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ОЛИЙ ТАЪЛИМ ЖАРАЁНИДА ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ЎЙИН МЕТОДЛАРИ: НАЗАРИЯ ВА АМАЛИЁТ

ИГРОВЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ: ТЕОРИЯ И ПРАКТИКА

GAME METHODS OF TEACHING ENGLISH IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY: THEORY AND PRACTICE

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Аннотация

Мақолада олийгоҳ таълими жараёнида инглиз тилини ўқитишда ўйин методларининг назарий ва амалий жиҳатлари кўриб чиқилган. Ўйиннинг пайдо бўлиши назарияси буйича психологик ва педагогик адабиёт, айнан, К.Ливингстоун, К.Д.Ушинский, Д.Б.Эльконин, М.Ф.Стронин, Л.С. Выготский ва бошқа олимларнинг ишлари таҳлил қилинган. Ўйин методларининг функциялари ёритиб берилган: таълимий, тарбиявий, қизиқтирувчи, коммуникатив, релаксация, психологик, ривожлантирувчи. Инглиз тилини ўқитишда ўйин методларидан фойдаланиш методикаси тасвирланган ҳамда аниқ мисоллар келтирилган.

Аннотация

В статье рассмотрены теоретические и практические аспекты игровых методов обучения английскому языку в процессе высшего образования. Проанализирована психолого-педагогическая литература по теории возникновения игры, представленная в трудах К.Ливингстоуна, К.Д.Ушинского, Д.Б.Эльконина, М.Ф.Стронина, Л.С.Выготского и др. Раскрыты функции игровых методов: обучающая, воспитательная, развлекательная, коммуникативная, релаксационная, психологическая, развивающая. Описана методика использования игровых методов в обучении английскому языку, подкреплённая конкретными примерами.

Annotation

The article is devoted to the theoretical and practical aspects of game methods in teaching English in the educational process of the university. The psychological and pedagogical literature on the theory of the occurrence of the game presented in the works of K. Livingstone, K.D. Ushinskiy, D. B. Elkonin, M.F. Stronin, L.S. Vygotsky and others are analyzed. The functions of game methods are revealed: educating, pedagogical, entertaining, communicative, relaxation, psychological developing. The methodology of using game methods in teaching English is described supported by specific examples.

Таянч сўз ва иборалар:. ўйин методи, педагогик технология, таълим, ўқитиш, функция, классификация, мотивация.

Ключевые слова и выражения: игровой метод, педагогическая технология, образование, обучение, функция, классификация, мотивация.

Keywords and expressions: game method, pedagogical technology, education, training, function, classification, motivation.

The learning process in higher education is constantly being improved and, as a result, is changing. But, no matter how the process changes, methods, means and forms of education remain, implying the constant interaction of all participants - the teacher and students, and students with each other, through an ongoing dialogue, conversation. One of these methods is the game method.

The notion of game has been re-comprehended in the science and in the practice of last years as a social and serious category. Possibly that is why the games become a common in the practice of teaching languages more actively. It is known that a game is one of the most efficient, flexible and universal methods of education. It encourages activity the process of education, make it more efficient, as well as to form and further develop learning motivation. Intelligently methodically organized game, circumspect in details is a method of education that allows solving in complex the problems of practical, pedagogical, evaluative, and educational character. Using the game is not sufficiently studied in point of educating foreign languages in the context of professional trend. Only the game can play an exclusive role in strengthening cognitive interest; in lightening complicate process of education; providing conditions for formation students' creative personality; as well as to lead teacher's professional mastery to the modern

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technologies level.

Analysis of psychological – pedagogical literature on the origin of game's theory in whole allows showing spectrum of its purpose for students' development and self-actualization. K.Livingston calls the games the elementary school of behavior. He believes whatever external or internal factors the games are motivated with, their meaning is in becoming a school of life for students. The game is objectively primary spontaneous school, seeming chaos that gives the child an opportunity to get acquainted with behavior of people surrounding [3].

Didactic meaning of the game was proved by K.D.Ushinskiy. Pedagogical phenomenon of the students' game interpreted in works of D.B.Elkonin, M.F.Stronin, K.Livingstone, A.V.Konisheva etc. Practical researches of such scientists as N.P.Anikeeva, O.S. Anisimov, V.V.Petrusinskiy, L.S.Vigotskiy, V.F. Smirnoff etc. are also valuable.

