group self-organization;
- the occurrence of conflicts among students during the game.

In this regard, we offer the following guidelines for conducting game activities in foreign language lessons:

- The teacher must prepare a sufficient amount of methodological material, that is, all the material should be enough for all students;
- Before playing the game, the teacher should explain the rules in an accessible language, set a pedagogical task, prepare the necessary materials for playing in the lesson, that is, carefully read the description of the game, make a record of the main points; think about how to explain the game, provide their own help; decide what role the teacher will take on: observer, assistant, participant;
- At the initial stage of training, the teacher must ensure that students naturally need to repeat the language material many times, that is, the game should be designed in such a way that children not only memorize vocabulary, but also improve their pronunciation by repetition. Also teach students to comment and explain their actions in English;
- All students should take part in the game, so that each student learns a new vocabulary, remembers and works out its pronunciation;
- If a part of the students are playing at the board, then all other students must also participate in the game. For example, as helpers (to tell students who are standing at the blackboard);
- The game can be played at any stage of the lesson. For example, at the beginning of the lesson – repetition of the completed vocabulary, in the middle of the lesson-



learning new vocabulary, at the end of the lesson-fixing the new vocabulary learned in the lesson;

- The teacher should make notes, notes, comments, and questions that are formed during the game, so that at the end of the game they can summarize and tell, explain to students what vocabulary they need to pay attention to, and what words are best to work on again;
- The teacher must think through how to organize feedback at the end of the game. For example, highlight students' efforts and strengths, and discuss problems and mistakes together by offering a two-way discussion. You can use emoticon cards, where each emoticon indicates the emotional state of the student, whether he did everything during the game or had difficulties. You can also use not only emoticon cards, but also signs, flags, or other objects that all students in the class simultaneously raise and hold to demonstrate the answer to a question or problem that the teacher is voicing.

The effectiveness of games is also related to the fact that children like to communicate, express their opinions, and reason, especially among middle-aged students. For them, communication comes first. The main task of the teacher is to correctly and adequately make the transition from playing activities to learning, as children are quickly involved in the game. To do this, it is necessary to take into account the age, psychological and individual characteristics of schoolchildren, to be able to correctly convey the nature of the game.

Thus, we can conclude that game technologies are one of the most effective methods of teaching a foreign language. I believe that games in the foreign language lesson can be very different in complexity, subject matter, communication orientation, etc. And games also bring a certain variety to the learning process, making it fun and effective for students of all ages and levels of foreign language proficiency.

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