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GAMES AND GAME ACTIVITIES IN ENGLISH LESSONS FOR THE DEVELOPMENT OF STUDENTS' COMMUNICATION SKILLS

Abstract: *At all times, a foreign language was one of the subjects of great educational potential. At present, when there are fundamental changes in teaching, when the content and methods of teaching are radically revised, it is advisable to return to the history of the method of teaching English and the main trends in its development.*
Key words: *game, game activity, English lesson, development, communication skill.*
Language: *English*

Introduction

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Now no one doubts that the method of teaching English is a science. The main purpose of teaching foreign languages is to form and develop the communicative culture of students, as well as training in practical mastery of a foreign language. The task of the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity, in other words, the task of the teacher is to activate the student's cognitive activity in the process of learning foreign languages.

Learning a foreign language increases the overall language culture of expressing thoughts in both a foreign language and in the native language, provided that the training is well established, and this, in turn, has a beneficial effect on the development of students ' thinking and speech abilities when studying other Humanities and natural subjects. It also develops students ' logical thinking, since language acquisition itself is associated with operations such as analysis, synthesis, comparison, and inference. A large role of a foreign language belongs to the expansion of the student's horizons, increasing his General culture. Familiarization with the language is an introduction to the culture of the people who created it, to their spiritual life. Students are introduced to the traditions,

geography, history, literature, education, art, and many other aspects of the life of the peoples who speak the language being studied.

Ushinsky believed that the path of development of a child's speech is based on the development of thinking at a young age, and it, in turn, is based on specific visual images, on visibility. Currently, the psychological conditions for the formation of speech skills and abilities in young children are theoretically justified and tested experimentally in studies and textbooks. Mental operations occur in a young person as a result of life experience and the activities of the environment, and are deepened, forming as they master speech. Games in general and role-playing, in particular, are a powerful educational tool. As with all technologies, from role-playing games have their field of application, their pros and cons. One of the main problems of modern education is the student's passivity. He gets answers to questions he didn't ask. Any game, in order to be a game, creates a motive for the player, a desire to achieve something. An educational role-playing game usually reverses the motive and goal-the knowledge that is the educational goal of the game is considered as a means to achieve a certain game goal. Games work not only with the child's cognitive space, but also with their personality in General, capturing value, emotional, moral, and motivational aspects. These mechanisms demonstrate the advantages of role-playing games as an

educational tool. Disadvantages are a continuation of their advantages. These include:

- Large energy costs not only for master organizers, but also for participants.
- Comparatively (with traditional pedagogy) a small amount of actual new information.
- The game is good rather as a means of mastering (assimilation, assignment, mastery) of existing information, but as a source of new information is a much slower tool.
- Games are more effective as a means of development (forming new ways of activity or thinking, for example) and education. It is known that the role-playing game is a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication.
- The effectiveness of training here is primarily due to the explosion of motivation, increased interest in the subject.
- The game activates the desire of children to contact each other and the teacher, creates conditions for equality in speech partnership, and destroys the traditional barrier between the teacher and the student.

Role-playing game allows you to take into account the age characteristics of students, their interests; expands the context of activity; it acts as an effective means of creating a motive for foreign-language dialogical communication; it contributes to the implementation of an active approach in teaching a foreign language, when the focus is on the student with their own interests and needs. There are three components to the role-playing game structure. The first component is roles. The roles that students perform in the classroom can be social and interpersonal. The first is the place of the individual in the system of objective social relations (professional, socio-demographic), the second is determined by the place of the individual in the system of interpersonal relations (leader, friend, rival, etc.) the Selection of roles in the game should be designed in such a way as to students an active life position, the best human qualities. The second component of the role - playing game-the initial situation-acts as a way of organizing it. When creating a situation, it is necessary to take into account both the circumstances of reality and the relationship of communicants. The following components of the situation are distinguished: the subject; the object (subject of conversation); the relation of the subject to the subject of conversation, the conditions of the speech act. The third component of a role-playing game is the role-playing actions that students perform while playing a specific role. Action role play as a type of gaming action organically linked to the role - the main component of role - playing games- make the basic, irreducible unit further developed form of the game. There are special requirements for role-playing games:

1) the game should stimulate the motivation of teaching, arouse students ' interest and desire to perform the task well, it should be carried out on the basis of a situation that is adequate to the real situation of communication.