Brilliant game researcher D.B.Elkonin believes that the game is a social by its nature and direct satiation and it is projected on adults' world reflection. Calling the game "an arithmetic of social relations", D.B.Elkonin interpreting the game as activity that appears on the certain stage, as one of leading forms of progress of the psychical functions and method of cognition of the world of adults by a child [2].

We suppose that in teaching English in the educational process of the university that stakes on professional preparedness of the students, game method should be used in following occasions: as an independent method for teaching of certain theme; as an element (sometimes quite essential) of some other method; as a whole lesson or part of it (introduction, explanation, strengthening, controlling or exercising); during organizing extracurricular activity.

We believe that using game methods makes educational process qualitative because:

1) the game takes each student separately and taken one with another into active cognitive activity, ipso facto is effective means of educational process;

2) teaching in game implemented through students own activity, having a feature of a special type of practice where up to majority of information is adopted during the process;

3) game is a free activity that gives choice opportunity, self-expression, self-determination and self-developing for its participants;

4) game has particular result and stimulating a student to achieve a goal (win) and conscious way to achieving goals;

5) initially the teams or individual students in the game are equal (there is neither bad nor good, only participants

6) the result depends on the players, on the level of their readiness, ability, moderation, skills, character;

7) competitiveness is an integral part of the game, it is attractive to students, pleasure received from the game makes a comfort at foreign language lessons and strengthen desire to learn the subject;

8) there is some kind of mystery in the game – non-received answer that activates thinking activity of a student, pushing him/her to search for answer;

9) the game has a special place in the system of active education: it is both a method and a form of organization of education, synthesizing particularly all methods of active education.

All these allow to determining the game as one of modern pedagogical technologies in educating students-philologists a professional speech. From our point of view using game method of education contributes to accomplishment such important methodical tasks like: creating psychological readiness of students to professional conversation; providing natural necessity of multiple repetition of language materials; training students in selecting needful language option which is their preparedness to professionally oriented speech.

Implementation of game methods and situations at English language lessons goes on the following directions: didactical goal allotted for students has a form of playing task; educational activity complies with game rules; educational material used as a means: an element of competitions is added to the educational activity, which turns didactical task into playing one; successful fulfilling of didactical task connected with playing result; game methods in the process of education fulfills following functions:
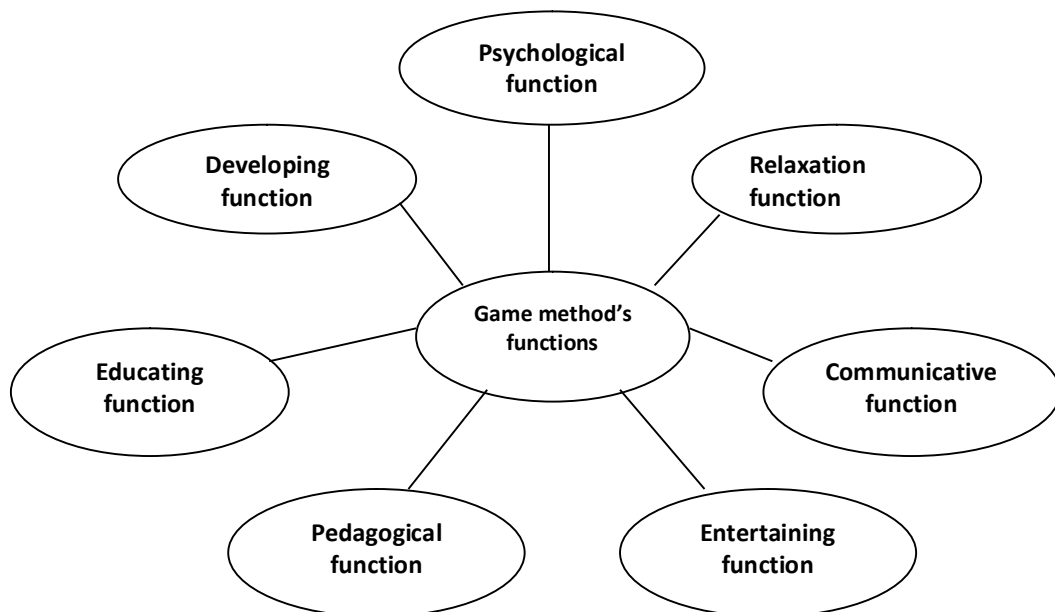
Let us reveal specifics of these functions.

