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## USING EDUCATIONAL GAMES IN THE TEACHING FOREIGN LANGUAGE IN HIGHER EDUCATION

**Abstract:** The article substantiates the conditions that allow the most effective use of word games in foreign language classes, as well as provides examples of games at different stages of work with students. The article discusses the possibilities of using educational games in the process of teaching a foreign language in higher education.

**Key words:** teaching a foreign language, game methods, types of games, innovative technology, competence.

**Language:** English

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### Introduction

In particular, graduates should be able to communicate orally and in writing foreign language and solve problems of interpersonal and intercultural interaction. Therefore, students must have certain knowledge (for example, knowledge of language tools) and skills (to use speech communication formulas, formulate their point of view, etc.), as well as be able to relate language tools to specific situations of cross-cultural speech communication.

The solution of this complex, "global" problem occurs during the entire period of foreign language teaching in the higher education and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this context, it is common to talk about the use of new information and communication technologies, active teaching methods, and a differentiated approach.

Analysis of the works of these scientists allows us to conclude that it is the game technology that allows the student to be personally involved and involved in the functioning of the studied phenomenon, which gives him the opportunity to simulate real life conditions. K.D.Ushinsky believed that games are partly a person's own creation, which does not pass without a trace, but to a certain extent contributes to the formation of his personality [1].

A.C.Makarenko emphasized that the main value of the game and its specific meaning is that it represents collective activity and teaches social relations [2]. The concept of "game technologies" includes a fairly large group of techniques and methods of organizing the pedagogical process in the form of a variety of pedagogical games.

The pedagogical game is characterized by a precisely formulated goal of teaching and a pedagogical result corresponding to this goal, which has an educational and cognitive orientation, thanks to which, in combination with well-organized educational work, students "noticeably develop aesthetic feelings, the ability to notice, emotionally perceive and love the beautiful in the surrounding reality: in nature, art, social life". Use in educational process of higher education gaming technology involves "intensive teaching method", which is that all training information is given to the student during one lesson in large enough quantities that exceed the subjective "barriers" to learning [3]. Active cognitive activity of students is what helps to organize their attention and allows them to work calmly and enthusiastically for a long time. At the same time, it should be noted that "since it is on the cognitive interest that cognitive activity is based, cognitive

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interests inevitably penetrate into all spheres of human activity and activate cognition”.

However, the "basic element" is the methods and techniques of teaching a foreign language, which the teacher uses in the classroom, directly working with students. Students' knowledge and proficiency in language tools and their use in communication depends on how effectively this material was presented, fixed, and worked out. A method that allows you to:

- a) motivate students to study the subject,
- b) promotes the development of language and speech competence,
- c) contributes to a faster and more durable assimilation of the material, is the game. Is the use of games in the student audience justified? And if so, which games will best contribute to the development of language skills? In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults.

It is appropriate to give classifications of games that will help you find out which games can contribute to the development of certain language skills. Thus, M. F. Stronin distinguishes the following types of games:

1. Lexical.
2. Grammar.
3. Phonetic.
4. Spelling.

5. Creative [4]. The first four can be attributed to the so-called language skills, the purpose of which is to form appropriate skills. Creative games are complex and involve the creative application of acquired knowledge and skills in a game situation. There are other classifications of games.

For the games discussed in this article, we suggest the name "word games" – they are all related to the word, its spelling, meaning, and compatibility with other words (in the terminology of Stroninus, both lexical and spelling games can be included here).

Word games allow students to:

- expand your vocabulary by learning new vocabulary units;
- learn more familiar lexical units;
- to practice the spelling words;
- to activate speech-thinking activity;
- gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crosswords
3. Search for words among the letter chaos (Wordsearch)
4. "The Gallows" (Hangman)
5. "Balda" (a word game in which you need to compose words using letters that are added in a certain way to the square playing field).

6. "Words" (making shorter words out of one long one, often temporarily).

7. "Unscramble" (making a word from an existing set of letters).

8. Wordchain (creating a list of words by replacing one letter in each subsequent word, possibly based on definitions).

9. Constructor (making words from morphemes presented on separate cards).

10. "One letter – many words" (students call the words they know to a specific letter of the alphabet).

11. "Last letter" (name a word beginning with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable-e at the end of the word, it may be suggested to start the word with the last sound of the previous one).

12. "Missing letters" (guess the word only by vowels/consonants).

13. Hot Chair (guess a word by its definition, synonyms, antonyms, etc.) and others.

In General, students consider the use of games in English classes "an interesting, effective method for better memorizing material. Organizing games at the lesson of foreign language in high school, the teacher should take into account General methodological principles and pedagogical principles of adult learning (because the students often claim to "adulthood", and eagerly responds to the tools and techniques used with children):

- adults need to know why they teach the material. Therefore, the teacher should be ready to explain how the game will help students learn a foreign language;

- adults see learning as a solution to problems, they learn from their own experience, "in practice", and the use of word games can present more opportunities for this than simply performing exercises from a textbook;

- the game should be well thought out, have clear rules and simple conditions, and be supervised by a teacher;

- the game should be held in a friendly atmosphere, providing the student with opportunities for self-expression and self-development;

- the game must contain an element of competition (under the initial condition of equality of participants/teams), which can activate the students' mental activity, encourage their active participation. Here are examples of using different games at different stages of organizing a foreign language class.

At the warm-up stage, when the task of the teacher is to update the students' knowledge and experience on a particular topic, "tuning" to work, you can offer students to play "Missing letters", "Unscramble", "Constructor". In this case, the word should be either already familiar to most students, or can be predicted based on the topic. For example, the word "adventure" in the game "Missing letters" can be represented on the board as ". d v . n t . r . " as part of

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the discussion of the General theme "adventure holidays".

Games such as Word search, crosswords, and Unscramble are often used when working out vocabulary on a specific topic. In school and foreign textbooks/workbooks, this task is not uncommon, but textbooks for higher education, especially professional orientation, do not often offer students such an exercise-game. The method is quite effective when students create a "letter chaos"/crossword puzzle themselves as a creative task and offer it in class for working in small groups.

The Hot Chair team game can be offered to students when completing a topic, when lexical units/phrases have already been repeatedly presented to students in texts and exercises. The essence of the game is as follows: the team representative needs to guess the word written on the board, which can be suggested by the teacher or another team, based on the suggestions and explanation of their team. The student sits with his back to the Board and does not see the word[6].

Associations and ways to explain the word that come to mind for modern students are sometimes striking in their originality and creative approach, showing that students are trying to update and transfer knowledge from other subject areas in a foreign language. It is necessary to encourage students to Express ideas in a foreign language, so they are involved in communication, develop skills of building

sentences, certain speech formulas. At this stage, you can also play "the gallows"; usually students actively think, offer options, not wanting the game to end in a loss.

The game "WordChain" can be played with primary - level students, as it often contains short, simple words of 3 to 4 letters. However, if definitions of modifiable words are used, the task becomes more difficult for students. Some games can be used to present new words, focusing on their spelling. The teacher can be advised not to "take all the heat" on the game itself, but to delegate some of the work to students – for example, on the choice of lexical units in the game within the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, using the game in a foreign language class actually becomes an effective technique.

In conclusion, it should be noted that games are a method of learning, which can be attributed to the group of active methods of teaching practical knowledge of a foreign language. The game is a conditional reproduction of its participants real practical activities, creates conditions for real communication. Thus, the use of game technologies in the process of preparing future foreign language teachers for professional and pedagogical activities significantly facilitates the educational process, makes it more interesting, accessible and feasible for students.

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