2) the role-playing game should be well prepared in terms of both content and form. It is important that students are convinced of the need to perform well in a particular role. Only under this condition will their speech be natural and convincing.

3) the role-playing game must be accepted by the entire group.

4) it is certainly held in a friendly, creative atmosphere, causing students a sense of satisfaction and joy. The freer the student feels in the role-playing game, the more initiative he will be in communication.

5) the Game is organized in such a way that students can use the language material with maximum efficiency in active speech communication.

6) teacher unkind himself believes in role-playing game, in its effectiveness. Only under this condition will he be able to achieve good results. The role of the teacher in the process of preparing and conducting the game is changing. At the initial stage of work, the teacher actively monitors the activities of students, but gradually he becomes only an observer.

7) the ability of the teacher to establish contact with children is of Great importance in this regard. Creating a favorable atmosphere in the classroom is a very important factor, the importance of which is difficult to overestimate there are various ways to classify roles: status roles that can be set from birth or acquired during life: the role of a citizen of a certain state, and so on; positional roles are usually encoded by rules that define a certain position in society: professional, family roles, etc.; situational roles, presented in the form of fixed standards of behavior and activity, for the playback of which it is enough to be a short-term participant in the communication situation: the role of a guest, tourist, pedestrian, and others. There are a huge number of forms of role-playing games in English lessons: presentation, interview, correspondence trip, press conference, round table, teleconference, tour, fairy tale, reportage, interest club. When preparing for a role-playing game, the teacher always takes into account the following features:

1) the Situation should be as close to life as possible. The roles that students choose should best fit the situation. Participants in a role-playing game must take into account the presence of different role-playing goals. Participants in the role-playing game should not act individually, but only collectively, the replicas of one should cause a response from the other, and the reaction is followed by the action of the partner.

2) Having a common goal for the entire team. Participants of the game come to their own decision, prompted by the situation and inclinations of the student; where to go to rest, what book to read, etc. there Is a system of group and individual assessment

of the activities of participants in the game. Each participant in the game, depending on the performance of the task set by the role, is evaluated either by an expert from among the participants themselves, or by a teacher.

3) the Presence of controlled emotional stress. Creating a friendly atmosphere. When students accept a role, they act it out in a particular situation. A group of students playing a role in a classroom is likened to a group of children playing school, hospital, star wars, and so on. both of them unconsciously create their own reality and, in doing so, operate on their knowledge of the real world. The advantage of a role-playing game is that it allows you to use untrained speech. The main goal of any role-playing game is to train untrained speech.

The main goal of any role-playing game is to train untrained speech. The role-playing game can surpass the possibilities of any pair or group activity, train students in the ability to speak in any situation on any topic. Role-playing puts students in situations where they need to use and develop language forms that are necessary as a lubricant in the work of social relationships. The role-playing game provides shy, insecure students with a "mask" behind which they can hide. Students experience great difficulties when the main emphasis in training is on the personality of the students, on their direct experience.

The advantage of using a role-playing game is that it gives pleasure to those who play it. As soon as students begin to understand what is required of them, they are happy to let their imagination run wild. And since they like this activity, the training material is absorbed much more effectively. The role-playing game is suitable for every type of work with the language (working out structures, vocabulary, learning functions, intonation models).

The inclusion of role-playing games is possible at any stage of training, however, it is usually better to leave the role-playing game for the final lessons or generalizing lessons, since most teachers require students to be fluent in the material, as well as creating an original product, scheme, project, and communicative communication. In psychological and pedagogical theory and practice of teaching foreign languages, quite often the terms "competence" and "competence" are treated as synonyms and are considered as the result of learning, achieving a certain level of language proficiency. Moreover, linguists often talk about the appropriate competence, and psychologists-competence.

Communication in learning is a model of the communication process, the purpose of which is to encourage participants to communicate in the process of exchanging information to speak out. Communicative motivation arises on the basis of the subject's interaction with objective reality, which causes the need to Express an idea, that is, communicative motivation depends on the content of students ' mental activity. The desire to communicate often takes a leading place among the motives of a person that encourage him to joint practical activities.

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