Educating function consists in developing memory, attention; comprehension of information, developing common educational abilities and skills, as well as it contributes to developing skills of possession of learning language in all types of speech activity.

Pedagogical function consists in educating such qualities as attentive, humane attitude to a game partner, as well as improves a sense of mutual aid and mutual support. Students are given a cliché of speech etiquette for improvisation of speech appeal to each other on learning language, which helps to educate such characteristic like politeness.

Entertaining function consists in creating favorable atmosphere at classes, turning lessons into interesting and unusual event, twisted advantage.

Communicative function consists in creating atmosphere of communicating, uniting students, establishing new emotional-communicative relations based on interaction on studied language.

Relaxation function is relieving emotional tension arose by pressure on nervous system during intensive language educating.

Psychological function consists in forming preparedness skills of students' physiological status for more effective activity and reconstruction of mentality for digestion bigger quantity of information.

Developing function directed to harmonious development of personal qualities for activating safety margin of individuals.

We believe that the place and a role of game methods in educational process in a lot of ways depend on teacher's understanding the functions and classification of different types of games. Therefore, we believe that after considering a question of playing activity function it is necessary to deal with games classification directly. Approaching to this problem, we should note that there is no unique classification of games in philosophical, psychological, pedagogical and methodical literature now days. Let us try to sort out in diversity opinions on given problem.

Talking about classification it is necessary to note that attempts to classify games were made in the last century both by foreign and Russian researches who were working on game technology problem. Among Russian psychologists and pedagogues such authors like N.P.Anikeeva, L.S.Vigotskiy, L.S.Rubinstein, D.B.Elkonin, M.F.Stronin are worthy of attention.

N.P.Anikeeva suggests following games of classification: games – dramatizations based on performance the topic, which scenario is not rigorous canon; games – improvisations, where characters in the play know the plot of the game, know their characters, and the game itself developing in a form of improvisation;

games where certain tasks of cognitive nature are in progress; business games where situations based on revelation of functional connections and mutual relations between different levels of management and organization are performed [1].

Famous psychologist L.S.Vigotskiy gives psychological classification of games, based on the fact that the game contains actions related to children's activity: active games that are connected to ability to move within the environment and orient in it; constructive games connected to work on the material. They are teaching accuracy and precision in movements, elaborate valuable skills, and variegate and multiply reactions; conditional games originate from purely conditional rules and actions related to them, and organize highest behavior forms [7].

The author of a number of books dedicated to teaching games using at foreign languages education, M.F.Stronin, highlights two types of games: preparative games that encourage in forming speech skills; creative games with the goal of further development of speech habits and skills. He also subdivides the games by activity category on: physical (motional), intellectual (thinking), labor, social, and psychological; by the character of pedagogical process they are divided on: teaching, training, monitoring, generalizing, cognitive, educational, developing, reproductive, productive, creative, communicative, diagnostic, professionally oriented; by the character of playing methodic on: objective, narrative, role-playing, simulated, games-dramatizations [6].

Foreign researchers, Malay A. and Duff A. consider different forms of dramatization as a most adequate speech teaching method. They pay attention to proximity of circumstances stimulating language acquisition to theatrical circumstances. They mark that "a theatre is a unique laboratory in which speech behavior is created and highlight the following forms of dramatization as a variety of role-playing games: retelling the text on behalf of cast of characters, dialogue, improvisation, and role-playing [4].

As for John Holler, he gives following games form classification: dramatization, role-playing game, psycho-dramatization, socio-dramatization, exercises using mimic and simulation [5].

Thus, making brief review to Russian and foreign researches working on games activity classification problem, we will try to sum up given classification that could unit all listed types with account of students professional preparedness while educating them English language. So, in our opinion, all games may be divided into language (or preparative); speech (or creative).

Language games help to acquire different aspects of language (phonetics, lexis, grammar, syntax, and stylistics) and respectively dividing into: phonetically, lexical, grammatical, syntactical and stylistically.

We consider, that given educating games division to aspects is in sufficient level conditional because aspects in language are in tightly correlated with each other; however, one or another game has dominating practical aim in accordance with which emphasizing one or another type of speech games.

Speech games directed to form skills in certain speech activity, i.e. teaching listening comprehension; professional monologue and dialogue speech; reading, and writing. Correspondingly, speech games may be divided into: situational, based on life situations, to solve which a knowledge of a real educational subject should apply; thematic, assuming fulfilling certain roles individually by each participant of the game or in group; business-like where specific problem is given, there is a task, roles and rules of the game elaborated by participants during the game.

Place and a time of the game depend on a number of factors: students' preparedness, learning materials, specific goals and conditions at the lesson. For instance, if the game is used as a training exercise during initial strengthening material than 15-20 minute of the lesson can be dedicated to it. In future the same game can be played during 5-7 minutes and serve as a unique review of a passed material as well as discharging at the lesson.

Totalizing abovementioned, we came to the following conclusions:

1. There is no unique classification of the games in modern scientific-methodical literature. There are multiple approaches to the games classification problem. Scientists consider this problem in different ways.

2. Diversity types of dramatization, improvisation, playing dialogues by characters, ragging sketches are unique professional

speech educating techniques, not kinds of role-playing game.

Now let us look at what games the teacher may exploit while working with English language.

«Guess the tool» provides a good opportunity to develop student's skills in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other, and gives a card with two words written on it to each student and asks them not to show each other their cards. The two words written on the cards are a tool and a related occupation, for example, *saw and carpenter, chalkboard and teacher.* One at a time, each student describes the tool without saying its name. The other student has to guess the tool and name an occupation that uses the tool, for example:

Student 1: it is used for painting walls and doors.

Student 2: it is a paintbrush. A decorator uses a paintbrush.

«Human sounds» can be used after students have learned the vocabulary of some of the sounds that human make, for example, *cheer, cough, cry, hum, scream, shout, sing, whisper, whistle, and mumble,* and have grouped them according to the following categories: *happiness, pain, sadness, disapproval, annoyance, fear, and excitement.* The teacher gives the class situations in which

people make noises and asks students to make the sound corresponding to each situation as well as what it is, for example:

Teacher: you are in a choir.

Student: sings and says I am singing.

Teacher: you do not want the others to hear what you are telling someone.

Student: whispers something and says I am whispering.

Teacher: you are in great pain.

Student: screams and says I am screaming.

At the end of the game, the teacher may get students to suggest new sentences and context in which to use these verbs.

"**Matching**". When using this game method students are required to determine the correspondence of a word or expression to the proposed description, it is good for fixing the meaning of concepts, for example, working with idioms and sayings. An idiom and sayings are expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom and sayings may be unclear. When students gain an understanding of English idioms and sayings, and the facility to use them, they are truly a part of the English speech community. This may be one reason why so many students are interested in learning idioms and sayings.

Match each word or phrase in the first column with the word or phrase in the second column that produces a common saying or idiom.

A bird in the hand	Goose
Birds of a feather	Peace
Bird-	The chicken or the egg
Stool	Is worth two in the bush
Bird's eye	Owl
To kill two birds	One's neck
Silly	Catches the worm
Which came first	Pigeon
He eats	With one stone
. What's sauce for the goose	Brain
. Wise old	Like an ostrich
. Bury one's head in the sand	Like a bird
. Crane	Is sauce for the gander
. Dove of	View
. The early bird	Flock together

(Answers: l - d; 2 - o; 3 - j; 4 - h; 5 - n; 6 - i; 7 - a; 8 - c; 9 - l; 10 - m; 11 - e; 12 - k; 13 - f; 14 - d; 15 – g.).

Match each word in the first column with its correct definition in the second column.

Birdie	Foolish, or inept person
Chicken	Objectionable or worthless
Turkey	Lower the head or body to avoid collision with an object

Cuckoo	Repeat by rote
Duck	A golf score of one stroke less than par
Parrot	Timid; cowardly
For the birds	Silly, a little crazy

(Answers: l - e; 2 - f; 3 - a; 4 - g; 5 - c; 6 - d; 7 - b.).

«Physical jerks in English classes». They prevent fatigue of children and are a necessary moment in foreign language lessons. For example, when studying the subject of «Body parts», we can offer game **«Falling Leaves».**

Leaves are falling (hands up, move your fingers, lower them down),
Leaves are falling. One fell on my nose (touch the nose).
Leaves are falling. Leaves are falling. One fell on my toes (touch the toes).
Leaves are falling. Leaves are falling. One fell on my head (touch the head),
Leaves are falling. Leaves are falling. Yellow, orange, and red.
Or we can offer **«Head, shoulders, knees, and toes»**
Knees and toes. Head, shoulders, knees, and toes. Knees and toes. Eyes and ears, and mouth and nose. Head, shoulders, knees, and toes. Knees and toes.
Another physical jerks for learning verbs of movement
Jump! (we jump on both legs). Run! (we run). Hop! (we jump on one leg).
Walk! (walk around the room). Squat! (squat down).

First, the actions are performed at a normal pace, then the teacher commands: _Quickly!_ — and all actions are fast. Then the command is given_: Slowly!_ — and actions are slow.

To optimize students' physical, mental, and emotional activity and restore working capacity, you can use the following physical jerks:

1. Hands up! Hands down!
Hands on hips! Sit down! Hands up! To the sides! Bend left! Bend right! One, two, three …Hop! One, two, three ….Stop! Stand still!

2. Stand up! Clap! Clap!
Arms up! Clap! Clap! Step! Step! Arms down! Clap! Clap! Please, sit down!

3. Hands up! Clap! Clap! Clap!
Hands down! Shake! Shake! Shake! Hands on hips! Jump! Jump! Jump!
Hop! Hop! Hop! Stop! Stand still! Good! Sit down, please!

4. Head and shoulders
Knees and toys. Knees and toys. Knees and toys. Head and shoulders. Knees and toys. Eyes, ears, mouse and nose.

5. One, One, one,
Little dog, run! Two, two, two. Cats see you. Three, three, three. Birds in the tree. Four, four, four. Frogs on the floor.

«Tongue Twisters» are the most effective tool to work out the correct English pronunciation. In our opinion, tongue twisters should be used as a phonetic charge in English at the beginning of each lesson, because the tongue twister perfectly tunes the articulatory apparatus for further reproduction of English speech, the absurdity of the content of the English tongue twister raises the mood, and therefore relaxes the muscles, which contributes to better absorption of the main material of the lesson. Here are some examples.

Tongue twisters to the sound [f]
The first flat is on the fifty-first floor. The fourth flat is on the fifty-fourth floor,
The fifth flat is on the fifty-fifth floor. Which flat is furnished finer, in fact?

Tongue twisters to the sound [g]
Grace Gordon got a grey garlic and green gherkins. From a greengrocer to garnish a greasy grilled goose. Are the grey garlic and the green gherkins. A good garnish for a greasy grilled goose?

Tongue twisters to the sound [t]
Terry teaches Technology from two to ten. Tilly teaches Tennis from ten to twelve. Which teaching takes more time: Terry's Technology or Tilly's Tennis?

Tongue twisters to the sound [k]

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Kate can calculate calories in a cup of coffee. Carol can calculate calories in a cup of cacao. Can Kate calculate calories in a cup of cacao? Can Carol calculate calories in a cup of coffee?

Tongue twisters to the sound [w]

Why do you cry Willy? Why do you cry? Why Willy, why Willy, Why Willy, why?

In conclusion, we would like to hope that the theoretical and practical material about game methods described in this article would help philological students/teachers in the process of passing pedagogical practice at secondary schools and in their further professional activity.

Thus, game methods allow to increase students' interest in the discipline; improve the learning of teaching material; to develop intellectual independence, allowing students themselves to look for individual options and solutions to problems; to teach and train teamwork, developing tolerance for the opinions of others, other points of view; to develop self-esteem while learning to respect the rights of others and their dignity; teach the establishment of business relations between students, cooperation and self-organization.

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(Reviewer: T.Egamberdiyeva - doctor of pedagogical sciences, professor)